

How can I make the most of my performance and development review?



Performance
and
Development

Performance and development toolkit overview

Reflection and goal setting

Resources

- > Getting started survey – How do I perceive performance and development at my school?
- > What is my role in the performance and development cycle?
- > How can I ensure I get the most out of my goal setting?
- > Goal setting guide

Professional practice and learning

Resources

- > How does professional learning support my performance and development?
- > How do I evidence progress against my goals?
- > Examples of evidence
- > How do I engage in classroom observation?
- > Tips for collecting and documenting feedback

Ongoing feedback, reflection and review

Resources

- > How can I initiate ongoing formal and informal feedback?
- > How can I support effective peer-feedback in my school?
- > How do I reflect on my own goal achievement?
- > How can I make the most of my performance and development review?
- > Performance and development review guide

Why is preparation for my annual performance and development review important?

- > Preparation for your annual performance and development review empowers you to take some ownership of the review process, to articulate your professional growth and to make your learning purposeful. This will assist you in gaining the greatest benefit from the discussion and feedback
- > Preparation will help to make the review process a collaborative effort focused on continual improvement to your professional practice
- > The review will have an evaluative component in measuring progress against your goals however it is part of a performance and development cycle so should also inform your future goals, professional practices and development opportunities for the next cycle
- > Your review is an opportunity for open and honest conversation about your professional practice and growth. Through the conversation you can gain insight into the effectiveness of activities and steps you have undertaken to improve your practice
- > This resource will help you to prepare for your review and support you in actively participating in your ongoing development

Reflect on your current goals and evidence

1. Review the goals you set at the start of the cycle and reflect on your goal achievement:

- To what extent have you achieved your performance and development goals?
- Were the goals you set a stretch for you or easily achieved?
- What did you do in order to achieve them?
- Did these goals impact your teaching practice in the way that you expected?

2. Review the evidence you have collected throughout the review period:

- Draw on self-reflections, classroom observations, feedback you have received from any stakeholders and any other data that you have collected throughout the cycle
- Analyse which of the evidence supports your self-evaluation. ([How do I evidence progress against my goals?](#))
- Prepare your evidence in a systematic way for your review conversation, so that your school leader can easily follow you, as you talk through the evidence together

Ensure that you complete all documentation that your school provides. You may also find the activity at the end of this resource useful in preparing for the review meeting

Reflect on your future goals and aspirations

3. Additional focus for current goals:

- Think about which of your goals require further focus or development. Whether you have achieved a goal or not, you may want to consider continued focus in this area
- If you have not achieved the goal consider if it is valuable to re-set this again for the next cycle
- If you have partially completed the goal consider whether it is worth undertaking further work to improve your practice in this particular area

4. Setting of new goals and aspirations:

- Think about which new performance and development goals could build on your achievement throughout the current period. How could you stretch yourself further within the next period? What support will be required?
- Use the [AITSL Teacher Self-Assessment Tool](#) to assist in identifying your current areas for development in accordance with the *Australian Professional Standards for Teachers*

Reflect on the process and prepare for the meeting

5. Reflect in preparation for the meeting:

- Think about your performance and development through your school leader's eyes: how do you think they would evaluate your goal achievement?
- Think about the support you received throughout the year: what worked well and what could be done differently in the future?
- Think about the way you jointly monitored progress throughout the cycle: what worked well and what could be done differently in the future?

Note: the end-of-year review will focus on overall goal achievement, review of the current cycle and preparation for the next. Some schools also include a review in the middle of their cycle. Where this is the case, the mid-year review typically focuses on your current progress. It will determine what action needs to be taken and what support needs to be provided to ensure goal achievement by the end of the cycle

What happens in the review meeting?

As the meeting continues the focus of the conversation should move from past achievement to future goal setting

1. Discuss your self-evaluation for each performance and development goal
2. Link your self-evaluation to the evidence you have gathered
3. Listen to the feedback from your school leader on your goal achievement.
The review is in itself a source of feedback for you so remember the feedback rules ([How can I initiate ongoing formal and informal feedback?](#))
Be open to different perspectives on your goal achievement
4. Discuss and agree on any additional development needs in relation to your goals
5. Prepare for the next performance and development cycle by jointly developing preliminary goals for the next year
6. Formalise these goals before the beginning of the next performance and development cycle. The '[Goal setting guide](#)' is a useful support with this

Activity:

- > Prior to your review, reflect on each of the five areas described in this resource
- > Gather together any documentation that can support you when discussing your goal(s). The resources noted below may help:
 1. Review the goals you set at the start of the cycle and reflect on your goal achievement
 - [How can I ensure I get the most out of my goal setting?](#)
 - [Goal setting guide](#)
 2. Review the evidence you have collected throughout the review period
 - [How do I evidence progress against my goals?](#)
 - [Examples of evidence](#)
 3. Explore opportunities to build on current goals
 - [How do I reflect on my own goal achievement?](#)
 4. Setting of new goals and aspirations
 - [How can I ensure I get the most out of my goal setting?](#)
 - [AITSL Teacher Self-Assessment Tool](#)
 5. Reflect in preparation for the meeting
 - When you have collected all the above evidence in one place, consider the overall picture and identify key points you wish to communicate during your review meeting. It may be useful to note these on one page for easy reference