



Performance and Development

In today's global economy, countries need high-quality education systems that will teach their citizens the skills necessary to meet the challenges of tomorrow.

(OECD 2011)



Q. How do you address this challenge?



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Globalisation and technological change are placing greater demands on education and skill development in Australia and the nature of jobs available to young Australians is changing faster than ever.

(MCEETYA 2008, p. 4)



Q. What is the impact of this for teacher performance and development?



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Together, all Australian governments commit to working with all school sectors and the broader community to achieve the educational goals for young Australians.

(MCEETYA 2008, p. 10)



Q. What benefits are there for working and collaborating nationally and internationally?



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63% of teachers believe that appraisals of their work are done purely to meet administrative requirements.

(Jensen, B & Reichl, J 2011, p. 3)



Q. How could the appraisal processes in your school be improved?



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61% of teachers report that teacher appraisal has little impact on the way they teach in the classroom and provides them with little or no idea of how to improve their performance.

(Santiago, P et al 2011, pp. 86-7)



Q. What makes feedback meaningful?



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A professional learning culture is most likely to develop when there is a high degree of leadership support for teacher learning and risk taking and when there is a high degree of staff interaction and co-dependence. Consequently strategies designed to produce these conditions need to be implemented.

(Cole 2004, p. 9)



Q. What makes professional learning effective?



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In the 21st century Australia's capacity to provide a high quality of life for all will depend on the ability to compete in the global economy on knowledge and innovation. Education equips young people with the knowledge, understanding, skills and values to take advantage of opportunities and to face the challenges of this era with confidence.

(MCEETYA 2008, p. 4)

Q. How future focused is your teaching and learning?



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Excellent teachers have the capacity to transform the lives of students and to inspire and nurture their development as learners, individuals and citizens.

(MCEETYA 2008, p. 4)

Q. What is important to you and your school in achieving this?



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Teachers who do receive appraisal and feedback view it positively: they want both to help them develop their practices. The vast majority of teachers agree that the appraisal and feedback they have received are fair (83%) and helpful in the development of their work (79%).

(OECD 2012, p. 2)

Q. Reflect upon and share when you have received and/or provided effective feedback.



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Teachers are telling us that they work in systems that do not develop their skills or address weaknesses in their schools ... We will lose our best teachers if change does not occur and we will continue to fail to attract the best and brightest into teaching.

(Jensen, B 2010, p. 27)

Q. How can education systems retain excellent teachers and attract the best into the profession?



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Where a robust framework is supported by enabling factors and strong local leadership in a conducive culture, it is likely that performance and development discussion will lead to growth, development and improvement in teachers and in turn to improving student learning.

(Hay Group 2012, p. 21)

Q. What 'enabling factors' need to be present in your school/all schools?



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The most powerful element of the [professional learning] process was checking whether any changes in practice were having the desired impact on valued student outcomes.

(Bell, M et al 2010, p. 53)

Q. How do you measure the impact of professional learning undertaken on student outcomes in your school and what more could you do?



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Teachers are the most important resource in Australian schools ... Outside of family background, teacher effectiveness is the largest factor influencing student outcomes.

(Jensen, B & Reichl, J 2011, p. 6)



Q. How do teachers make such a great difference?



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The more leaders focus their influence, their learning, and their relationships with teachers on the core business of teaching and learning, the greater their likely influence on student outcomes.

(Robinson, V 2007, p. 15)



Q. How can leaders and teachers work together on the 'core business' effectively?



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Leadership must come from all levels – from those with and without formal leadership positions.



Q. What role can classroom teachers play in leading culture change?



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A leader with the right competencies can make a performance framework and process work through the way they conduct performance conversations and the emphasis they put on development so that they help the teacher feel stronger and more capable.

(Hay Group 2012, p. 17)



Q. How can school leaders ensure classroom teachers can become strong and capable leaders?



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Performance and Development Cycle

On average in TALIS countries, teachers participated in professional development for just under one day per month. A significant proportion of teachers think that professional development does not meet their needs: over half reported wanting more than they received during the previous 18 months.

(OECD 2009, p. 48)



Q. Reflect on and discuss your professional learning needs.



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Research shows observation of classroom teaching, linked to timely and useful feedback that focuses on improvement, is a particularly useful tool for teacher development.

(OECD 2011)



Q. How does/can observation work in your school?



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Performance and Development Cycle

Classroom observation

- a. What conversations should take place within the school before classroom observation is considered?
- b. What protocols would support teachers in being observed and in engaging in classroom observation of colleagues' practice?
- c. How can classroom observation be used within performance and development practices?



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Deprivatising teaching practice

- a. How do you share your teaching practice with colleagues, both within and beyond your school?
- b. What apprehensions do you have in opening your classroom door to colleagues?
- c. Do we as a teaching profession effectively operate collegially?



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The role of student feedback

- a. Have you had experience in receiving constructive student feedback? If so, how?
- b. What role can student feedback play in teacher performance and development?
- c. What will enable students to provide constructive feedback for teachers?



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Use of evidence to measure improvement

- a. How do you define student outcomes in your school?
- b. What forms of evidence can teachers use to effectively gauge improvements in teaching and learning?
- c. How can this evidence be used to improve teacher practice?
- d. What role does data play in the performance and development of teachers?



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Performance and Development Cycle

Supporting teachers to grow and develop

- a. What resources are available to support teachers to set and realise their professional goals?
- b. How does your school support you to achieve your performance and development goals?
- c. What could be improved to enable greater support for teachers to grow and develop?



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Effectiveness of professional learning

- a. What is the most relevant professional learning you have undertaken and why was it effective? Was it future focused?
- b. How can teachers effectively collaborate with colleagues to share their professional learning?
- c. What are your experiences with both internal and external professional learning?



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Performance and Development Cycle

Goal setting and reflection

- a.** How are teachers in your school supported to set and work towards the achievement of goals?
- b.** How do you measure your progress in achieving your goals?
- c.** In what ways do you currently reflect upon your practice and how could you be supported to further reflect?



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What is effective teaching?

- a.** Is there one definition of effective teaching?
- b.** How do the *Australian Professional Standards for Teachers* assist in defining effective teaching?
- c.** What does effective teaching look like in your school context?



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Leadership and change

- a.** How do effective leaders create a shared vision and lead cultural change?
- b.** What leadership pathways are available to teachers in your school, both positional and otherwise?
- c.** When talking about leaders in a school, to whom are you referring?



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Culture of performance and development

- a.** What elements of a performance and development culture are present in your school?
- b.** How might you grow and develop your school's existing culture?
- c.** What drives effective teacher performance and development in schools across the nation?



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Coherence

- a.** Are the current performance and development processes in your school aligned with your school's plan and approaches to professional learning? If so, how?
- b.** What processes and approaches in your school are relevant to teacher improvement and development?
- c.** What is your role in aligning teaching and learning with current performance and development processes within your school?



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Coaching

- a.** What is the difference between coaching and mentoring?
- b.** How can coaching benefit teacher practice?
- c.** What needs to be implemented to introduce or enhance coaching practice in your school?



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