

Reflection and

goal setting

Ongoing feedback, reflection and review

Professional practice

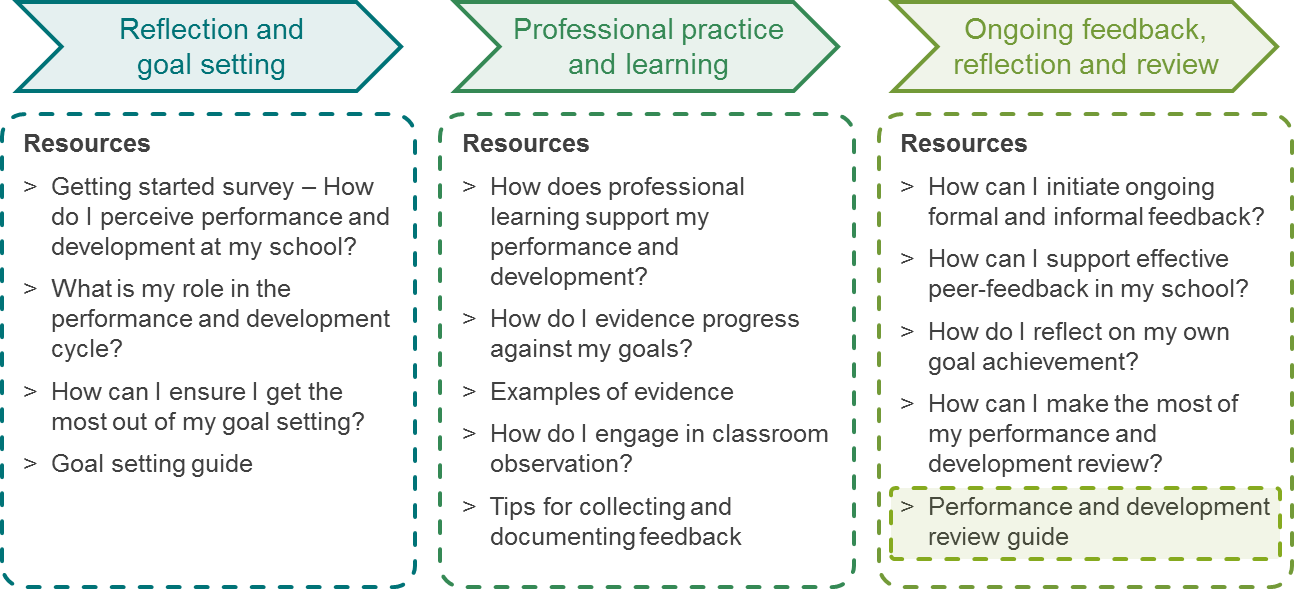
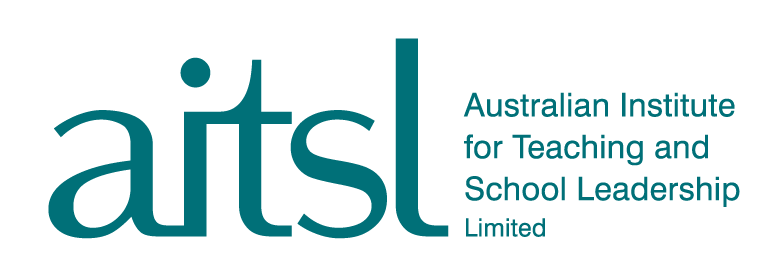
and learning

Performance

and

Development

Performance and development review guide



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Performance and Development toolkit overview

Performance and Development

# Performance and development review guide

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| This guide can be used for annual goal setting as part of the formal performance and development cycle. It can also be used for goal setting in the context of a coaching relationship or for shorter-term goal setting resulting from personal reflection, classroom observation or any other feedback. | | |
| Teacher’s name: | Review period: | Mid year review  End of year review | |
| School leader’s name: | Date completed: |
| Teacher: Evaluate your own goal progress/achievement prior to the review session. Comment on/bring along evidence supporting your self-evaluation.  Jointly: Discuss the goal progress/achievement in the session. Record your goal progress/achievement from your school leader’s perspective. Document any additional development needs in relation to the goals. At the end-of-year review only, start planning the new performance and development cycle with these development needs in mind. | | | | |

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| # | Performance and development goal to be achieved | Self-evaluation:  To what extent has the goal been achieved? How has it been achieved (actions taken and their effectiveness)? | Comment on the evidence that supports your self-evaluation (bring evidence along to the review session) | School leader-evaluation:  To what extent has the goal been achieved? How has it been achieved? | Jointly:  Additional development needs in relation to the goal |
| 1 | *Improved skills in facilitating inclusive but challenging classroom activities.* | *I have improved the level of differentiation when setting learning goals. Observing peers was a very effective way of learning new goal setting techniques. Research, however, was less successful.* | *Student assessments show an increased level of achievement.*  *Student surveys show that more students rate my classroom activities as challenging.* | *The level of achievement has increased. However, the high achievers still report feeling quickly bored according to student surveys. This will need to be addressed.* | *Additional development will be required in order to ensure that all students feel the learning goals are challenging enough.* |
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