

## A joint statement from the Department of Education and the Queensland Teachers' Union

June, 2018

### The Annual Performance Review Process for Teachers

The Department of Education and the Queensland Teachers' Union are committed to the Annual Performance Review process for teachers, to ensure that all teachers have a current annual performance development plan to support their capability development.

The Annual Performance Review process for teachers is aligned with the *Australian Teacher Performance and Development Framework* (the Framework) and is the mechanism through which teachers receive feedback and support to develop and refine their teaching practice. The performance and development cycle occurs to ensure continual improvement in teaching and, in turn, enhanced student outcomes including student learning, engagement in learning and personal wellbeing.

The Annual Performance Review process for teachers comprises three distinct phases:

1. Reflection and goal setting
2. Professional practice and learning
3. Feedback and review.

Schools will implement the three phases with staff over a 12-month cycle and have flexibility to determine when the cycle commences.

The *Australian Professional Standards for Teachers* (the Standards), used in conjunction with the Annual Performance Review process for teachers, offer a frame through which developing performance planning and conversations can occur.

According to the Australian Institute for Teaching and School Leadership (AITSL), the Standards define the work of teachers and make explicit the elements of high quality, effective teaching in 21<sup>st</sup> century schools that will improve educational outcomes for students. The Standards describe what teachers are expected to know and be able

to do across the career stages: Graduate, Proficient, Highly Accomplished and Lead.

It is anticipated that most teachers in Queensland state schools will focus on either the Graduate or Proficient stages of the Standards. The Highly Accomplished and Lead career stages provide aspirational scope for teachers to engage in voluntary national certification. Teachers who are not seeking certification may consider focusing on a particular area or areas of practice at these aspirational levels.

#### **Phase 1: Reflection and goal setting**

The Annual Performance Review process for teachers begins with setting up to three measurable goals. According to the Framework, goals should take into account the teacher's own reflection on their teaching practice informed by evidence and feedback (such as observation of the teacher's practice), the school strategic plan and individual context, and goals or priorities set by and for teams of teachers within the school.

Working towards agreed goals will include consideration of professional practice and learning actions and the collation of evidence to indicate progress towards goal success.

#### **Phase 2: Professional practice and learning**

According to the Framework, professional learning actions and activities to develop teacher capability are to be relevant, collaborative and future focused.

Professional learning should be based on changing teacher practice to meet student needs. Access to professional learning is to be negotiated based on the priorities and resources of the school and teachers should be supported to access high quality professional learning.

Professional learning activities may include collegial sharing with peers or teaching teams, observations, professional conversations, readings, events, mentoring, coaching, peer observation, case discussion, learning communities, and online courses.

Teachers and plan supervisors (principals or their delegates) will need to ensure that they can identify ways of measuring progress towards their goals and reflect on identifying and collating evidence that provides insight into the effectiveness of their practice.

Teaching generates a rich and varied range of evidence that can inform meaningful reflections of practice and support teacher development. Teachers will collate, analyse and use evidence to inform discussion and evaluation of learning, enhance teaching practice and support teacher development.

Evidence collated for reflection on performance and development will align to the teacher's goals and be jointly agreed between the teacher and their plan supervisor (principal or delegate).

When collating evidence relating to the impact of teaching on student outcomes, it is important to avoid simplistic approaches that tie evaluation of teaching to single outcome measures.

The Standards acknowledge that student outcomes include student learning, engagement in learning and personal wellbeing, and that these can be measured in a variety of ways, including teacher self-assessment, direct observation of teaching (see *Joint statement on collegial engagement in classrooms*) and analysis of a range of student data (see *Joint statement on purpose and use of data in schools*). Evidence of collaboration with colleagues may also be collated to inform and support teacher development towards agreed goals.

Throughout the second phase of the process, the plan supervisor (principal or delegate) will provide ongoing formal and informal feedback and access to professional development and coaching for staff throughout their 12-month teacher performance review cycle based on the priorities and resources of the school. Formal feedback conversations should not occur more than four times within the 12-month cycle.

### Phase 3: Feedback and review

In phase three, a formal performance and development review will occur and include reflection on a teacher's progress toward their goals established during phase one, using the range of evidence identified over the performance and development cycle.

Expectations may not be met for a range of reasons, including contextual changes within a student group. The plan supervisor (principal or delegate) may provide feedback to the teacher where the evidence indicates the teacher's performance has exceeded or not yet met expectations against the agreed goals. This feedback may inform the next cycle of the process.

The Annual Performance Review process for teachers is separate and distinct from procedures for the management of unsatisfactory performance.

This joint statement should be read in conjunction with the joint statements between the Department of Education and the Queensland Teachers' Union in relation to:

- collegial engagement in classrooms
- purpose and use of data in schools

The joint statements are located at:  
<http://education.qld.gov.au/staff/development/performance/engaging-schools/teachers.html>



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