Performance and development documentation - May 2012
Ringwood Secondary College
Referred to in the case study and video example of effective existing practice.

Contents
- **Teacher performance and development plan (Extract)**
- **Example teacher performance and development plan (Extract)**
- **Student survey**

The attached performance and development plan, example plan and the student survey were produced by Ringwood Secondary College and are published courtesy of the college. All rights reserved.

School context

Ringwood Secondary College
Ringwood, Victoria

School type: Government
Stage of schooling: Secondary
School location: Metropolitan

About Ringwood Secondary College

Performance and development within Ringwood Secondary College occurs in the context of a comprehensive strategy for building a professional culture aimed at promoting meaningful conversations about teaching and learning in the school. It is linked to the professional plan, the operation of Performance and Development Groups, and the professional development in which all staff are expected to engage.

Questions for discussion

1. Ringwood Secondary College have identified 4 key areas of focus in their performance and development work. What key areas of focus would work for your school context?

2. How do or could performance and development groups which share data about their teaching goals add value to existing performance and development practices in your school?

3. What aspects of professional practice would you like to address if part of a performance and development group?

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AITSL is funded by the Australian Government

Ringwood Secondary College

Performance and Development

Professional Learning Teams

Professional Development

2012

Ringwood Secondary College

Performance and Development

- Commitment to and involvement in the program is compulsory for all staff, including ESS.
- Group size-6 staffmembers
- Leading Teachers and APs lead teacher groups
- Selected staff and ESS members to lead non-teaching groups
- Group composition- mixture of both learning areas and staff responsibilities (see Staff P & D groups)
- All staff present plans Week 5, term 1
- All staff meet Week 4, term 2 to discuss progress
- All staff meet Week 4, term 3 to discuss progress
- All staff meet Week 4, term 4 to discuss evidence and achievement
- Format for annual staff plans includes Classroom Excellence, Leadership & Teaming, School contribution and Professional Learning.
- Leadership and Teaming section includes PLTs, Major PLTs and Leadership involvement
- Professional Learning section includes compulsory college PD involvement
- Staff must include one Classroom Excellence goal around E5
- Terms 2 and 3 meetings partially utilised for discussion groups on key college PD themes, focussing on teaching craft
- Performance and Development group meetings run according to strict guidelines/protocols
- Key characteristics of groups:
    - Visionary: clear focus on college directions and implications/responsibilities for all staff
    - Professional: Genuine pursuit of excellence, professional learning and accountability
    - Team Building: Encouragement, support, teamwork and positive feedback
- Strategic Plan and Annual Implementation Plan (AIP) 2012 closely linked to staff plans
- Classroom Excellence targets to be SMART- Specific, Measurable, Achievable, Realistic, Time Bound.
- First year staff discuss VIT portfolio progress with their group and do not complete P & D plans
- AP in charge of P & D oversees support process for staff not meeting professional standards and/or non-compliance
- Leading Teachers discuss individual plans with College Principal, Term 1 or 2
- ESS will be grouped in key areas such as teaching support, student support, learning area support etc.
- All staff may arrange an interview with an Assistant Principal
- Salary progression occurs in May for all staff (except those at the top of their scale)

Further details on the program
First meeting- Week 5, Term 1
- Each teaching staff member presents his or her proposed plan for up to10 mins. This involves going over their goals in each of the 4 key areas, links to the Strategic Plan, targets, strategies and proposed use of data. The group then discusses the plan for 5 minutes providing feedback.
- ESS go over their objectives and strategies for the year
- All meetings are conducted according to agreed college meeting protocols (see below)

Term 2 Meeting, Week 4
- All staff discuss their progress for 5 mins *followed by a 30-45minute discussion on a key PD theme*

Term 3 Meetings, Week 4
- All staff discuss their progress for 5mins *followed by a 30-45 minute discussion on a key PD theme*

Final meeting, Week 8/ 9, Term 4
- All staff meet at the end of the year in their groups to present completed plans. This involves detailing their progress throughout the year in achieving stated targets and presenting supportive data. 10 mins/staffmember followed by 5 mins discussion.

Meeting Guidelines/Protocols
Three key characteristics of groups
1. Visionary   2. Professional   3.Team Building
- All group members aim for equal staff contribution
- All group members take a genuine interest in the work of colleagues and learn from each other
- Meetings may be conducted out of school
- P and D meetings will have designated weeks with no other scheduled meetings
- All members, including part timers must be in attendance.
- The leader provides guidance where necessary and all members monitor protocols (see Group Leader's responsibility below)
- Strict adherence to times (Elect a timekeeper- max 10 mins per person)
- First meeting: Term 1, 2011: Establish rules for conduct of meetings-attendance, punctuality, preparation, mobile phones, confidentiality, nature of feedback etc. Some essential rules:
    - all staff must bring copies of plans for each member of the group
    - all staff must be prepared for the three meetings: Two 10 minute discussions (T 1 & T 4) and one 5 minute presentations (T 3)
    - all plans and conversations within the group are confidential
    - feedback must be honest, constructive and affirming. Confront problems respectfully
    - ensure meetings have a positive and uplifting tone
    - respect where others are at

Group Leader (Leading Teacher) and assistant's responsibility
- Organise team meetings with staff including location, day etc.
- Ensure all staff bring copies of their plans for distribution
- Keep a folder of all plans
- Ensure group protocols are followed (responsibility of all group members)
- Ensure feedback is provided to all staffmembers
- Promote 3 key characteristics of group meetings- visionary, professional and team building
- Provide feedback to AP in charge of P & D on progress of group
- Provide feedback to AP regarding staffmembers experiencing difficulties in meeting professional standards
- Liaise with AP responsible for P & D

Teaching staff: Summary of what you must do on your plan:
Classroom Excellence

School Goals and Priorities (Strategic Plan and Annual Implementation Plan)

⬇

1. You set **2** Classroom Excellence goals related to school goals

   Min of one goal from the RSC
   E5/Highly Effective Teaching and Learning Model)

⬇

2. You set **up to** 3 targets for each goal (must be measurable-see SMART Targets) *

⬇

3. You develop **up to** 3 strategies to assist achievement of target

* Targets must be SMART

S = Specific

- Exactly what do we want to achieve?

M = Measurable

- What percentage of our students will reach our targeted level of achievement? How do we define the expected level?

A = Achievable

- Targets should be challenging but not impossible

R = Realistic

- It's better to take small steps and then set new targets

T = Time Bound

- When will our targets be achieved?

Area	Ideas
Goals	- General statements aligned to school goals and key improvement strategies. - Typically are worded along the lines of "Students will develop…., Students will be engaged……..Parents and community members will……" - Goals should capture a mental image (vision) of what you want students to look like, sound like, act like, BE LIKE after experiencing your teaching - Goals may be set for more than 1 year - Should be easy to write - Examples: See provided sheet
Targets	- Targets are set each year to reflect the needs of new students - Targets put us on the line as we are accountable to them - Targets relate goals specifically to students in the classroom and/or college procedures - Targets must be SMART. This enables staff to plan for and measure success - Targets disaggregate goals into more specifically worded outcomes - Targets are often centred on: - Standards of Achievement (skills, knowledge, results)/College processes - Qualities as Learners (motivation, independence, flexibility, learning skills) - Personal Attributes (behavioural, cultural, moral, ethical) - Examples: See provided sheet
Strategies	- Strategies are the actions you will implement to achieve your targets and consequent goals. They may relate to: - Quality of education- Teaching and Learning, Curriculum, Programs, Pedagogy - Resourcing, systems, policies, procedures, structures - Student Well Being-Safety, Environment, Welfare, Guidance - Examples: - Undertake Professional Development and implement what you have learnt - Working with colleagues to implement new approaches - Trying new approaches with students (eg. Explicitly teach research skills) - Increase motivation by using a variety of teaching strategies - Design weekly tasks to allow students of differing ability to achieve success - See further examples below

Other key sections of the Annual Plan
Teaming and Leadership
-List (informal) PLT involvement – a recognition of existing sharing culture and team teaching
-List Major PLTs involvement (optional)- significant groups undertaking major change/innovation
-List any Leadership involvement (optional)

Professional Learning
-List a minimum of 2 staff PD activities (compulsory)
-List external PD (optional)

School and System contribution
-List a minimum of 1 activity and state your objectives.

Summary of College AIP Goals 2012 (TBC)
Student Learning

1. High Standards
Continue to foster and develop students who achieve excellence in all their endeavours.

2. Highly Effective Teaching Practice
Develop a deep understanding of how students learn and adopt best practice in curriculum and pedagogy for 21st century learning

Student Wellbeing
3. College Culture
Provide a safe, ordered, clean and caring learning environment to enhance a College culture that promotes excellence, personal development, social and environmental responsibility.

4. Encouraging Participation and Recognising Success
a. Engage students by developing their understanding of how they learn, and providing them with a voice regarding what and how they learn.
Continue to offer an extensive range of programs which encourage broad-based participation and recognise the diverse ways in which students can succeed.
Continue to provide opportunities for all students to develop leadership skills.

b. Improve relationships between school community members, especially between students and teachers.

Student Pathways and Transition
5. Student Choices
Ensure that each student has the information, opportunity and capability to make informed academic and vocational choices.
Provide multiple and flexible pathways with effective transition programs within and beyond the school.

Most teaching staff will use one or more of the College goals 1, 2, 4a and 4b in their plans

Examples of Targets and Data (You have to develop strategies to make these happen- Goals not included)

Target	Data
Teaching and Learning (T & L)- VCE results- Increase number of scores greater than 40 in my Year 12 English class. 3-5 students will obtain scores above 40	Set an amount based on historical data and what you realistically hope to achieve. Use VCE results
T & L -VCE results- Decrease number of students scoring less than 30 in my Year 12 Dance class. Fewer than 3 students will obtain scores less than 30.	Set an amount based on historical data. Use VCE results
T & L -VCE results- Improve performance of boys in my Year 11 Biology class. Mean score for boys will improve by 10%.	Benchmarking is facilitated by availability of past data. Access previous reports
T & L -VCE results-Improve the overall study scores of students in Year 12 Physical Education. Mean study score to improve by 10%	VCE results
T & L -Academic performance-Improve the academic performance of students in my Year 9 Geography class. 15% of students will obtain High Distinctions or Distinctions **or** overall academic performance will improve by 10%.	Set a target based on historical data. Use second semester results
T & L - Academic performance- Improve the quality of final projects in Year 8 Woodwork. 7-10 students obtain High Distinctions or Distinctions	Use historical data and second semester results
T & L- Reduce the number of students to 3 or less whose academic rating falls between Yr 8 & Yr 9 Maths. Utilise NAPLAN results	Obtain last year's academic ratings for students and compare with this year's final academic rating.
T & L-E5 (Highly effective T & L) Improve my proficiency levels across the domains of Elaborate and Evaluate. Student survey increase by 5% in these areas.	Student Survey
T & L – E5 (Highly effective T & L) Improve my proficiency in both **Engagement & Elaborate**. Student Survey increase by 10% and two key units of work developed.	Tasks are introduced and utilised Student survey
T & L-Academic performance- Ensure 80% of my Year 12 PE class match or better their Year 11 grades. (Note: This is centered around 'value add')	Obtain last year's academic ratings for students and compare with this year's final academic rating.
T & L -Introduce an Essential Question in my Year 10 Health class to develop student research skills and improve both engagement & stimulating learning environment. At least one essential question and a 5% improvement on student survey	Student survey and anecdotal observation
T & L –E5 Implement negotiated curriculum into Year 11 Media involving a range of tasks incorporating different learning modalities to improve both engagement & stimulating learning environment. At least 2-3 tasks involve negotiated curriculum and student surveys demonstrate 5% improvement	Student survey and anecdotal observation
T & L – E5 Develop a range of assessment tasks including rubrics, self/peer assessment in my Year 8 PE class. At least 3 assessment pieces utilise rubrics **or** self/peer assessment and 10% improvement on Evaluate on Student Survey	Assessment tasks are introduced into course Student survey
T & L - Improve the engagement of students in my Year 9 Science class so that 95% of students will obtain Satisfactory or higher on their Work Habits rating	Eg. Semester results on academic achievement and work habits

T & L -Extension and enrichment- Develop at least three extension activities in Year 8 Maths for my talented students. All 3 students will obtain High Distinction for Maths	Eg. A least 3 activities across the year cater for talented students. Marks of talented students.
T& L- Develop and implement at least 4 activities that require critical or creative thinking to extend my students and improve stimulating environment by 10%	Eg. Tasks and samples of student work/Student Survey
T & L- ICT- Contemporary issues are integrated into my Year 11 History curriculum requiring students to use a variety of media and technology tools. At least two lessons a week will utilise some form of technology	Eg. Record number of uses and samples of work
T & L- ICT-My Year 10 Woodwork class will utilise CAD processes for designing major project for at least 2 pieces of work	Eg. Record number of uses
T & L-ICT Development- Develop online resources for my Year 12 Business Management classes. Consistent access to online resources	Eg. Observations of student useage
T&L-Rewrite Year 9 Science course for 73min periods to improve engagement and stimulating learning environment. 10% improvement in stimulating learning environment	Eg. The development of a full course/Student survey
Student retention- Increase the number of students that successfully complete Senior VCAL to 90%	Eg. VCAL data
Student attendance-Increase the attendance rate across Year 9 by **10%.**	Eg. A+ data/Historical data
Mentoring staff-Support the professional development of colleagues through regular meetings	Eg. Observations
Staff Leadership-Create a range of highly effective PLTs within my CPC	Eg. Observations of teams and achievements
Staff support-Support inexperienced teachers in their Year 12 teaching of English formally/informally	Eg. Observations
Supporting disengaged students-Mentor and support a small group of students in my Year 8 Maths class to ensure they all gain at least Satisfactory for their academic rating.	Eg. Semester results
Supporting students in their learning- Provide greater assistance to students in my Year 10 Maths class	Eg. No. Academic Unsatisfactory results to reduce by 10%
Student rapport-Improve the rapport I have with my Year 9 Physical Education class by 10%	Eg. Student survey
Curriculum development-As a member of a PLT, develop a cross-curricular program at Year 8 involving Maths, Science and English	Eg. Completed 3 week unit curriculum implemented across all Year 8 classes at the college
Targets around 'quality of learners' and 'personal attributes' are more difficult to measure than 'standards of achievement.'	
For ESS – see sample plan below	

Performance and Development   Sample Annual Plan

Teaching Excellence   Include two goals (Minimum of one goal related to E5/HETL Model)   Jan 2012

My Goal	Related college Goal or Priority	Targets (up to 3 for each goal)	Strategies (include any Prof. Dev.) (Up to 3 for each target)	Proposed data (Term 1 meeting)	Data obtained (Term 4 meeting)
1. Improve my capacity across the Engagement and Evaluation E5 domains in Year 9 History and Year 11 Geography Note: Minimum of one goal from E5/HETL Model	Develop a deep understanding of how students learn and adopt best practice in curriculum and pedagogy for 21st century learning Note: Set **up to** 3 targets for each goal.	1.E5 Student surveys across Year 9 History and Year 11 Geography to increase by 5% in Engagement and Evaluation domains 2. 95% of Year 9 History students obtain a minimum Academic rating of Satisfactory for Semester 2.	1.Professional development on the E5 model 2. Use E5 model to inform daily teaching practice 3. Develop highly effective rubrics for most units of work 1.Closely monitor the progress of all students 2.Ensure lessons/units are engaging and monitor individual student progress	Student E5 survey Rubrics completed Self critique Number of students obtaining an Academic Satisfactory rating at end of the year Note: Set **up to** 3 strategies for each target. This target has 2 strategies	Note: Devise data that is Specific, Measurable, Achievable, Realistic, Time Bound
2. Improve rapport with students Note: From RSC's HETL Model	Improve relationships between school community members, especially between students and teachers.	1.Minimise incidents of disrespect b/n teacher/student and student/student (less than 5 per semester) 2.Student Survey to indicate high levels of respect	1.Professional Development 2. Peer observation/peer comment 3. Discuss class norms and acceptable behaviour at the start of the year. Encourage positive behaviour and explicitly teach respect.	Self critique Approximate number of incidents	

Teaming and Leadership

Involvement	Key objectives (up to 3)	Key outcomes and self assessment
PLTs/ Staff sharing/ discussion groups (minimum of one activity) 1 Year 7 Maths team	1.Work with the Year 7 Maths team. -Review teaching methodology/curriculum content in line with higher proficiency levels of E5	List examples of staff sharing and working in groups
2.Utilise online sharing of resources	1. Post several units of work on the Ultranet for sharing of learning resources	
3. Year 8 Science team	1. Work with Year 8 Science team. Develop unit on acids and bases.	
Major PLTs (optional) 1. Participate in major PLT -Year 8 Maths	1.Review/ Rewrite Year 8 Maths course in line with National Curriculum.	Optional: Major PLTs are formal staff teams that may apply for time relief. They must have a significant objective.
Leadership roles (optional) 1.Lead Year 7 PLT	1.Oversee the Year 7 PLT -Determine objectives, allocate responsibilities and meet yet to be determined timelines	
2.Subject Convener	1.Oversee History across the school-ensure all curriculum documents are up to date and electronically available to all staff 2. Improve communication across the subject area	

Professional Learning

Involvement (Min 1)	Key objectives	Key outcomes and self assessment
List a minimum of 2 College based PD activities (compulsory)	This section will be blank until your In-house PD activity is decided-fill it in as the year unfolds	
1. E5 –Engagement	1.Attend PD at RSC to enhance my skills and knowledge in the Engagement domain 2. Work closely with staff trained in the E5 model	
2. Ultranet training	1. Attend PD on the Ultranet and work closely with ICT coaches and Ultranet Coordinator to develop a working knowledge of the Ultranet	
3. Discussion group-Building respect	1. Develop strategies for Building Respect in the classroom	
External Professional Learning/Development (Aim for min. of 1 activity)		
1.Attend Surf Life training	Update my training for college camps	
2. Science Conference	Focus on software suitable for IPADS	

School and system contribution   **Include a minimum of one activity**

Involvement	Key objectives	Key outcomes and self assessment
1.Assist with the Annual College Production, Makeup department	1.Build rapport with students and staff beyond the classroom 2. Work with students in a highly positive environment and teach students basic makeup artistry	
2. Coach at least one student basketball team	1.Build rapport with students and staff beyond the classroom 2.Contribute to the College's extra-curricular program and develop the students' basketball skills	

Additional comments: (Optional)

Professional Development   2012

- Professional Development to be more closely integrated with Performance and Development and Professional Learning Teams and have a stronger focus on Performance and Development annual plans
- **PD Week (Week 7 Each term):** All staff participate in the PD week each term run during Week 7 (Minimum of 3 activities per year –a key part of VIT Professional Learning requirements)
- **Teaching Craft:** A strong focus on developing teaching capacity/craft. Each term, college administration select a key theme, eg. Questioning Techniques, Building Rapport, Learning from staff visits, Differentiating Learning, Improving Engagement etc. that forms the basis for reading, discussion and enactment. In the future, themes linked closely to the yet to be developed Highly Effective Teaching and Learning Model.
  - Reading on the theme will be distributed early each term
  -In terms 1 and 4, there will be short staffmeeting presentations on the term theme, followed by discussions utilising Performance and Development groups.
  -Staff are encouraged to reflect on current practice and 'put into practice' any key learnings.
  -In terms 2 and 3, the second half of Performance and Development meetings will be utilised for discussion on term themes.
  -Further discussions groups on the key theme will occur during the PD Week
- **Staff visits:** In 2013, staff visits will be introduced, involving all staff. Observations/feedback will related to the yet to be developed Highly Effective Teaching and Learning model.
- **External Professional Development:** (The following guidelines are in the process of development)
  -Strongly encouraged across the whole staff, balanced by the importance of teaching classes and costs (Aim to do min. of 1 activity)
  -Guidelines re number of classes each staffmember can miss for PD (Exceptions for external PD presenters and funded teacher relief)
  -Guidelines re spending per staffmember on PD (previous years' spending and position of responsibility taken into account)
  -Limited daily number of staff undertaking PD. During busy times, identified by Daily Organisers/admin, fewer allowed to participate
  -Reduction in large numbers of staff attending some activities and increase in sharing of information/conducting of workshops in PD week
- **Staff mentoring/feedback-**During 2012, the administration will further develop the staff mentoring program to extend beyond the current support of graduate staff. This initiative involves:
  -Utilising highly experienced and outstanding recently retired staff and/or Assistant Principals
  -Providing all staff with the opportunity for a review/feedback of their teaching practices. Staff have regularly asked for additional feedback and this will also provide the opportunity to 'fine tune' and identify areas for development. This would involve 1 to 2 classroom visits, followed by discussion around key Highly Effective Teaching practices.
  -Provide ongoing support over an extended time for select staff. This would involve 2 to 3 classroom visits and ongoing discussions on classroom strategies/techniques. Ongoing access to mentor throughout the year.

Professional Learning Teams (PLTs)   2012

- PLTs to be more closely integrated with Performance and Development and Professional Development
- Acknowledgement of outstanding existing staff practice-informal PLTs flourishing across all areas of the school (no longer compulsory)
- Informal PLTs recognised on Annual Performance and Development plans
- **Major PLTs:** Introduction of Major PLTs to tackle significant College initiatives/innovations. Teams may apply for time relief to research, design and implement significant programs. Eg. One or two days off across a semester for a team of 4 or 5 (Process to be developed)

Annual Calendar P & D/PLTs/PD (Summary of activities)

	TERM 1	TERM 2	TERM 3	TERM 4
Week 1				
Week 2				
Week 3	Professional reading	Professional reading		Professional Reading
Week 4		P & D (2nd half: Discussion on reading for 30mins)	P & D (2nd half: Discussion on reading for 30 mins)	P & D Present plans
Week 5	P & D First meeting			
Week 6	Staff meeting Presentation/Discussion on theme	Staff meeting Short presentation on theme	Staff meeting Short presentation on theme	Staff meeting Presentation/discussion on theme
Week 7	PD week Workshop on term theme and others	PD week Workshop on term theme and others	PD week Workshop on theme and others	PD week Workshop on term theme and others
Week 8				
Week 9				
Week 10				

Summary of staff expectations 2012

Performance and Development (P and D)

Expectations:

-Attend 4 meetings

-Submit annual plan, modified throughout the year.

Term 1 _____
Term 2 _____
Term 3 _____
Term 4 _____

Professional Development (PD)

Expectations:

-Participate in minimum of 3 internal PD activities.

(staff may do more than 1 per term)

Term 1 _____
Term 2 _____
Term 3 _____
Term 4 _____

Professional Learning Teams (PLTs)

Expectations:

- Involvement in informal teaching teams

Professional Reading

Expectations:

- Undertake professional reading each term

MEETING PROFESSIONAL STANDARDS

Staff must participate in the P & D process.
This is the agreed college process for demonstrating achievement of professional standards-signed off annually by administration

MEETING VIT REQUIREMENTS

All staff are required to undertake 100 hrs PD every 5 years to satisfy VIT requirements or 20hrs per year.
This is achieved by completing;

- 4 x P & D gps
- 3 internal PDs
- Professional reading
- Staff meetings
- External PD

Staff are expected to meet these obligations.

Ringwood Secondary College

Performance and Development

2012

ESS/Paraprofessionals

Instructions
1. Complete your P and D plan with a minimum of 2 objectives
2. Detail strategies for your objectives
3. Ensure your objectives relate to your day to day practice
4. Meet with your team (if applicable) and team leader to discuss your plan
5. In term 4, complete the review section and give an account of your achievements

Note:
An electronic copy of the blank plan is found in the College Handbook.

Ringwood Secondary College

Education Support Staff (ESS)   **Sample Annual plan**   **2012**

Name: _____

Include a minimum of one activity

Key objectives	Strategies List how you will achieve your objectives	Review Describe your progress with objectives
1 Improve my understanding and implementation of A+ to improve student attendance across the college (eg. Attendance officer)	1. Study the A+ manual and investigate the most practical reports 2. Work closely with Attendance Officer to implement attendance strategies across the college 3. Implement a whole school email notification system for absent students	
2 Improve both the organisation and focus of key Welfare programs across the college (eg. Welfare staff)	1. Work closely with staff to ensure all are aware of responsibilities and processes 2. Review the Welfare needs of students across the college 3. Review the success of existing programs	

Optional extras over the page

Optional extras

Key objectives	Strategies List how you will achieve your objectives	Review Describe your progress with objectives
3 Improve capacity to utilise office software programs and improve office procedures (eg. Administration staff)	1. Be able to use Cases 21 confidently for my areas of responsibility 2. By the end of 2011 improve the effectiveness of key office procedures	
4 Improve the management of first aid facilities and record keeping (eg. First Aid/Nurse attendant)	1. Develop an online booking system for first aid equipment 2. Review record keeping processes to ensure all regulations are met	

Performance and Development: Annual Plan 2012

Teaching Excellence

My Goal	Related college Goal or Priority	Targets (up to 3 for each goal)	Strategies (include any Prof. Dev.) (Up to 3 for each target)	Proposed data (Term 1 meeting)	Data obtained (Term 4 meeting)
E5 Explain To help students develop and utilise a relevant and sophisticated English vocabulary specific to set texts/areas of study	To improve student learning outcomes	For every student in the class to use sophisticated vocabulary in their English/Literature SACs. For no student in the class to receive a LOW for their written expression on SAC criteria.	• provide students with a word bank for each text/area of study • have students add to the word bank throughout the unit • specify the utilisation of a set number of words from the word bank in written exercises	• examples of word banks • examples of exercises with set word bank requirements • samples of SAC criteria	•
E5 Elaborate To provide ongoing relevant and formative feedback to guide future learning	To improve student learning outcomes	For students to be well prepared to sit lengthy SACs through a focus on short skills-development exercises throughout the unit	• completion of many short, skills-focused developmental exercises on which they receive detailed feedback • to request students to act on feedback by redoing and resubmitting exercises	• samples of exercises and rewritten submissions • final SAC marks	
E5 Evaluate To empower students to reflect on and use feedback to improve their own outcomes.	To improve student learning outcomes	To enable students to reflect on feedback in order to improve their own skills development/outcomes	• conference with each student halfway through the each term – verbal progress report • provide lots of samples of work which students can use as models (for every set task, provide a model)	• conference timetables • samples of work	

Teaming and Leadership

Involvement (Min 1)	Key objectives (up to 3)	Key learnings and evidence
Year 12 team	To develop a consistent approach to the teaching of core skills in English in year 12. To share knowledge of texts and resources.	
Work closely with KMC in year 11 Lit.	To develop a consistent approach to the teaching of core skills in literature in year 11. To develop an understanding of year 12 Literature.	
Year 11 team	To work closely as a year 11 team to develop a consistent and rigorous course. To make useful contributions as past Team Leader.	
CHALLEN9E Program	To act as a human resource for the CHALLEN9E Program. To attend part of the CHALLEN9E Year 9 Camp. To offer an English extension session.	

Professional Learning

Involvement	Key objectives	Key learnings/observations
College based PD activities: 1. VCE data session 2. English PDs eg. Lesson observations	To learn how to use data to improve student outcomes in VCE To develop a systematic approach to teaching core skills of English across the VCE eg. language analysis, context and essay writing	
Year 12 English: Bob Hillman (Year 12 Swinburne Day) Meet the Assessors	To increase capacity to teach year 12 English.	
Year 11 Literature: VATE Literature Day for New Teachers	To increase capacity to teach year 11 Literature and develop a solid understanding of skills and requirements at year 12	

Master of Educational Management	Developing ongoing professional learning and expertise in field of educational leadership.	

School and system contribution

Involvement	Key objectives	Key learnings and evidence
Leadership team	To share key and relevant learnings/reports/assignments from MEd with leadership team	
Poetry Week	To do something BIG and NEW this year. Eg. Poet in residence? Poetry Slam? Collaborate with the Wheeler Centre? NGV?	

Additional comments: (Optional)

Ringwood Secondary College   **Class survey 2011**

Teacher: _____   **Class:** _____
<u>**Dear student:**</u> **The following survey is to provide staff with valuable feedback on their performance. Please show maturity in completing it and think carefully about your responses. Silly responses are of no use to anyone. It should only take about 5 minutes.   Thanks**

Teaching and Learning	Rating				
	Strongly Disagree				Strongly Agree
Engage					
My teacher makes learning interesting and relates topics to real life	1	2	3	4	5
My teacher uses a variety of strategies and activities	1	2	3	4	5
Students respect the teacher and each other in this class	1	2	3	4	5
My teacher is very passionate about this subject	1	2	3	4	5
My teacher is always organized and well prepared	1	2	3	4	5
Explore					
Students are encouraged to explore new ideas	1	2	3	4	5
My teacher sets challenging tasks and supports us to complete them	1	2	3	4	5
My teacher challenges us with probing questions to stimulate learning	1	2	3	4	5
Our class is well managed and students can learn easily	1	2	3	4	5
My teacher knows where we are at in our learning	1	2	3	4	5
Explain					
My teacher explains things well and supports us to understand new work	1	2	3	4	5
My teacher can break difficult concepts into simpler ideas	1	2	3	4	5
My teacher uses technology in the classroom on a regular basis	1	2	3	4	5
My teacher has a very strong knowledge of the subject	1	2	3	4	5
New information is often presented and connected to other learning	1	2	3	4	5
Elaborate					
Students are encouraged to investigate and think deeply about the work	1	2	3	4	5
Students are challenged to explain concepts in more detail	1	2	3	4	5
Students are encouraged to think about one another's ideas	1	2	3	4	5
My teacher provides feedback to assist our learning	1	2	3	4	5
Students have opportunity to discuss complex topics with each other	1	2	3	4	5
Evaluate					
My teacher provides rubrics or clear criteria so we know what is expected	1	2	3	4	5
I am encouraged to reflect on my performance	1	2	3	4	5
My teacher encourages me to do better in the future	1	2	3	4	5
My teacher uses a range of assessments to monitor our progress	1	2	3	4	5
My teacher is very encouraging of my achievements	1	2	3	4	5