**Australian Institute for Teaching and School Leadership Limited**

# Australian Teacher Performance and Development Framework

The Australian Teacher Performance and Development Framework (P&D Framework) places the improvement of teaching at the centre of efforts to improve student outcomes in every Australian school. The P&D Framework requires that teachers:

- know what is expected of them

- receive frequent, and useful feedback on their teaching

- access high-quality support to improve their practice.

> **The P&D Framework aims to promote genuine professional conversations that improve teaching. It should provide a structure that builds on and strengthens the various activities teachers are already engaged in rather than operate as a disconnected and administrative process.**

The P&D Framework was endorsed by Education Ministers in 2012 with agreement to implement the following essential elements:

- All teachers have a set of documented and regularly reviewed goals related to both performance and development, and ways of measuring progress towards them, that are agreed with by the principal or delegate.

- All teachers are supported in working towards their goals, including through access to high-quality professional learning.

- Evidence used to reflect on and evaluate teacher performance should come from multiple sources.

- All teachers receive regular formal and informal feedback on their performance. This includes a formal review against their performance and development goals at least annually, with verbal and written feedback being provided to the teacher.

The P&D Framework highlights what is required to establish an effective approach to performance and development, outlining characteristics and the culture required to sustain improvements. The cyclical nature of the performance and development approach ensures a deliberate, structured, and long-term approach to improving teaching and meeting the learning needs of students to achieve.

While the implementation of the P&D Framework is the responsibility of systems, sectors and schools, AITSL strongly encourages school staff responsible for requesting and gathering evidence not to create unnecessary documentation. Drawing evidence from teaching practice is more authentic and reduces workload.

The P&D Framework is not an alternative to the performance management of staff or an employer's concern about unsatisfactory performance. This process should be managed as a separate process to implementation of the P&D Framework, adhering to any relevant legislation and employment agreements.

Implementing the P&D Framework as intended will have the following benefits for teachers and school leaders:

### Benefits for teachers

- structure to support teacher and school improvement aimed at improving student outcomes
- flexibility to align with school improvement goals
- increased professional growth through instructional coaching
- enhanced professional satisfaction
- formal recognition of professional achievements
- access to networks through school and system wide collaboration. Access to and participation in:
  - relevant professional learning
  - targeted career goal setting
  - effective reflection and feedback
  - collegial networks.

### Benefits for school leaders

- structure to drive teacher and school improvement aimed at improving student outcomes
- flexibility to align with school improvement goals
- promotes collaboration and collegial endeavour
- encourages leadership at all levels
- promotes a shared commitment to excellence
- provides a shared understanding of effective teaching.

## Demonstrating performance and development

Judgments about the effectiveness of teaching have the greatest validity when based on multiple sources of evidence. Evidence used to reflect on and evaluate teacher performance should include:

- data showing impact on student learning
- information based on direct observation of teaching
- evidence of collaboration with colleagues.

Examples of evidence that can be used to reflect on teacher performance include:

- formal or informal student assessments demonstrating impact of teaching on student learning
- evidence from an observation of teaching, such as notes from a peer observation discussion
- evidence of the teacher's impact on colleagues and the school as a whole, such as staff feedback after a professional learning session
- teacher self-assessment
- feedback from students, peers, supervisors and parents
- evidence of participation in professional learning and reflection on its impact.

Note, this is not exhaustive or intended to act as a checklist but instead, provide an idea of the multiple forms evidence can take.

# What can effective performance and development look like?

| Term/ Focus area | This could look like… | Processes that are likely to be duplicative or excessive… |
|---|---|---|
| **Performance** | • a demonstration of growth and development through informal measures such as:<br>  o peer or lesson observation notes<br>  o video clips from team teaching<br>  o unit/lesson plans demonstrating use of a variety of teaching strategies. | • a formal review including external assessors<br>• classroom observations across an entire staff that are frequent or summative and do not involve a collaborative planning process (i.e. not focussed on the development of teaching practice). |
| **Goal setting** | • a process that addresses both teacher performance and development and ties together the various activities teachers are already engaged in. Effective goal setting can consist of the following characteristics:<br>  o brief and concisely displayed (2-3 pages)<br>  o only need to be a small number of challenging and achievable goals to be effective (2-4 goals is normally enough)<br>  o aligned to school plans and school-wide approaches to professional learning. | • a separate/additional process involving extensive paperwork outlining a wide-ranging array of goals<br>• documentation to explain the alignment between a school's annual improvement plan and a teacher's plan, where the alignment is clearly evident. |
| **Evidence** | • an ongoing collection of materials taken from ordinary duties/participation built upon through routine. Effective evidence can come from teaching activities such as:<br>  o written reports<br>  o lesson/unit plans<br>  o formal and informal student assessment activities<br>  o student work samples<br>  o development of individual learning/education plans<br>• effective evidence can come from multiple sources, such as:<br>  o peers<br>  o student data<br>  o parent feedback<br>  o self-reflection | • a dense portfolio including additional work designed for the purpose of the portfolio only (established as a one off)<br>• narrative or explanatory texts that describe evidence that is clearly understood by the professional reader or audience<br>• the collation of evidence into a single document or location. |

| Term/ Focus area | This could look like… | Processes that are likely to be duplicative or excessive… |
|---|---|---|
| **Evidence** | • be informal and arise from self-reflection, for example, it could include:<br>  ○ evidence of collaboration with colleagues<br>  ○ lesson observations (either own lessons or from peer observations)<br>• be built through team/s observation and evidence, such as:<br>  ○ record of report moderation between teaching colleagues<br>  ○ minutes of professional committee meetings<br>  ○ evidence of online discussions, blogs, courses, and professional learning communities. | |
| **Feedback** | • a continuous feedback cycle is established as part of a school-wide culture and shared commitment toward understanding what effective teaching looks like. For example, this might look like:<br>  ○ a professional discussion with a colleague<br>  ○ brief reflection notes following a lesson<br>  ○ watching a recording of a previously held lesson. | • occurs only in performance evaluation processes<br>• a performance management or counselling process across a whole staff<br>• written teacher responses to reflective questions or prompts, especially in preparation for a professional discussion with a colleague or member of the leadership team. |