

## Interim Procedures for Implementing Performance and Development Framework for Principals, Executives and Teachers in NSW Public School (2015 only)

Blairmount Public School



### Phase 1: Plan (Professional Goals, Professional Learning & Evidence)

- Teachers are to develop the 3-5 goals in consultation with their coach and / or the supervisor.
- The 'Plan' phase of the cycle is to be completed by Week 5, Term 2.
- During Week 5, Term 2 all staff will be released from class for 30mins to participate in formal discussions with their supervisor regarding their professional goals, professional learning and evidence.
- Teachers are to bring their Performance & Development Plan to the formal meeting with the professional goals, professional learning and evidence sections typed and completed ready to discuss and reflect on.
- Teacher and supervisor are to sign and date the 'Plan' section of Performance & Development Plan at the conclusion of the formal meeting.

### Phase 2: Implement (including Mid-Year Self Assessment)

- The 'Implementation' phase will be reviewed through informal conversations and stage meetings and / or one on one meetings with supervisor and / or coach.
- Teachers must complete the mid-year self-assessment by the end of Week 5, Term 3.
- Teacher and supervisor are to sign and date the 'Implementation' Section of the Performance & Development Plan by the end of Week 5, Term 3.

### Phase 3: Review (End of Year Formal Review and Written Feedback)

- The 'Review' phase of the cycle is to be completed by Week 5, Term 4.
- During Week 5, Term 4 all staff will be released from class for 30mins to participate in formal discussions regarding the progress made to achieve their professional learning goals and to start preliminary planning for the following year.
- Teachers are to bring their Performance & Development Plan to the formal meeting with all sections typed and completed ready to discuss and reflect on.
- Teacher and supervisor are to sign and date the completed Performance & Development Plan at the conclusion of the formal meeting.
- Teachers are to keep the original of Performance & Development Plan and a copy is made for secure storage at school.

### Classroom Observations

The direct observation of classroom practice is an important component of the process, and is an essential element of the Australian Teacher Performance and Development Framework. The observation should be negotiated, linked to the teacher's goals and the appropriate Standards, and undertaken in a collegial and supportive manner.

- There needs to be a minimum of two documented observations per year for each teacher
- If the observation(s) is not undertaken by the supervisor then the details (ie time, date, observation focus) must be communicated to the supervisor.
- Observations must be completed before the formal meeting with supervisors during Week 5, Term 4.

### Evidence Collection

- Evidence to demonstrate achievement of or progress towards a teacher's PDP goals should be collected throughout the process.
- The quantity of evidence required to substantiate progress towards each goal is a professional judgement, determined in collaboration with the supervisor.
- As a minimum, there should be one piece of evidence to demonstrate progress towards or achievement of each goal articulated in the PDP.
- All evidence needs to be presented and discussed with supervisors throughout the process.