

# Performance and Development for Teachers and School Leaders

Under the *Australian Education Act 2013* (Cth.), schools must implement the Australian Teacher Performance and Development Framework (the Framework).

The Framework highlights the factors necessary to develop a performance and development culture: a focus on student outcomes, a clear understanding of effective teaching, effective leadership, adaptability to a variety of contexts, and alignment with a school's professional learning and strategic plans.

The discussion/reflection questions below should assist schools with this implementation.

## Goal Setting

- Do staff set and document goals in agreement with the Principal or delegate, including the following considerations:
  - teacher reflection on practice
  - school strategic plan
  - priorities set by teams of teachers within the school
  - national professional standards reference
  - measurable; links to the type of evidence required
  - performance element
  - development element
  - clarity of timelines for review of goals.

## Action and Strategies

- Is there collection of evidence which can assist to improve teacher effectiveness, such as:
  - evidence of the impact of teaching on student outcomes (must have a central role)
  - direct observation of teaching and feedback focused on improvement (most common evidence gathered across OECD countries)
  - evidence of the teacher's impact on colleagues (collaboration) and the school as a whole
  - student feedback
  - peer/supervisor feedback
  - parent feedback
  - teacher self-assessment
  - teacher reflection on impact of participation in professional learning.

## Support to meet Goals through High Quality Professional Learning

- To assist in changing teacher practice to meet student needs, is professional learning:
  - relevant
  - future-focussed
  - collaborative
  - differentiated
  - supporting and promoting innovation
  - taking into account the priorities and resources of the school.

## Feedback and Review

- Do teachers have the opportunity to improve practice, make relevant professional learning choices and revise goals through:
  - frequent informal feedback
  - coaching
  - an annual formal performance and development review which includes verbal and written feedback.

## Other Considerations

- implementation and culture change; alignment with policies and processes
- monitoring and evaluating the processes to ensure sustainability of an effective performance and development culture
- graduate teachers: using this process to work towards their full registration
- supporting career progression through use of the Framework
- underperformance is managed separately through industrial processes.

For further information on the Australian Teacher Performance and Development Framework, visit the [AITSL website](#).