



PERFORMANCE DEVELOPMENT AND REVIEW PLAN FOR TEACHERS

Name:

Learning Area:

Year:

2020

Performance Development

Performance Development is an active ongoing process of reflection, planning, monitoring and review. The employee and Line Manager should develop a Performance Development Plan (PDP) that contains goals, performance indicators, timeframes and agreed support that links to operational priorities. The process should focus on a culture of providing support and feedback.

Reflection

The Performance Development Plan contains a self-reflection tool, which participants should use to reflect on practice. Teachers are encouraged to use the self-reflection tool to assist with identification of their areas of strength and those requiring development.

Teachers should also refer to the [Australian Professional Standards for Teachers](#)

Planning

This part of the process provides an opportunity for teachers and line managers to reflect on teachers' achievements, assess performance, set goals for improvement and identify support. It is important to identify the resources and strategies that will be used to achieve the goals that have been identified.

Monitoring

Ongoing and informal monitoring of the agreed plan is desirable. Changes may be made owing to unexpected circumstances, eg. the availability of additional funding to support a particular strategy. At least one formal meeting should occur to enable feedback on progress to be given.

Review

The timing of the review meeting will depend on the contents of the plan. In most cases, plans will be initiated in term 1 and reviewed in term 4, however, not all goals are achievable in this time span and effectiveness of long-term strategies can be difficult to assess in a relatively short-term period. It is legitimate to plan for long-term change, although given the potential for disruption with the changing personnel a review should occur within 18 months. Staff are able to continue striving towards achieving the same goal over a longer term but should agree on success indicators or targets that can be measured within this time frame.

Evidence

Evidence presented at planning and review meetings may include, but not limited to:

- Analysis of student performance data to demonstrate impact of teaching *
- Reports of classroom observation *
- Reports related to working with colleagues *
- Teaching programs, including assessment strategies
- Students' work samples
- Student surveys
- Notes from parent teacher meetings
- Records of participation in professional learning.

* Denotes *Employee Performance* policy evidence requirement

Additional pages of evidence from a variety of sources may be added to this template.

Documentation

Line managers are to give teachers a copy of documentation.

The Plan is confidential between the teacher and whoever is the line manager or the line manager's superordinates.

Documentation may be requested from another school.

Documentation must be stored securely for a minimum of two years.

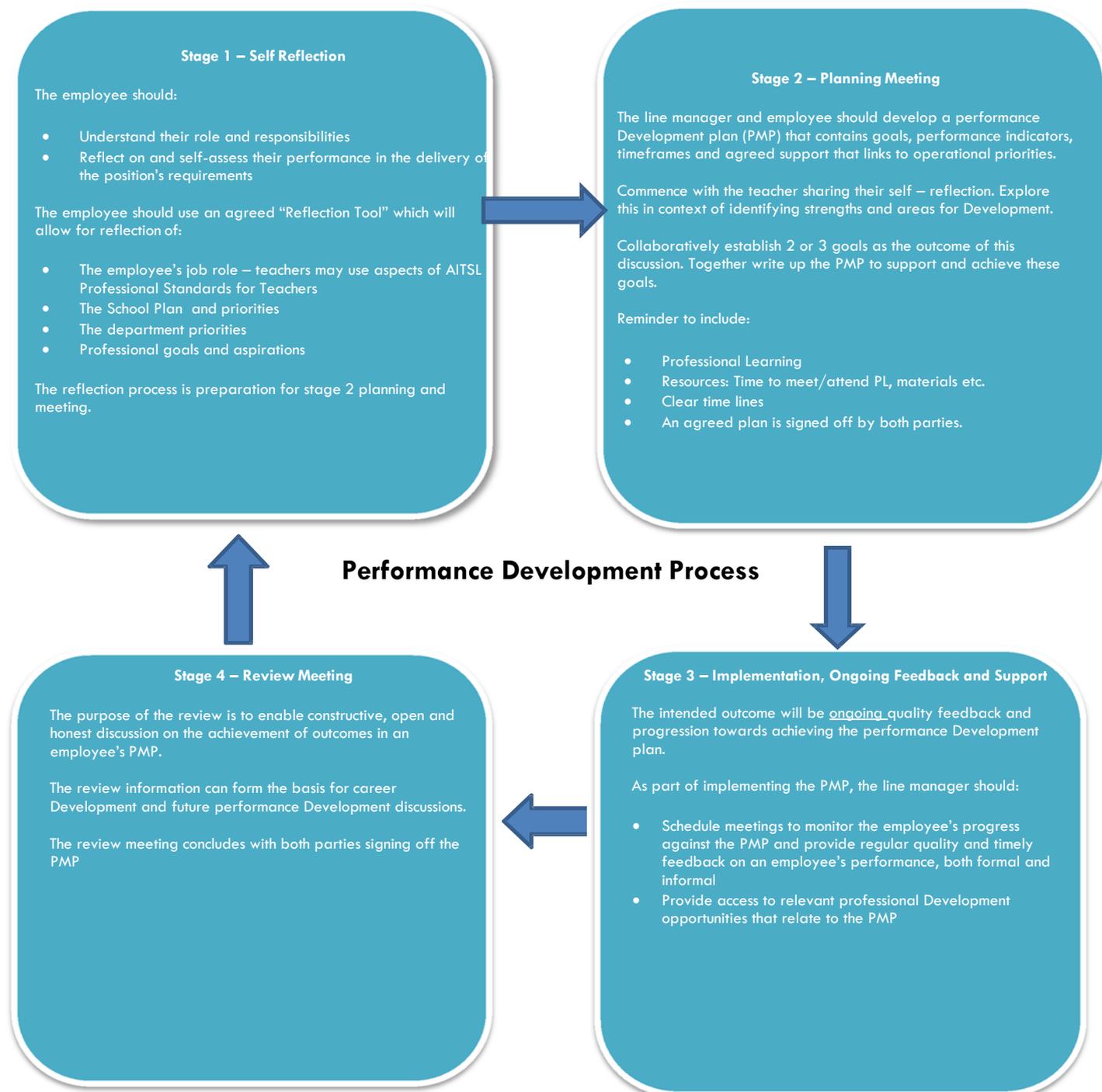
To safe guard you

If at any time there is cause for concern it is obligatory on the part of either party to the performance agreement to express that concern. A panel can be set up consisting of the Principal, Your Mentor, Yourself and a Peer (if needed). The panel will address your concerns and put in place any strategies, actions or reasonable requests that are forthcoming.

Process/Stages

The Performance Development process is usually annual.

1. Self-Reflection	Term 1, Week 6-10	30 Mins suggested	Employee alone
2. Planning Meeting	Term 2, Week 1-3	40 mins meeting	Employee & Performance Manager
3. Implementation & Development	Terms 2-4	Incidental informal & formal meetings as per plan	Employee Performance Manager
4. Review Meeting	Term 1, Week 3-5	40 mins meeting	Employee & Performance Manager



PERFORMANCE MANAGEMENT PLAN FOR TEACHERS

This template provides a guide for the performance and development of teachers when preparing documentation to support the requirements of the Department's [Employee Performance policy](#).

The policy requires teachers to use the [Australian Professional Standards for Teachers](#) as a prime reference for performance discussions and assessment. It also requires line managers to observe teachers' practice in the classroom and use this as evidence in the annual process.

The policy articulates with the [Australian Teacher Performance and Development Framework](#).

When considering the performance management plan, additional documents for framing performance goals may include:

- [High Performance – High Care: Strategic Plan for WA Public Schools 2016-2020](#)
- [Classroom First Strategy](#)
- School Plan.

PERFORMANCE DEVELOPMENT PLAN	
TEACHER	LINE MANAGER
NAME:	NAME:
POSITION:	POSITION:
Record of process	
STAGE	DATE/s
Self-reflection	
Planning and goal setting meeting	
Professional learning completed	
<ul style="list-style-type: none"> • • • 	
Classroom Practice Observations	
<ul style="list-style-type: none"> • Peer • Line manager (mandatory) 	
Review meeting	
TEACHER'S SIGNATURE	Date:
LINE MANAGER'S SIGNATURE	Date:

REFLECTION TOOL

Australian Professional Standards for Teachers (AITSL)

1. Reflect on each standard in the context of your current role and school/ student context.
2. Highlight those areas that can be identified as areas that would assist improvement and consider areas that need further Development and support.
3. Identify specific aspects of this standard in the context of your current role – (right side box)
4. Share your self-reflection with your line manager in the PDP meeting, using it to drive identification of your PDP goal/s.

STAGE 1: Self Reflection: AITSL Australian Professional Standards for Teachers		
Name:	Date:	
STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN		
<ul style="list-style-type: none"> 1.1 Physical, social and intellectual Development and characteristics of students 1.2 Understand how students learn 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 Strategies to support full participation of students with disability 	Areas of Strength	Areas for Development
STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT		
<ul style="list-style-type: none"> 2.1 Content and teaching strategies of the teach 2.2 Content selection and organisation 2.3 Curriculum, assessment and reporting 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between indigenous and non – Indigenous Australians 2.5 Literacy and numeracy strategies 2.6 Information and Communication Technology (ICT) 	Areas of Strength	Areas for Development
STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING		
<ul style="list-style-type: none"> 3.1 Establish challenging learning goals 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 3.4 Select and use resources 3.5 Use effective classroom communication 3.6 Evaluate and improve teaching programs 3.7 Engage parents/carers in the educative process 	Areas of Strength	Areas for Development

STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING COMMUNITIES		
4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour 4.4 Maintain student safety 4.5 Use ICT safely, responsibly and ethically	Areas of Strength	Areas for Development
STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING		
5.1 Assess student learning 5.2 Provide feedback to students on their learning 5.3 Make consistent and comparable judgements 5.4 Interpret student data 5.5 Report on student achievement	Areas of Strength	Areas for Development
STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING		
6.1 Identify and plan professional learning needs 6.2 Engage in professional learning and improve Practice 6.3 Engage with colleagues and improve practice 6.4 Apply professional learning and improve student Learning	Areas of Strength	Areas for Development
STANDARDS 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY		
7.1 Meet Professional ethics and responsibilities 7.2 Comply with legislative, administrative and organisational requirements 7.3 Engage with the parents / carers 7.4 Engage with professional teaching networks and broader communities	Areas of Strength	Areas for Development
<p>REFERENCE: AITSL Australian Professional Standards for Teachers</p> <ul style="list-style-type: none"> - For detailed examination of the standards Identified for your growth and Development, use this reference: http://www.teacherstandards.aitsl.edu.au 		

PLANNING

Professional Knowledge

- Standard 1 Know students and how they learn
- Standard 2 Know the content and how to teach it

Comment:

Professional Practice

- Standard 3 Plan for and implement effective teaching and learning
- Standard 4 Create and maintain supportive and safe learning environments
- Standard 5 Assess, provide feedback and report on student learning

Comment: Refer to evidence relating to classroom observation

Professional Engagement

- Standard 6 Engage in professional learning
- Standard 7 Engage professionally with colleagues, parents/carers and the community

Comment:

KEY GOALS

1.

2.

3.

4.

SUPPORT / PROFESSIONAL LEARNING / RESOURCES

Comment:

OTHER – factors that may impact on performance (eg carer responsibilities, cultural obligations and study)

Comment:

TEACHER'S SIGNATURE

Date:

LINE MANAGER'S SIGNATURE

Date:

REVIEW

Professional Knowledge

- Standard 1 Know students and how they learn
Standard 2 Know the content and how to teach it

Comment:

Professional Practice

- Standard 3 Plan for and implement effective teaching and learning
Standard 4 Create and maintain supportive and safe learning environments
Standard 5 Assess, provide feedback and report on student learning

Comment: Refer to evidence relating to classroom observation

Professional Engagement

- Standard 6 Engage in professional learning
Standard 7 Engage professionally with colleagues, parents/carers and the community

Comment:

General comment:

TEACHER'S SIGNATURE

Date:

LINE MANAGER'S SIGNATURE

Date:



PERFORMANCE DEVELOPMENT AND REVIEW PLAN FOR SENIOR TEACHERS

Name:

Learning Area:

Year:

2020

Performance Development

Performance Development is an active ongoing process of reflection, planning, monitoring and review. The employee and Line Manager should develop a Performance Development Plan (PDP) that contains goals, performance indicators, timeframes and agreed support that links to operational priorities. The process should focus on a culture of providing support and feedback.

Reflection

The Performance Development Plan contains a self-reflection tool, which participants should use to reflect on practice. Teachers are encouraged to use the self-reflection tool to assist with identification of their areas of strength and those requiring development.

Teachers should also refer to the [Australian Professional Standards for Teachers](#)

Planning

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Monitoring

Ongoing and informal monitoring of the agreed plan is desirable. Changes may be made owing to unexpected circumstances, eg. the availability of additional funding to support a particular strategy. At least one formal meeting should occur to enable feedback on progress to be given.

Review

The timing of the review meeting will depend on the contents of the plan. In most cases, plans will be initiated in term 1 and reviewed in term 4, however, not all goals are achievable in this time span and effectiveness of long term strategies can be difficult to assess in a relatively short term period. It is legitimate to plan for long term change, although given the potential for disruption with the changing personnel a review should occur within 18 months. Staff are able to continue striving towards achieving the same goal over a longer term but should agree on success indicators or targets that can be measured within this time frame.

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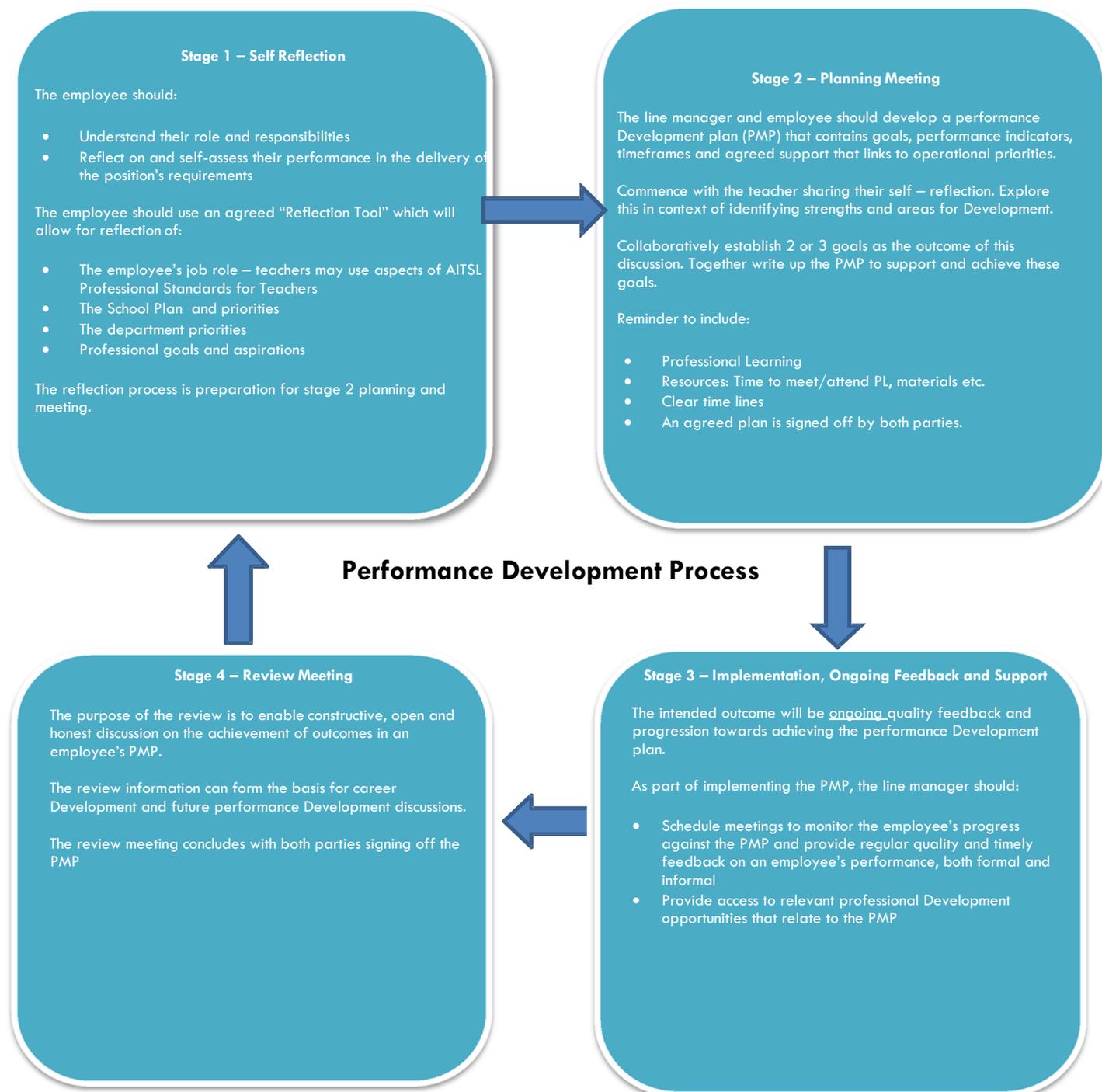
To safe guard you

If at any time there is cause for concern it is obligatory on the part of either party to the performance agreement to express that concern. A panel can be set up consisting of the Principal, Your Mentor, Yourself and a Peer (if needed). The panel will address your concerns and put in place any strategies, actions or reasonable requests that are forthcoming.

Process/Stages

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4. Review Meeting	Term 1, Week 3-5	40 mins meeting	Employee & Performance Manager



PERFORMANCE MANAGEMENT PLAN FOR SENIOR TEACHERS

This template provides a guide for the performance and development of teachers when preparing documentation to support the requirements of the Department's [Employee Performance policy](#).

The policy requires teachers to use the [Australian Professional Standards for Teachers](#) as a prime reference for performance discussions and assessment. It also requires line managers to observe teachers' practice in the classroom and use this as evidence in the annual process.

The policy articulates with the [Australian Teacher Performance and Development Framework](#).

When considering the performance management plan, additional documents for framing performance goals may include:

- [High Performance – High Care: Strategic Plan for WA Public Schools 2016-2020](#)
- [Classroom First Strategy](#)
- School Plan.

PERFORMANCE DEVELOPMENT PLAN	
SENIOR TEACHER	LINE MANAGER
NAME:	NAME:
POSITION:	POSITION:
Record of process	
STAGE	DATE/s
Self-reflection	
Planning and goal setting meeting	
Professional learning completed	
<ul style="list-style-type: none"> • • • 	
Classroom Practice Observations	
<ul style="list-style-type: none"> • Peer • Line manager (mandatory) 	
Review meeting	
SIGNATURES	
SENIOR TEACHER'S SIGNATURE	Date:
LINE MANAGER'S SIGNATURE	Date:

REFLECTION TOOL

Australian Professional Standards for Teachers (AITSL)

5. Reflect on each standard in the context of your current role and school/ student context.
6. Highlight those areas that can be identified as areas that would assist improvement and consider areas that need further Development and support.
7. Identify specific aspects of this standard in the context of your current role – (right side box)
8. Share your self-reflection with your line manager in the PDP meeting, using it to drive identification of your PDP goal/s.

STAGE 1: Self Reflection: AITSL Australian Professional Standards for Teachers		
Name:	Date:	
STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN		
1.1 Physical, social and intellectual Development and characteristics of students 1.2 Understand how students learn 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 Strategies to support full participation of students with disability	Areas of Strength	Areas for Development
STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT		
2.1 Content and teaching strategies of the teach 2.2 Content selection and organisation 2.3 Curriculum, assessment and reporting 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between indigenous and non – Indigenous Australians 2.5 Literacy and numeracy strategies 2.6 Information and Communication Technology (ICT)	Areas of Strength	Areas for Development
STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING		
3.1 Establish challenging learning goals 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 3.4 Select and use resources 3.5 Use effective classroom communication 3.6 Evaluate and improve teaching	Areas of Strength	Areas for Development

programs		
3.7 Engage parents/carers in the educative process		
STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING COMMUNITIES		
4.1 Support student participation	Areas of Strength	Areas for Development
4.2 Manage classroom activities		
4.3 Manage challenging behaviour		
4.4 Maintain student safety		
4.5 Use ICT safely, responsibly and ethically		
STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING		
5.1 Assess student learning	Areas of Strength	Areas for Development
5.2 Provide feedback to students on their learning		
5.3 Make consistent and comparable judgements		
5.4 Interpret student data		
5.5 Report on student achievement		
STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING		
6.1 Identify and plan professional learning needs	Areas of Strength	Areas for Development
6.2 Engage in professional learning and improve Practice		
6.3 Engage with colleagues and improve practice		
6.4 Apply professional learning and improve student Learning		
STANDARDS 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES,PARENTS/CARERS AND THE COMMUNITY		
7.1 Meet Professional ethics and responsibilities	Areas of Strength	Areas for Development
7.2 Comply with legislative, administrative and organisational requirements		
7.3 Engage with the parents / carers		
7.4 Engage with professional teaching networks and broader communities		
SENIOR TEACHER ROLE		
Details:	Areas of Strength	Areas for Development
REFERENCE: AITSL Australian Professional Standards for Teachers		

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PLANNING

Professional Knowledge

Standard 1 Know students and how they learn

Standard 2 Know the content and how to teach it

Comment:

Professional Practice

Standard 3 Plan for and implement effective teaching and learning

Standard 4 Create and maintain supportive and safe learning environments

Standard 5 Assess, provide feedback and report on student learning

Comment: Refer to evidence relating to classroom observation

Professional Engagement

Standard 6 Engage in professional learning

Standard 7 Engage professionally with colleagues, parents/carers and the community

Comment:

SENIOR TEACHER ROLE

Comment:

KEY GOALS

1.

2.

3.

4.

SUPPORT / PROFESSIONAL LEARNING / RESOURCES

Comment:

OTHER – factors that may impact on performance (eg carer responsibilities, cultural obligations and study)

Comment:

SENIOR TEACHER'S SIGNATURE

Date:

LINE MANAGER'S SIGNATURE

Date:

REVIEW

Professional Knowledge

Standard 1 Know students and how they learn

Standard 2 Know the content and how to teach it

Comment:

Professional Practice

Standard 3 Plan for and implement effective teaching and learning

Standard 4 Create and maintain supportive and safe learning environments

Standard 5 Assess, provide feedback and report on student learning

Comment: Refer to evidence relating to classroom observation

Professional Engagement

Standard 6 Engage in professional learning

Standard 7 Engage professionally with colleagues, parents/carers and the community

Comment:

SENIOR TEACHER ROLE

Comment:

General comment:

SENIOR TEACHER'S SIGNATURE

Date:

LINE MANAGER'S SIGNATURE

Date:



PERFORMANCE DEVELOPMENT AND REVIEW PLAN FOR LEVEL 3 CLASSROOM TEACHERS

Name:

Learning Area:

Year:

2020

Performance Development

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Reflection

The Performance Development Plan contains a self-reflection tool, which participants should use to reflect on practice. Teachers are encouraged to use the self-reflection tool to assist with identification of their areas of strength and those requiring development.

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Planning

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Monitoring

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Review

The timing of the review meeting will depend on the contents of the plan. In most cases, plans will be initiated in term 1 and reviewed in term 4, however, not all goals are achievable in this time span and effectiveness of long-term strategies can be difficult to assess in a relatively short term period. It is legitimate to plan for long-term change, although given the potential for disruption with the changing personnel a review should occur within 18 months. Staff are able to continue striving towards achieving the same goal over a longer term but should agree on success indicators or targets that can be measured within this time frame.

Evidence

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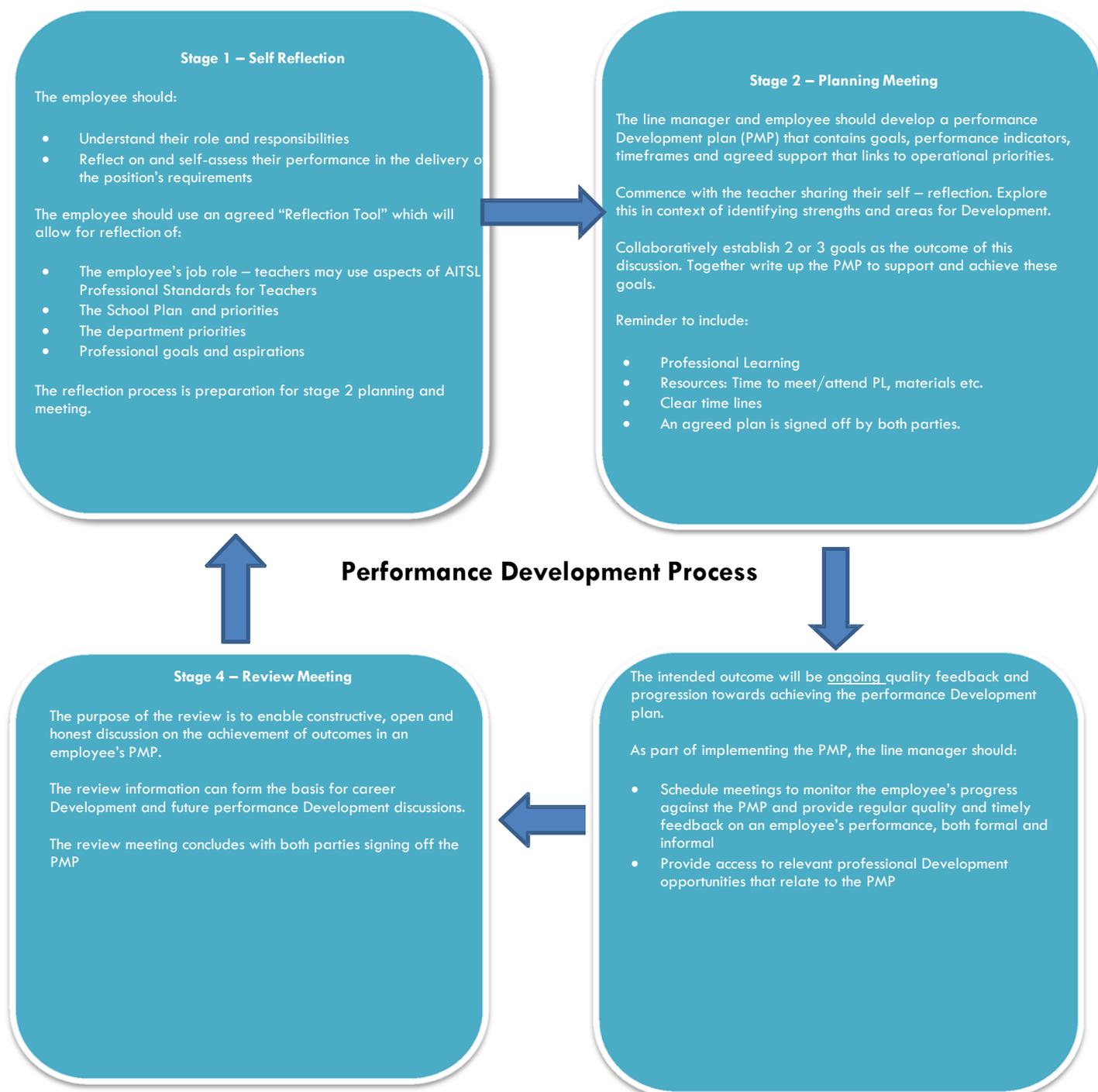
To safe guard you

If at any time there is cause for concern it is obligatory on the part of either party to the performance agreement to express that concern. A panel can be set up consisting of the Principal, Your Mentor, Yourself and a Peer (if needed). The panel will address your concerns and put in place any strategies, actions or reasonable requests that are forthcoming.

Process/Stages

The Performance Development process is usually annual.

1. Self-Reflection	Term 1, Week 6-10	30 Mins suggested	Employee alone
2. Planning Meeting	Term 2, Week 1-3	40 mins meeting	Employee & Performance Manager
3. Implementation & Development	Terms 2-4	Incidental informal & formal meetings as per plan	Employee Performance Manager
4. Review Meeting	Term 1, Week 3-5	40 mins meeting	Employee & Performance Manager



PERFORMANCE MANAGEMENT PLAN FOR LEVEL 3 CLASSROOM TEACHERS

This template provides a guide for the performance and development of teachers when preparing documentation to support the requirements of the Department's [Employee Performance policy](#).

The policy requires teachers to use the [Australian Professional Standards for Teachers](#) as a prime reference for performance discussions and assessment. It also requires line managers to observe teachers' practice in the classroom and use this as evidence in the annual process.

The policy articulates with the [Australian Teacher Performance and Development Framework](#).

When considering the performance management plan, additional documents for framing performance goals may include:

- [High Performance – High Care: Strategic Plan for WA Public Schools 2016-2020](#)
- [Classroom First Strategy](#)
- School Plan.
- [Your Guide to Becoming a Level 3 Classroom Teacher](#), particularly the Level 3 Classroom Teachers' role (page 11) and the Assessment Rubric focusing on Indicators 3 and four (Appendix A)
- Clause 15.4 of [The School Education Act Employees' \(Teachers and Administrators\) General Agreement 2014](#) "The primary role of the Level 3 Classroom Teacher is of an instructional nature, modeling high standards of teaching in the classroom and continually improving professional teaching practice. The role of the Level 3 Classroom Teacher is to be negotiated at the school level with the principal or line manager and is to be consistent with the Level 3 Classroom Teacher Information and Guidelines."

PERFORMANCE DEVELOPMENT PLAN	
L3CT TEACHER	LINE MANAGER
NAME:	NAME:
POSITION:	POSITION:
Record of process	
STAGE	DATE/s
Self-reflection	
Planning and goal setting meeting	
Professional learning completed	
<ul style="list-style-type: none"> • • • 	
Classroom Practice Observations	
<ul style="list-style-type: none"> • Peer • Line manager (mandatory) 	
Review meeting	
L3CT TEACHER'S SIGNATURE	Date:
LINE MANAGER'S SIGNATURE	Date:

REFLECTION TOOL

Australian Professional Standards for Teachers (AITSL)

9. Reflect on each standard in the context of your current role and school/ student context.
10. Highlight those areas that can be identified as areas that would assist improvement and consider areas that need further Development and support.
11. Identify specific aspects of this standard in the context of your current role – (right side box)
12. Share your self-reflection with your line manager in the PDP meeting, using it to drive identification of your PDP goal/s.

STAGE 1: Self Reflection: AITSL Australian Professional Standards for Teachers		
Name:	Date:	
STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN		
1.7 Physical, social and intellectual Development and characteristics of students 1.8 Understand how students learn 1.9 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.10 Strategies for teaching Aboriginal and Torres Strait Islander students 1.11 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.12 Strategies to support full participation of students with disability	Areas of Strength	Areas for Development
STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT		
2.7 Content and teaching strategies of the teach 2.8 Content selection and organisation 2.9 Curriculum, assessment and reporting 2.10 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between indigenous and non – Indigenous Australians 2.11 Literacy and numeracy strategies 2.12 Information and Communication Technology (ICT)	Areas of Strength	Areas for Development
STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING		
3.8 Establish challenging learning goals 3.9 Plan, structure and sequence learning programs 3.10 Use teaching strategies 3.11 Select and use resources 3.12 Use effective classroom communication 3.13 Evaluate and improve teaching	Areas of Strength	Areas for Development

programs 3.14 Engage parents/carers in the educative process		
STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING COMMUNITIES		
4.6 Support student participation 4.7 Manage classroom activities 4.8 Manage challenging behaviour 4.9 Maintain student safety 4.10 Use ICT safely, responsibly and ethically	Areas of Strength	Areas for Development
STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING		
5.6 Assess student learning 5.7 Provide feedback to students on their learning 5.8 Make consistent and comparable judgements 5.9 Interpret student data 5.10 Report on student achievement	Areas of Strength	Areas for Development
STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING		
6.5 Identify and plan professional learning needs 6.6 Engage in professional learning and improve Practice 6.7 Engage with colleagues and improve practice 6.8 Apply professional learning and improve student Learning	Areas of Strength	Areas for Development
STANDARDS 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES,PARENTS/CARERS AND THE COMMUNITY		
7.5 Meet Professional ethics and responsibilities 7.6 Comply with legislative, administrative and organisational requirements 7.7 Engage with the parents / carers 7.8 Engage with professional teaching networks and broader communities	Areas of Strength	Areas for Development
LEVEL 3 CLASSROOM TEACHER ROLE		
Details:	Areas of Strength	Areas for Development
REFERENCE: AITSL Australian Professional Standards for Teachers		

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PLANNING

Professional Knowledge

- Standard 1 Know students and how they learn
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Comment:

Professional Practice

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Comment: Refer to evidence relating to classroom observation

Professional Engagement

- Standard 6 Engage in professional learning
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Comment:

LEVEL 3 CLASSROOM TEACHER ROLE

Comment:

KEY GOALS

5.

6.

7.

8.

SUPPORT / PROFESSIONAL LEARNING / RESOURCES

Comment:

OTHER – factors that may impact on performance (eg carer responsibilities, cultural obligations and study)

Comment:

L3CT TEACHER'S SIGNATURE

Date:

LINE MANAGER'S SIGNATURE

Date:

REVIEW

Professional Knowledge

Standard 1 Know students and how they learn

Standard 2 Know the content and how to teach it

Comment:

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Comment:

LEVEL 3 CLASSROOM TEACHER ROLE

Comment:

General comment:

L3CT TEACHER'S SIGNATURE

Date:

LINE MANAGER'S SIGNATURE

Date:



PERFORMANCE DEVELOPMENT AND REVIEW PLAN FOR HEADS OF LEARNING AREA

Name:

Learning Area:

Year:

Performance Development

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Reflection

There are two different reflection stimuli sheets provided. Participants should use the forms to reflect on practice. HOLAs are encouraged to use a self-reflection tool to assist with identification of their areas of strength and those requiring development; for example, [AITSL Self-Assessment Tool \(Teacher SAT\)](#).

HOLAs should also refer to the [Australian Professional Standards for Teachers](#). Reference may also be made to the [Australian Professional Standard for Principals](#) where relevant.

Planning

This part of the process provides an opportunity for HOLAs and line managers to reflect on the HOLA's achievements, assess performance, set goals for improvement and identify support. It is important to identify the resources and strategies that will be used to achieve the goals that have been identified.

Monitoring

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Evidence presented at planning and review meetings may include, but not limited to:

- Analysis of student performance data to demonstrate impact of teaching *
- Reports of classroom observation *
- Reports related to working with colleagues *
- Teaching programs, including assessment strategies
- Students' work samples
- Student surveys
- Notes from parent teacher meetings
- Records of participation in professional learning.

* Denotes *Employee Performance* policy evidence requirement

Additional pages of evidence from a variety of sources may be added to this template.

Documentation

Line managers are to give HOLAs a copy of documentation.

The Plan is confidential between the teacher and whoever is the line manager or the line manager's superordinates.

Documentation may be requested from another school.

Documentation must be stored securely for a minimum of two years.

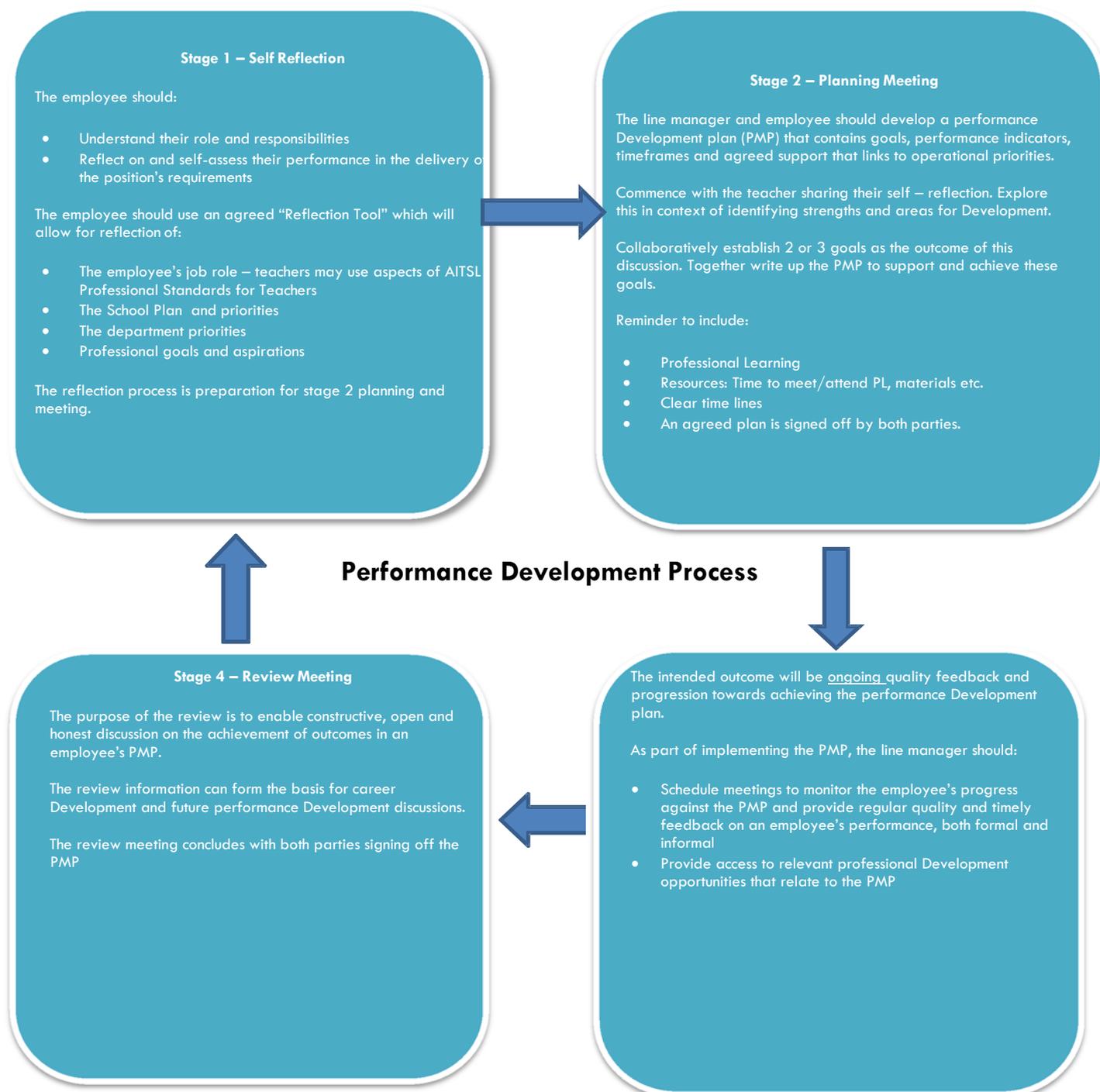
To safe guard you

If at any time there is cause for concern it is obligatory on the part of either party to the performance agreement to express that concern. A panel can be set up consisting of the Principal, Your Mentor, Yourself and a Peer (if needed). The panel will address your concerns and put in place any strategies, actions or reasonable requests that are forthcoming.

Process/Stages

The Performance Development process is usually annual.

1. Self-Reflection	Term 1, Week 6-10	30 Mins suggested	Employee alone
2. Planning Meeting	Term 2, Week 1-3	40 mins meeting	Employee & Performance Manager
3. Implementation & Development	Terms 2-4	Incidental informal & formal meetings as per plan	Employee Performance Manager
4. Review Meeting	Term 1, Week 3-5	40 mins meeting	Employee & Performance Manager



PERFORMANCE MANAGEMENT PLAN FOR HOLAs

This template provides a guide for the performance and development of HOLAs when preparing documentation to support the requirements of the Department's [Employee Performance policy](#).

The policy requires HOLAs to use the [Australian Professional Standards for Teachers](#) as a prime reference for performance discussions and assessment. It also requires line managers to observe teachers' practice in the classroom and use this as evidence in the annual process.

The policy articulates with the [Australian Teacher Performance and Development Framework](#).

When considering the performance management plan, additional documents for framing performance goals may include:

- [High Performance – High Care: Strategic Plan for WA Public Schools 2016-2020](#)
- [Classroom First Strategy](#)
- School Plan.

PERFORMANCE DEVELOPMENT PLAN	
HEAD OF LEARNING AREA	LINE MANAGER
NAME:	NAME:
LEARNING AREA:	POSITION:
Record of process	
STAGE	DATE/s
Self-reflection	
Planning and goal setting meeting	
Professional learning completed	
<ul style="list-style-type: none"> • • • 	
Classroom Practice Observations	
<ul style="list-style-type: none"> • Peer • Line manager (mandatory) 	
Review meeting	
SIGNATURES	
HOLA'S SIGNATURE	Date:
LINE MANAGER'S SIGNATURE	Date:

SELF-RELECTION
~ Head of Learning Area Capacity ~

HOLA's are required to use the below table to reflect on their progress from previous performance and development cycle.

Key Achievements	
Knowledge, Skills, Abilities	
Goals	Career Pathways
Other Factors	

SELF-RELECTION
~ Teaching Capacity ~

Professional Knowledge

- Standard 1 Know students and how they learn
- Standard 2 Know the content and how to teach it

Comment:

Professional Practice

- Standard 3 Plan for and implement effective teaching and learning
- Standard 4 Create and maintain supportive and safe learning environments
- Standard 5 Assess, provide feedback and report on student learning

Comment: Refer to evidence relating to classroom observation

Professional Engagement

- Standard 6 Engage in professional learning
- Standard 7 Engage professionally with colleagues, parents/carers and the community

Comment:

Line Manager's comments/feedback on HOLAs reflections

Comment:

PLANNING
~Head of Learning Area Capacity~

Outcomes – JDF	Areas of Individual Responsibility <small>Linked to JDF & specified leadership role/s</small>	Goals/Areas for development	Strategies/Key Actions	Evidence to be provided <small>Evidence to show achievement of goals and specified areas of responsibility</small>
1. Effective leadership in the context of the educational policies and programs of the Department of Education is provided to staff and students and the school vision is promoted to the school community.				
2. The school plan and associated policies and learning programs are developed, implemented, monitored and reviewed in collaboration with Department of Education staff, students and the community.				
3. Accountability for student learning outcomes and learning programs is demonstrated through appropriate monitoring and reporting of outcomes.				

<p>4. Administrative and operational systems and resources, including financial and physical resources, are managed effectively and ethically.</p>				
<p>5. Effective and equitable human resource management practices that comply with the Public Sector Standards ensure that staff have access to appropriate professional development and performance management and change are managed strategically.</p>				
<p>6. Accrued leave of staff is managed effectively.</p>				
<p>7. Performance management and development is delivered effectively.</p>				

PLANNING
~ Teaching Capacity ~

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Professional Knowledge

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Comment: Refer to evidence relating to classroom observation

Professional Engagement

Standard 6 Engage in professional learning

Standard 7 Engage professionally with colleagues, parents/carers and the community

Comment:

AGREED SUPPORT & RESOURCES

HOLA's Comments

Line Manager's General Comments

HOLA'S SIGNATURE

Date:

LINE MANAGER'S SIGNATURE

Date: