

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

January 2024

Collaborative Capability Development: Setting Professional Goals

The purpose of this statement is to outline state-wide expectations and protocols aimed at setting professional goals for teachers, school leaders, educational system leaders (including school supervisors and senior principals of review and capability) working in Queensland state schools. This will be known as Collaborative Capability Development: Setting Professional Goals (SPG) and will replace the process previously known as the Annual Teacher or Education Leader Performance Review (APR).

The Queensland Department of Education (DoE) and the Queensland Teachers' Union (QTU) are committed to a supportive and professional approach to capability development, consistent with the principles and processes described in the Queensland Public Sector's [Positive Performance Management](#) directive. Collaborative capability development supports teachers, school leaders and system leaders to be individually and collectively committed to continuous improvement, to enhancing teacher and student learning and wellbeing, and to enhanced performance and professional growth.

Professional trust is afforded to all participants in the SPG process, and commitment to attaining professional goals is key to its success.

This document should be read in conjunction with:

- the [Public Sector Commission Performance and development agreement \(PDA\)](#) website
- the Queensland Public Service Commission's [Positive Performance Management](#) directive.
- the joint statement on [Collaborative Capability Development – Classroom observations and feedback](#)
- the joint statement on [The purpose and use of data in Queensland schools](#).

Setting Professional Goals (SPG)

The SPG process allows for genuine reflection on professional goals and the professional learning and support needed to reach individual and collective performance improvement goals. It comprises three distinct phases:

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

Fundamental Principles

Those overseeing these three phases must ensure the process:

- occurs over a 12-month cycle, which can commence at any time during the year.
- determines clear professional goals – one personal and one systemic/school-based with the choice of an additional goal if the participant determines the need to do so.
- includes the professional learning, resources and support needed to attain the goals.
- records the details of the plan on the [SPG plan template](#) most appropriate for the participant's role.
- provides scheduling of meetings in advance, with participants notified at the start of the semester in which they are to commence.
- accommodates meetings within the school day and outside of non-contact time.

Consultation via the school's Local Consultative Committee (LCC) occurs in relation to the following aspects of SPG:

- the focus of the systemic or school-based goal (for teachers)
- the timing and schedule of meetings, which will be forwarded to participants at least one term in advance
- the supervisor or nominated teacher/education leader who will undertake goal setting with the participant(s), hereafter referred to as the SPG 'capability partner'.

This capability partner will collaborate with the participant to undertake their goal setting and capability development planning. In some small schools it will not be possible to delegate this work, and as such the numbers of meetings may be reduced (see further detail under **Phase 3** of this statement).

The Australian Professional Standards

The Australian Institute of Teaching and School Leadership's (AITSL) Australian Professional Standards form an essential aspect of the goal setting process. Some participant groups will also be asked to consider other frameworks when setting goals.

Common SPG protocols are outlined above; however, due to the diversity of roles under the [Teachers' Certified Agreement](#), the SPG process will require participants to reflect against different documents, as described below.

Teachers: It is anticipated that most Queensland state school teachers will focus on either the graduate or proficient stages of the [Australian Professional Standards for Teachers](#).

It is important to note that the process to apply for some teacher classifications is predicated upon participation in professional goal setting at the Highly Accomplished (HAT) and Lead Teacher levels (see **Appendix 1**). Teachers who are seeking other roles or higher duty responsibilities may also choose to reflect against these standards.

Middle leaders: Middle leaders are currently guided by either or both the [Australian Professional Standards for Teachers](#) and the [Australian Professional Standard for Principals](#). In addition, they are asked to consider the [AITSL leadership profiles](#) when considering their professional goals. After May 2024, it is anticipated that new [Professional Standards for Middle Leaders](#) will be finalised. These standards may then be used by middle leaders to provide guidance for reflection when determining their professional goals.

Principals and Deputy Principals: The [Australian Professional Standard for Principals and the Leadership Profiles](#) provide guidance for reflection when determining professional goals. Principals will generally undertake their collaborative goal-setting with their school supervisor.

Educational System Leaders (e.g. School Supervisors, Senior Principals – Reviews, Senior Principals – Capability): The [Australian Professional Standard for Principals and the Leadership Profiles](#) provide guidance for reflection when determining professional goals. School supervisors and senior principals of review and capability will generally undertake their goal setting with their supervisor, informed by systemic priorities and the specific priorities of schools with whom they work.

Phase 1: Reflection and goal setting

Each participant will determine one individualised professional goal and one systemic or school-based goal. All participants can request optional additional goals that align with their career and development aspirations or strategic priorities.

One meeting is needed to finalise the goal setting phase. Prior to this meeting, participants are to consider their interests, strengths, and areas for growth.

Schools, via a consultation process with their LCC (or other appropriate consultative process if the school/employee location is not required to have an LCC), will consider the systemic or school-based goal that their teachers are to reflect upon. This should be provided to teachers at least one month prior to the SPG cycle commencement, to enable participants to reflect appropriately.

The systemic or school-based goal may be one in which the school has a 'set' goal for teacher participants, or they might determine a more flexible approach.

The final decision about the individualised professional goal is made between participants and their capability partner. They must ensure that the goal is meaningful and practical for the participant.

The number of goals is determined by the participants. Participants may choose more than two goals if deemed appropriate, which may be the case if they are seeking to apply for certification as a Highly Accomplished (HAT) or Lead Teacher (LT), or have other career or development aspirations and want their SPG process to contribute to achievement of these.

Goals should be achievable and measurable, relevant to individual needs and enhance the work performed.

The support and professional learning (PL) needed to achieve the goals will be discussed. In consultation with their SPG capability partner, the participant will determine the most meaningful support required to provide the best opportunities to meet their goals.

Choice of support might include (but not be limited to) mentoring and guidance, professional readings, collegial discussions, workshops/conferences, research opportunities/projects, class profiling, peer learning opportunities, case discussion, learning communities, and professional development (PD) courses. Participants might choose none, one, some, or all of these types of PL experiences, or other options entirely. These must be recorded on the centrally-developed SPG plan.

Consideration will be given by participants to PL opportunities, school budgets and other school priorities, however both goals should be considered when determining the support and PL opportunities needed. It is not appropriate to only support the systemic, or school-based, goal.

Determining how goals will be measured and what will be used to inform the conversation at the review phase will also be discussed at this meeting. The focus should be on meaningful and straightforward indications of how the participant has worked toward their goals. The 'evidence' aspects of the SPG process should be secondary to determining the goals and what support is needed to achieve professional growth.

In exceptional circumstance the utilisation of student data as a form of evidence might be considered for some participants, however simplistic approaches that tie evaluation of success in reaching goals to student data sets should be avoided.

It is essential that workload considerations form part of this discussion. Participants are encouraged to select a mechanism that does not require additional workload to gather evidence.

Please note, teachers may decide that a classroom observation might assist with measuring goals if their personal or school-based goal relates to classroom practice. This is at the teacher's discretion, and they would collaborate on the parameters of the observation. Any such observation would be considered different to the observations in the Classroom Observations and Feedback (CO) process (see joint statement on CO).

Phase 2: Professional practice and learning

This phase will see participants access appropriate support and PL to work towards their goals and reflect on how they are progressing.

The participant takes the lead in the process and adjusts their plans according to their needs and they should proactively seek a meeting to adjust their goals/plans if needed.

They might seek opportunities to discuss their plan with their SPG capability partner if they feel it needs adjusting.

A mid-cycle 'check in' should occur, in which the SPG capability partner will contact the participant via email to ascertain if assistance is required. At this point participants do not need to provide a detailed update on their progress, a simple 'on track', or 'all in hand' should suffice. They should request assistance or guidance at this point if needed.

There is no need for ongoing feedback and discussion of the goals, nor the collection of evidence to be analysed, during this phase.

Phase 3: Feedback and review

A final meeting will be arranged for the parties to reflect on the participant's progress toward their goals.*

Discussion will focus on professional growth, what was achieved or learned during the professional practice and learning phase and how this will inform the next phase of professional goal setting and practice. This is an opportunity to reflect upon the evidence of their professional growth.

It is important to note that the goals that were set may not have been met for a range of reasons. It is also important that reflections acknowledge and celebrate the growth, achievement and commitment that teachers and education leaders put into this process. The teacher/education leader should receive constructive feedback on the work undertaken during this professional practice and learning phases and this feedback may inform the next cycle of the goal-setting process.

Beginning and probationary teachers

In addition to SPG processes, beginning and probationary teachers may be involved in other processes to support their professional growth. This might form part of their induction process, or as part of their process to move from provision to full registration.

Performance management

The SPG process is entirely separate to the procedures for [managing unsatisfactory performance](#) (MUP) and is not to be used for the purpose of assessing teacher and educational leader performance. Unsatisfactory performance is to be the subject of ongoing informal performance feedback between employees and their principal. Performance expectations and concerns are to be identified and addressed as they arise and MUP processes to be applied in the event of unaddressed, ongoing and/or significant performance concerns. A formal MUP process only commences if this informal support does not assist with enhancing performance. Please note that teachers who are participating in a performance management process may be required to engage in other professional reflection processes as part of their performance support plans.



QUEENSLAND
TEACHERS' UNION
OF EMPLOYEES

Handwritten signature of Kate Ruttiman in black ink.

Kate Ruttiman
General Secretary
Queensland Teachers' Union



Queensland
Government

Handwritten signature of Michael De'Ath in black ink.

Michael De'Ath
Director-General
Department of Education

* Importantly, some schools might choose to combine the feedback and review phase with the goal setting phase of the SPG and review progress and then move to establishing new goals at the same meeting. This will reduce the number of meetings needed and allow small schools, in particular, to meet requirements associated with goal setting and professional development planning.

Appendix 1: Goal setting for Highly-Accomplished and Lead Teachers

For Senior Teacher, Experienced Senior Teacher, or Experienced Senior Teacher 2 classifications, teachers are required to have participated in a Collaborative Capability Development – Setting Professional Goals process (previous known as Annual Teacher Performance Review) in the 12 months prior to applying for the classification.

Those applying for EST 2 must have *reflected* against the Highly Accomplished Teaching stages of the AITSL standards to inform their discussion; however as articulated in the [Teachers' Certified Agreement](#), the participant's goal as reflected in their individual plan does not need to be explicitly aligned to the Highly Accomplished Teachers' focus areas and standard descriptors.

Teachers who are interested in seeking professional certification via the Queensland College of Teachers' certification process, to become Highly Accomplished (HAT) or Lead Teachers (LT) would be advised to utilise the HAT and LT stages of the AITSL standards for reflection purposes.

Additionally, teachers and middle leaders who aspire to progress in their leadership may choose to incorporate an additional goal linked to their career aspirations.