

Performance and Development toolkit for teachers overview



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

P&D culture/cycle: Getting started survey

How do I perceive performance and development at my school?



Overview and instructions for survey	Rating scale (Select from list) Strongly disagree Disagree Neutral Agree Strongly agree
<p>This survey provides a temperature check on performance and development at your school and your engagement in these processes. It does not assess your qualities or capabilities as a teacher, but instead indicates the degree to which you are equipped to actively engage in performance and development at your school.</p> <p>A shared commitment amongst teachers to support each other's professional growth can help to shape the performance and development culture in your school. It is recommended that you and your peers complete this survey and share your findings. This will allow you to discuss how you can work together to support each other's professional growth and positively impact your school's performance and development culture.</p> <p>You will need approximately 20 minutes to complete this survey. Each item in the questionnaire describes an element that impacts a performance and development cycle and culture. Use the rating scale to indicate the degree to which you agree with each item.</p> <p>Once you have filled out the rating column, please read the section 'Interpretation and how to influence your school's performance and development.'</p>	

My perspective and engagement	Rating (Please complete)	Score
I am confident that my performance is what matters for student outcomes	(Select from list)	-
Improving teaching is not an end in itself. It is about improving outcomes for students	(Select from list)	-
I am committed to supporting my peers' performance and development	(Select from list)	-
How I go about teaching (e.g. my approach) is important - it is not just about 'what' is accomplished (i.e. the results)	(Select from list)	-
I play a helpful role in my peers' development, as well as my own	(Select from list)	-
Performance and development is not beneficial for me	(Select from list)	-
Teacher appraisal has little impact on the way I teach in the classroom	(Select from list)	-

My knowledge and skills		
I am unclear about what is expected of me	(Select from list)	-
I have no difficulty setting my performance goals	(Select from list)	-
I have no difficulty agreeing my performance and development priorities with my school leader	(Select from list)	-
My peers and I use common language to talk about what effective teaching looks like	(Select from list)	-
I can give timely and effective feedback / support to my peers	(Select from list)	-
My feedback to peers is very positive but lacks specific examples of what could be done better	(Select from list)	-

My school context		
Performance and development processes are consistent with the school plans and objectives	(Select from list)	-
This school has a definition of effective teaching that is based on the Australian Professional Standards for Teachers	(Select from list)	-
There is commitment across the school to improve teacher performance	(Select from list)	-
Our performance and development processes are focused on form-filling rather than improving teaching and learning	(Select from list)	-
The school provides options for me to identify the most relevant professional learning to meet my needs, such as forums for collaborating with peers on 'best practice', mentoring / coaching and opportunities to learn from experts	(Select from list)	-
All teachers receive differentiated recognition and development opportunities based on their development needs and priorities	(Select from list)	-
We have a process for observing and/or coaching fellow teachers throughout the year, which we actively use	(Select from list)	-

My performance and development activities	Rating (Please complete)	Score
Goal setting		
My goals are based on a shared view of effective teaching to improve student outcomes	(Select from list)	-
My goals only relate to my impact in the classroom	(Select from list)	-
I set specific and realistic goals with my school leader	(Select from list)	-
I proactively work with my school leader to review my goals throughout the year, and make adjustments where necessary	(Select from list)	-
My goals are measurable and are used as the basis for feedback and reflection	(Select from list)	-

Working towards goals		
On a regular basis, I assess my progress in achieving my goals set in my performance and development plan	(Select from list)	-
I collect evidence from a variety of sources such as student outcomes, peer feedback and classroom observation	(Select from list)	-
There are limited options for my professional learning (e.g. formal training, learning communities, study groups)	(Select from list)	-
My fellow teachers and I meet on a regular basis to collaborate, share our teaching experiences and focus on issues that are important for our own individual growth.	(Select from list)	-

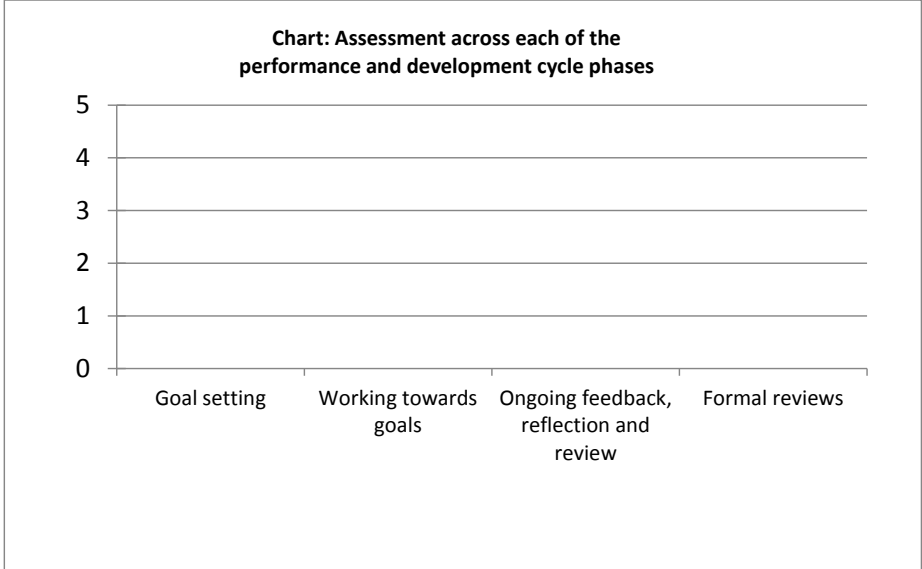
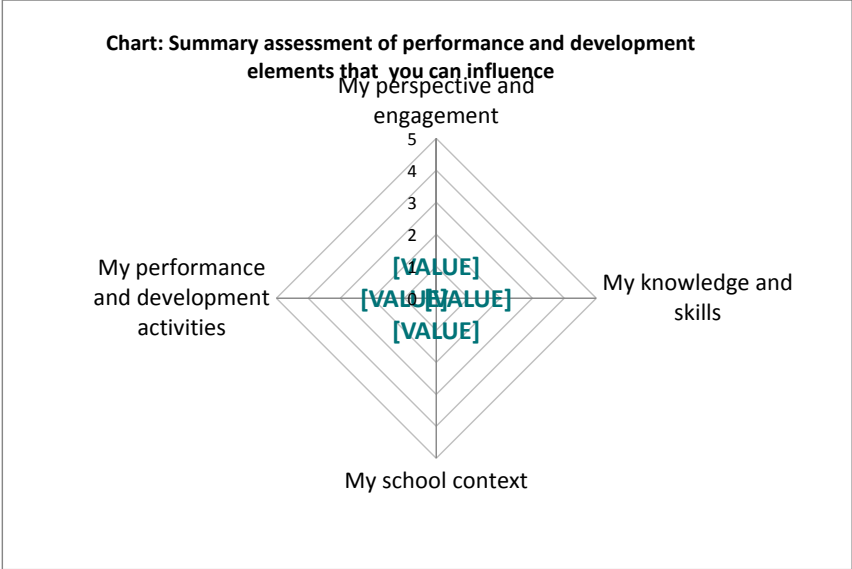
Ongoing feedback, reflection and review		
I request improvement focused feedback from my peers	(Select from list)	-
I do not provide frequent and improvement focused feedback to support other teachers' efforts to improve their practice	(Select from list)	-
I seek feedback from my students on my teaching practice	(Select from list)	-
I observe other teachers' performance to determine how I can improve my teaching practice	(Select from list)	-

Formal reviews		
I meet with my school leader at least once a year to conduct a formal review of my progress against my goals	(Select from list)	-
My school leader provides limited improvement based feedback during the formal review period	(Select from list)	-
I use feedback from multiple sources such as students, peer observations and self assessment to reflect on my practice against my performance and development goals	(Select from list)	-
I receive accurate feedback throughout the year so I am well informed about my performance and development progress	(Select from list)	-

* Orange cells are reversed questions

SCORES (averages for each survey cluster)	
My perspective and engagement	Incomplete Assessment
My knowledge and skills	Incomplete Assessment
My school context	Incomplete Assessment
My performance and development activities	Incomplete Assessment
Goal setting	Incomplete Assessment
Working towards goals	Incomplete Assessment
Ongoing feedback, reflection and review	Incomplete Assessment
Formal reviews	Incomplete Assessment

Interpretation and suggestions for further engagement in performance and development



MY PERSPECTIVE AND ENGAGEMENT	
Result	Interpretation and suggestions
Between 3.6 and 5	Your approach to performance and development is very positive and will support you in getting the most out of performance and development activities. Share your perspective and motivate others to engage more deeply in their professional growth. Some specific examples to support others include communicating your perceptions about the value of performance and development and engaging others in conversation focussed on professional growth. Even with a high score, there may still be areas for improvement as well as a need to consolidate your strengths. The scores for individual items will give you some guidance in identifying these areas. Other opportunities could include increasing your network outside of the school such as through professional associations to further strengthen and share your approach.
Between 2.1 and 3.5	Your engagement in performance and development at your school supports your professional growth, however there is room for further engagement. Look at the items where you have a high score (4 or 5) and consider how you can share these positive attitudes with your peers such as in teacher forums or one on one conversations. Look at items where you scored lower and consider how these are impacting your involvement in performance and development. It is recommended that you consult your school leader, supervisor, coach or colleagues about what is impacting your lower scoring items and how you might overcome these.
2 or less	There is great opportunity for you to improve your perspective and engagement in performance and development at your school. Your current approach may be due to a variety of reasons such as your experiences, the attitudes of others and practices at your school. However, the easiest way to gain greater benefit from performance and development in your school is to challenge your thought processes. As a starting point, ask yourself 'Why do I feel this way? What is influencing my attitudes? How can I engage in positive experiences to improve my attitudes? Also, if your perspective is due to lack of information or support about performance and development, it is recommended that you consult your school leader, supervisor or coach to discuss this and seek further information. The scores for individual items can give you some guidance in identifying key priorities.

MY KNOWLEDGE AND SKILLS	
Result	Interpretation and suggestions
Between 3.6 and 5	You have strong skills and knowledge that enable you to actively engage in your school's performance and development cycle. Build on these strengths by continuing to actively participate in performance and development activities at your school. The Teacher Self-Assessment Tool (http://www.aitsl.edu.au/tsat) provides you with an opportunity to self-identify areas of strength and areas for development against the <i>Australian Professional Standards for Teachers</i> . Another opportunity could be to act as a coach or lead a personal learning network where you can share your knowledge and experiences to help others build capability, and confidence, in performance and development at your school.
Between 2.1 and 3.5	You have a foundational knowledge and many of the skills required to be engaged in your school's performance and development cycle. Look at the items where you had a high score (4 or 5) and consider how you can transfer these skills to peers that are less experienced such as in teacher forums or one on one conversations. Your overall score also indicates that there may be some key areas where you could improve your skills and / or knowledge. Consider where there are perceived gaps and identify performance and development resources that could be usedby teachers at your school (http://www.aitsl.edu.au/professional-growth/support/performance-and-development-support/engaging-in-p-d). It is recommended that you work with your school leader, supervisor or coach to agree how to address any gaps.
2 or less	There is great opportunity for you to improve your skills and / or knowledge about performance and development. It is recommended that you work with your school leader, supervisor or coach to agree how to address any gaps - options include training, coaching and reviewing guidelines provided by your system / sector and AITSL. Another possibility is to establish a personal learning network where you meet with other teachers to share knowledge and experience such as how to set goals, or how to seek relevant feedback. Consider how you might work with peers to support each other's professional growth and identify relevant performance and development resources (http://www.aitsl.edu.au/professional-growth/support/performance-and-development-support/engaging-in-p-d). The scores for individual items will give you some guidance in identifying the key priorities.

MY SCHOOL CONTEXT	
Result	Interpretation and suggestions
Between 3.6 and 5	Your school has a number of key processes and practices in place to support the professional growth of you and your colleagues. Even with a high score, there may still be areas for improvement as well as a need to consolidate your strengths. The scores for individual items will give you some guidance in identifying the priorities. Consider how your school could connect with other schools or associations to share experiences, best practices and possible improvement opportunities. You might also consider how your school could increase collaboration with students and parents to understand and address their priorities.
Between 2.1 and 3.5	There is some opportunity to improve current processes and practices at your school in order to provide greater support for the professional growth of you and your colleagues and to enhance the performance and development culture. Consider how you might be able to influence this so that you can improve teacher and student outcomes. For example, compare your current school's approach against the approach provided in the (http://www.aitsl.edu.au/professional-growth/insight/performance-and-development-case-studies). Discuss suggestions with your school leader. The scores for individual items will give you some guidance in identifying some key priorities.
2 or less	There is great opportunity to improve current processes and practices to enable greater support for professional growth and to enhance the performance and development culture. Consider how you might be able to influence this so that you can improve teacher and student outcomes. For example, consider suggesting changes to your school leader or raising improvement opportunities at your next team meeting. The scores for individual items give you some guidance in identifying the major priorities.

MY PERFORMANCE & DEVELOPMENT ACTIVITIES	
Result	Interpretation and suggestions
Between 3.6 and 5	There is some opportunity to improve current processes and practices at your school in order to provide greater support for the professional growth of you and your colleagues and to enhance the performance and development culture. Consider how you might be able to influence this so that you can improve teacher and student outcomes. For example, compare your current school's approach against the approach provided in the (http://www.aitsl.edu.au/professional-growth/insight/performance-and-development-case-studies). Discuss suggestions with your school leader. The scores for individual items will give you some guidance in identifying some key priorities.
Between 2.1 and 3.5	There are some opportunities to strengthen your performance and development activities. The chart above titled 'Assessment across each of the performance and development cycle phases' is a good starting point to identify areas for improvement. Discuss with your school leader any guidelines, resources or training that might support your performance and development. Visit your system / sector employer's website to source information and resources that will further support your professional growth. The following link also provides useful resources and tools to help you further engage with performance and development in your school context (http://www.aitsl.edu.au/professional-growth/support/performance-and-development-support/engaging-in-p-d). You might like to share these with your colleagues to support their professional growth. The scores for individual items will give you some guidance in identifying the key priorities.
2 or less	There is great opportunity for you to strengthen your performance and development activities across all key cycle phases. As a matter of priority, we suggest that you first seek clarification from your school leader about your school's current performance and development practices and what the school expects from you as a teacher participating in these activities. Secondly, visit your system / sector employer's website to source information about the performance and development cycle. The following link also provides useful resources and tools to support your engagement in performance and development in your school (http://www.aitsl.edu.au/professional-growth/support/performance-and-development-support/engaging-in-p-d). The scores for individual items will give you some guidance in identifying the key priorities.

What is my role in the performance and development cycle?



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Ongoing feedback, reflection and review

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Resource overview

Systems of teacher appraisal and feedback that are directly linked to improved classroom teaching and student performance can increase teacher effectiveness by as much as 20 to 30%. This would lift the performance of Australia's students to the best in the world.

Jensen, B & Reichl, J 2011, *Better teacher appraisal and feedback: Improving performance*, Grattan Institute, Melbourne, viewed 30 November 2012, <https://grattan.edu.au/wp-content/uploads/2014/04/081_report_teacher_appraisal.pdf>

- > Aligned with the [Australian Teacher Performance and Development Framework](#), this set of resources is designed to support teacher professional growth and to ensure you get the most out of the performance and development activities in your school
- > The aim of this resource is to provide you with an overview of:
 - the key phases and activities involved in a performance and development cycle
 - your role in the performance and development cycle
 - the resources that will support you in each of the phases



Overview of the performance and development cycle

- > Performance and development is a continuous cycle
- > It involves teachers and school leaders working together to establish key goals and learning opportunities, monitor and evidence progress, and provide formal and informal feedback and recognition for achievement





What is your role across key phases?

Reflection and goal setting

Reflect on practice to identify strengths and opportunities for growth that may inform your performance and development goals for the year.

Agree on goals with your school leader and identify appropriate evidence to show progress.

How you contribute:

- > Reflect on your own teaching practice, informed by the Australian Professional Standards for Teachers and the shared understanding of effective teaching at your school
- > Use your reflections to generate a small number of possible SMART goals
- > With your school leader, agree on your areas of strength, improvement and further development
- > With your school leader, review and agree on your goals
- > Develop an action plan to achieve goals

Relevant resources:

- > [Getting started survey - How do I perceive performance and development at my school?](#)
- > [Goal setting guide](#)
- > [How can I ensure I get the most out of my goal setting?](#)
- > [AITSL Teacher Self-Assessment Tool](#)



What is your role across key phases?

Professional practice and learning

Engage in professional learning activities and collect evidence to reflect on and evaluate progress

How you contribute:

- > Select and engage in professional learning activities
- > Collect evidence to evaluate progress and to generate further reflection
- > Participate in peer discussions or forums to share teaching experiences, issues, accomplishments and new solutions to issues
- > Suggest changes to your goals (if required)
- > Regularly assess your achievement towards your goals
- > Analyse evidence (e.g. feedback, performance data) to establish a picture of your own performance and development against your goals

Relevant resources:

- > [How does professional learning support my performance and development?](#)
- > [How do I evidence progress against my goals?](#)
- > [How do I engage in classroom observation?](#)
- > [Tips for collecting and documenting feedback](#)



What is your role across key phases?

Ongoing feedback, reflection and review

Regularly review progress, reflect on suitability of goals, growth activities and evidence, and also seek and offer feedback

How you contribute:

- > Seek regular feedback and evidence on performance through a variety of sources, such as: student outcomes, school leader / peer / student / parent feedback, collaboration with peers, or classroom observation
- > Initiate opportunities to give feedback and support to others on their teaching practice
- > Review your own performance against your goals
- > Meet with your school leader for a formal performance and development review
- > With your school leader, agree on your areas of strength, improvement and further development

Relevant 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](#)



Relevant resources

- > Australian Teacher Performance and Development Framework explained through the eyes of students, teachers and school leaders
<http://www.aitsl.edu.au/professional-growth/support/performance-and-development-support/activities-and-overviews/framework-overview>
- > Building a culture and cycle: case study from Australind High School, WA
<http://www.aitsl.edu.au/professional-growth/insight/performance-and-development-case-studies/australind-senior-high-school-wa>
- > Staff feedback program: example from Clare High School, SA
http://www.aitsl.edu.au/docs/default-source/professional-growth-resources/performance-and-development-resources/clare_high_school.pdf

How can I ensure I get the most out of my goal setting?



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Why goal setting is important for my performance and development?

- > A school's performance and development process offers opportunity for teachers to engage in targeted development focused on priority areas for themselves, their school and sector
- > Setting goals, as part of the performance and development process ensures improvements in practice are focused, challenging, and aligned to professional need and context
- > Feedback that stretches beyond specific goals can and should be provided when it will be valuable.

Research supports predictions that the most effective performance seems to result when goals are specific and challenging, when they are used to evaluate performance and linked to feedback on results, and create commitment and acceptance

Lunenburg, F 2011, 'Goal-Setting Theory of Motivation', International Journal Of Management, Business, And Administration, vol. 15, no. 1, pp. 1-6



Why should I set goals?

- > Central to the performance and development cycle is creating and agreeing your performance and development goals with your school leader/supervisor. Goal agreement is crucial because it:

1. Creates a shared view of your development needs and aspirations

2. Clarifies the direction your development will take and the support your development will require

3. Ensures that your contributions and development are in line with the school's strategic plan

4. Provides focus for formal and informal feedback on performance for you and your school leader



How can I set goals effectively?

Take a systematic step-by-step approach in your goal setting:



The following slides outline the key activities for each step

What opportunities are there for reflection?



Goal setting starts with reflection on practice to identify:

- > strengths
- > areas for development
- > aspirations

Reflect on:	
Feedback from previous performance and development reviews	Your teaching practice in accordance with the Standards using the AITSL Teacher Self-Assessment Tool
Aspects of your peers' teaching you admire	Your teaching practice using a SWOT analysis
Formal feedback, for example observations, school surveys, student achievement results	Shared understandings of effective teaching in and role expectations in your school context
Feedback from members of your school community including school leaders, peers, parents and students	Your school's goals and priorities
School data on student performance	System/sector priorities and initiatives



How do I turn my reflections into goals?



- > Look through your reflections for:
 - recurring areas for development
 - what would most impact student learning, engagement and wellbeing
 - what addresses your aspirations as a teacher
 - areas of professional interest
 - opportunities to align with school/system/sector priorities and requirements
- > Discussing your reflections with a trusted colleague, coach or mentor can help to identify aspects of practice you may not have considered and to clarify your developmental needs
- > Based on this review of your reflections, and any instructions from your school, draft a small number of goals that are challenging but achievable

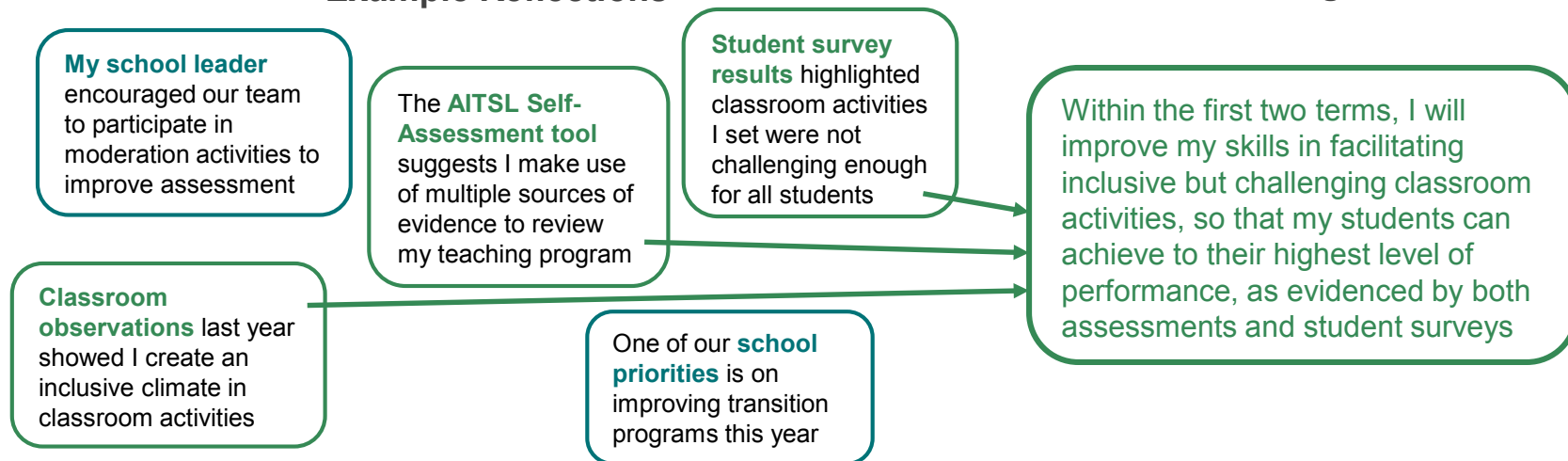
Using multiple reflections to inform goal setting



- > Here is a selection of reflections from a teacher
- > Three reflections have been drawn together to formulate a draft goal
- > The remaining reflections may inform another goal in this cycle or a future cycle

Example Reflections

Draft goal



How do I know that my goals are SMART?



- > Formulating SMART goals will help you to ensure they are targeted and achievable
- > Your goals are SMART if you can answer “yes” to the following questions:

Specific	Is your goal formulated in a way that you and others understand what is to be achieved?
Measurable	Is it possible to tell at any point in time if your goal has been achieved or not? Does your goal clearly link to the types of evidence you will collect throughout the review period?
Achievable	Is your goal a stretch, but also realistic?
Relevant	Does the achievement of your goal have meaningful positive implications for your own teaching practice, student outcomes and the overall goals of your school?
Time-phased	Is the time in which this goal should be achieved clear?

- > To ensure your goals are SMART, use the above table to support you in completing the [goal setting guide](#)



Goal agreement



- > Once you have drafted your goals you will meet with your supervisor/school leader to review and revise these. This may lead to negotiated amendments
- > The meeting is an opportunity to discuss your identified needs and aspirations and to ensure your goals:
 - are appropriately challenging
 - meet your development needs
 - are SMART goals
 - are attuned to school and sector goals and priorities
- > Completing the [goal setting guide](#) will assist you to articulate why you have identified each goal, what evidence you will draw on and how each goal will support your development
- > Discussing the actions you will take and the support you will require to achieve your goals will ensure you have every opportunity to improve your practice

Negotiating and amending a goal



Draft goal

Within the first two terms, I will improve my skills in facilitating inclusive but challenging classroom activities, so that my students can achieve to their highest level of performance, as evidenced by both assessments and student surveys

Supervisor discussion

What does facilitating inclusive activities mean? Is this providing differentiated activities? Or is it about the facilitation of them?
→ A more specific goal may be to choose one aspect to focus on

Does providing 'challenging classroom activities' refer to differentiating tasks to meet student needs?
→ Using terminology from the Standards helps clarify the goal

What does it mean for students to 'achieve to their highest level of performance'? Is this about meeting the specific learning needs of students across the full range of abilities?
→ Using terminology from the Standards helps clarify the goal

Agreed goal

Within the first two terms, I will improve my skills in differentiating classroom activities in order to meet the specific learning needs of students across the full range of abilities, as evidenced by both student surveys and school-based assessments (see specific items in year level assessment schedule)

Agreed school support

To assist the teacher's development, school support will include: Meeting with the learning and teaching leader to improve understanding of strategies for differentiating tasks. School leader to scaffold development of appropriate classroom activities and review planning documents

Goal setting guide



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Goal setting guide

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:
School leader's name:	Date completed:

SMART Goals are:

	Specific	Measurable	Achievable	Relevant	Time-Phased		
#	Performance and development goal to be achieved (stated simply)	Evidence that will be used to demonstrate progression and goal achievement	What actions will I take to achieve the goal?	How does my goal connect to my professional growth, my school's priorities and my students' outcomes?	Timeframe within which the goal will be achieved	Support that will be required from the school to achieve the goal	Is the goal SMART? Yes/No
1	Improved skills in differentiating classroom activities to meet student needs	Student surveys and school-based assessments (see specific items in year level assessment schedule)	Peer observation, research, collaborative work with colleagues, leading to trialling a range of differentiated activities	I want to ensure I am meeting students' needs. Student surveys highlighted the need for greater challenge. Appropriately challenging activities should lead to greater student achievement	Within the first two terms	Meetings with teaching and learning leader to improve understanding of strategies for differentiating tasks. Teaching and learning leader to scaffold development of classroom activities and review planning documents	Yes

Performance and Development



How does professional learning support my performance and development?



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What is effective professional learning?

The Australian Charter for Professional Learning of Teachers and School Leaders explains that professional learning will be most effective when it is relevant, collaborative and future focused, and when it supports teachers to reflect on, question and consciously improve their practice. These characteristics of effective professional learning should be considered when designing, selecting, reflecting on or evaluating professional learning

Australian Charter for the Professional Learning of Teachers and School Leaders, August 2012

- > The following information is derived from the Australian Charter for Professional Learning of Teachers and School Leaders. View the PL Charter here:
 - http://www.aitsl.edu.au/verve/_resources/Australian_Charter_for_the_Professional_Learning_of_Teachers_and_School_Leaders.pdf

How does professional learning support my performance and development?

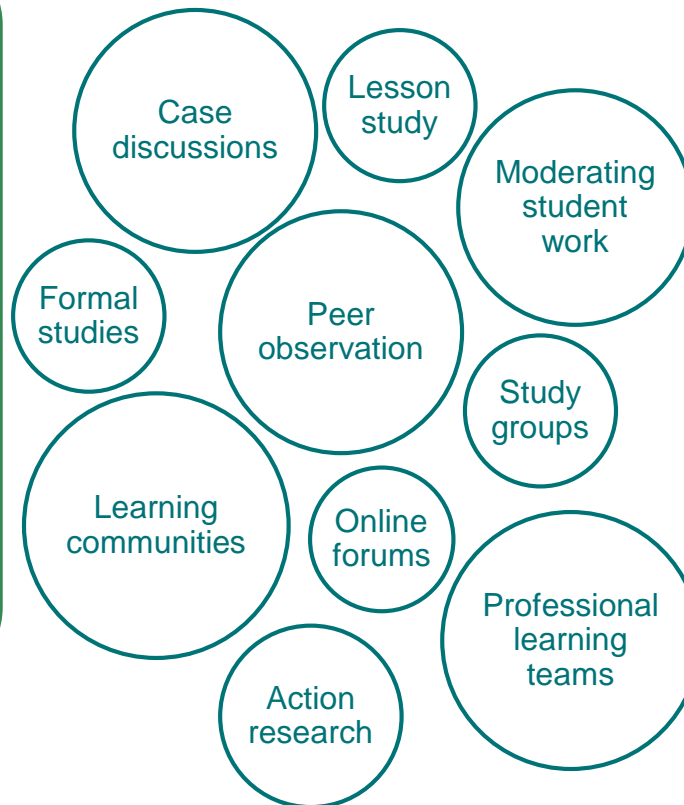
- > An important part of working towards goals and collecting evidence of your progress includes undertaking professional learning to improve your teaching practice
- > Once you have identified a goal, you can consider what actions will help you to achieve it. This will usually include some form of professional learning
- > Professional learning is the formal or informal learning experiences undertaken by teachers and school leaders that improve their individual professional practice, and a school's collective effectiveness, as measured by improved student learning, engagement with learning and wellbeing. At its most effective, professional learning develops individual and collective capacity across the teaching profession to address current and future challenges
- > Professional learning will be most effective when it takes place within a culture where teachers and school leaders expect and are expected to be active learners, to reflect on, receive feedback on and improve their pedagogical practice, and by doing so to improve student outcomes

What are some examples of professional learning?

Selecting Professional Learning

Professional learning should be purposeful. Look to identify professional learning opportunities that are aligned with your goals. Try to identify how that particular professional learning will help you to improve those aspects of your teaching practice you have identified as areas for improvement

Examples of professional learning



Evaluating Professional Learning

It is helpful to evaluate the effectiveness of professional learning that you have engaged in. When reflecting on evidence against your goal progress, consider what the evidence says about the effectiveness of your professional learning choices and make adjustments where required

What do the characteristics of effective professional learning look like?

Relevant

- > Improving student outcomes is the ultimate goal of all teachers and school leaders, and of the professional learning they undertake. Professional learning will be most engaging for adult learners and have the greatest impacts on practice when it assists teachers and school leaders to address and adapt to the challenges they face in improving student learning, engagement with learning and wellbeing

Selecting PL

- How will this address my students' needs?
- Which of my goals does this relate to?
- Does this relate to a school goal?
- Is this based on current research?
- Does this promise a new solution to an existing challenge?
- Is it timely, that is, occurring when I need it and will I be able to act on it?

Evaluating PL

- How has this professional learning changed my practice and addressed my students' needs?
- How have I acted on this professional learning to progress achieving my goal(s)?
- How have I acted on this professional learning to progress achieving a school goal(s)?

What do the characteristics of effective professional learning look like?

Collaborative

- > Collaboration has a powerful effect in magnifying and spreading the benefits of professional learning and adds a new and valuable dimension to the learning undertaken by individuals. It connects teachers and leaders to their colleagues within and across schools and to external experts. Effective collaboration involves more than simply working together. It demands a disciplined and purposeful approach to collaborating to solve the challenges that are most important to improving student outcomes

Selecting PL

- Am I able to be involved in the design, content, practice and evaluation of my learning?
- Are there opportunities to receive feedback on my practice and to observe others?
- Is there opportunity to learn from experts?
- Is there an opportunity to build a learning community within and/or between schools?
- Is technology used to enrich collaboration and learning?

Evaluating PL

- How have I transferred my learning and involved my students in the design, content, practice and evaluation of their learning?
- How have I acted on feedback?
- Have I followed up on opportunities for support to further enhance my learning?
- How have I connected with other teachers to continue to build on my learning?
- How am I using technology to support collaboration and further learning?

What do the characteristics of effective professional learning look like?

Future focused

- > Effective professional learning seeks to develop teachers and school leaders who are adaptable and able to deal with new and unexpected challenges. It exposes teachers to new and emerging practices and the theories that underpin them. It should focus not simply on improving existing practice, but also on assisting teachers and school leaders to understand the theory behind what practices work in different situations, and when and how to apply a broad repertoire of strategies

Selecting PL

- Will this equip me to deal with future as well as current challenges?
- Does this promote action research and inquiry?
- Does this focus on high-level skills that will allow me to adapt?
- Is this based on research that will challenge my thinking, encourage me to develop my own theories and promote a range of effective pedagogical practices?

Evaluating PL

- How have I used learning to address current challenges while planning for the future?
- Have I devised an action research project to implement my learning?
- Have I practised any new skills?
- How have I implemented new ways of thinking in my teaching practice? What new pedagogies have I trialled?
- Have I incorporated new technologies into my teaching?

Activity:

1. Think about a professional learning activity you have been involved in
2. Which of your goals/needs was addressed by the activity?
3. Was the activity effective in that it helped you progress toward your goal?
4. Did the activity lead to a sustainable change in your practice?
5. Evaluate the activity against the characteristics of effective professional learning – was it relevant, collaborative and future focused?

Further activity:

6. Complete the above questions for a range of different professional learning activities you have engaged in
7. Based on your evaluations of the professional learning activities, what activities had the greatest impact on your professional growth?
8. Informed by this, what will you look for in future professional learning opportunities?

How do I evidence progress against my goals?



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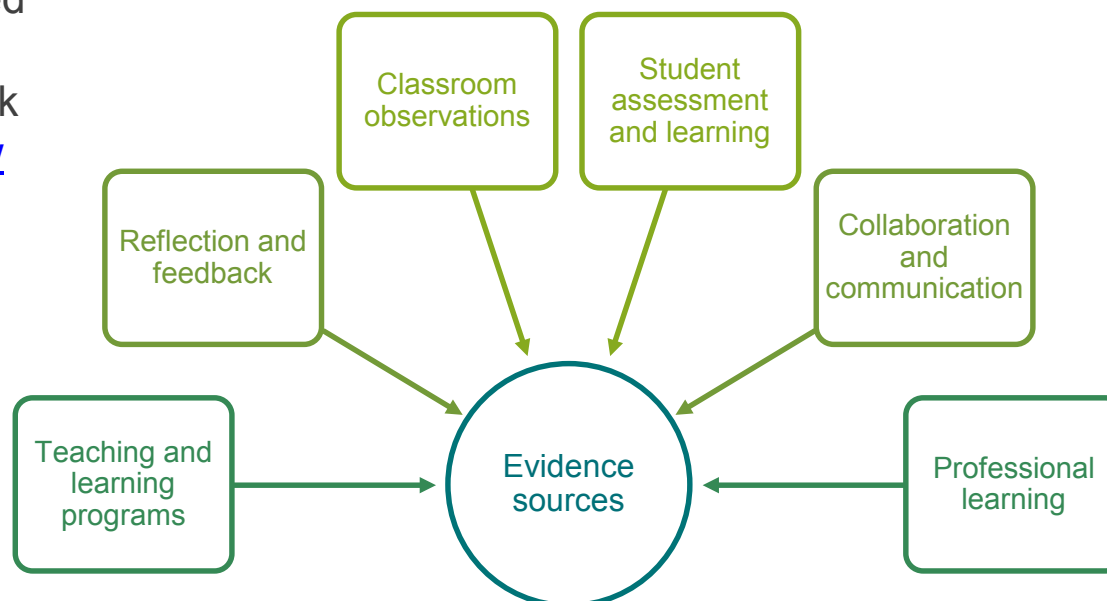
- > How can I initiate ongoing formal and informal feedback?
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Why is collecting evidence so vital?

- > Evidence provides the basis for ongoing feedback, reflection and further development. It is an important tool that you can use to demonstrate your development to others
- > Collecting and reviewing evidence helps you to understand your progress with respect to your performance and development goals throughout the cycle
- > Importantly, it allows you to identify any additional or different action that is required in order to achieve your goals. Or alternately to recognise if there is a need to modify your goals
- > Collection and analysis of evidence helps you to discuss what you have achieved as part of your annual performance review

How can I track my progress?

- > Collect data on your goal achievement from as many sources as possible on an ongoing basis. [Sources of evidence you might consider](#)
- > Organise your evidence in a logical and accessible way so you can draw on it regularly
- > Review the data collected to identify how it relates to your goals and to track your goal progress ([How do I reflect on my own goal achievement?](#))
- > Identify other actions or evidence required to achieve your goals



What could my evidence look like?

Example of agreed goal	Teacher actions	Example of evidence gathered and reflection
<p>Within the first two terms, I will improve my skills in differentiating classroom activities in order to meet the specific learning needs of students across the full range of abilities, as evidenced by both student surveys and school-based assessments (see specific items in year level assessment schedule)</p> <p><i>In this case the teacher has agreed to evidence this particular goal with:</i></p> <ul style="list-style-type: none"> • <i>student surveys and</i> • <i>school-based assessments</i> 	<ul style="list-style-type: none"> > Collect evidence throughout the year to enable you to track your progress and identify any additional evidence or changes you need to make along the way > Reflect on any evidence collected to identify which of your goals it relates to and what impact it has on your immediate practice > Be open to the evidence and seek clarification if needed 	<p>“Term 1 school-based assessments show an increased level of achievement for students in the middle band”</p> <p>“Student surveys show that more students rate my classroom activities as challenging than previously did. However, the high achievers still report feeling bored after a short period of time.”</p> <p><i>This is evidence the teacher received at the end of the first term. Importantly, they will identify changes to practice immediately, and not just record it for later reflection.</i></p> <p><i>Upon reflection, the teacher considers that some students in the middle achievement band may be more challenged, but more work is needed to challenge students outside the middle range</i></p>

What can I do with the evidence I collect?

Interpret the evidence	Reflections	Implications of your analysis	Reflections
What strengths can I identify in the evidence?	Some students have shown an increase in achievement	With respect to your actions: do you need to change anything in order to achieve your goal?	I need to review the curriculum standards above my year level. I could speak with some teachers at different levels to get a better understanding of what sort of challenges they provide their students
What areas for development are highlighted?	High achieving students are still not feeling challenged		
What areas of my goal are not addressed by the evidence?	I don't know if the lower achieving students are being appropriately challenged		
Does the evidence show that I have made progress?	Yes, for some students, but not all	With respect to your evidence: do you need to collect other or additional data from other sources?	I need more evidence of whether I am appropriately challenging all students. I'll speak with some students individually to get a better picture of what they're thinking
Across all the evidence, what themes or patterns can I identify? What story does the evidence tell?	I think I have made some improvements in relation to challenging students, but I am still not effectively differentiating tasks effectively for all students		

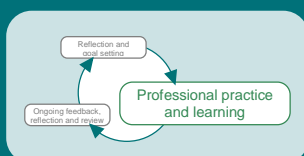
How do I interpret inconsistent evidence?

- > Occasionally, evidence or feedback from different sources/stakeholders may be inconsistent and as such, hard to synthesise
- > Feedback should be focussed on observable behaviours. Your behaviour is a function of the person (you) and the situation. Your behaviour may be different in different settings and/or different stakeholders may interpret your behaviour differently
- > If feedback from stakeholders is inconsistent, try not to dismiss it out of hand, but instead think about the situations the feedback relates to. Consider whether your behaviour at that time and in that setting is consistent or were adjustments made for different audiences? Also consider the viewpoint of the observer and how their thoughts and feelings may impact their interpretation of your behaviour
- > Inconsistent feedback can act as a reminder to gather multiple forms of evidence. Look at the feedback you have received and how it aligns with other evidence you have collected on that aspect of your teaching practice, or seek to collect additional evidence to provide a more informed viewpoint
- > Do not ignore inconsistent feedback, but seek to understand it and its relevance

Activity:

1. Choose one of your goals, list all the evidence you have collected so far and work through the following questions:
 - What strengths can I identify in the evidence?
 - What areas for development are highlighted?
 - Does the evidence show that I have made progress?
 - Across all the evidence, what themes or patterns can I identify? What story does the evidence tell?
3. Consider whether these reflections indicate that you need to revise the action plan for your goal and the evidence you need to collect. Ask yourself the following questions:
 - Do I need to change anything in order to achieve my goal?
 - Do I need to collect other or additional data from other sources?

Examples of Evidence



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Evidence categories

This document provides examples of evidence that may be used to provide insight into the effectiveness of teacher practice and inform growth. The examples are grouped into common evidence types. This list is not exhaustive and other categories and evidence types may be used to demonstrate the achievement of the Standards.

Teaching and learning programs:

- **term, semester or full year teaching and learning programs** - demonstrating alignment between individual and school/sector priorities, referencing explicit inclusion of focus areas, annotated to demonstrate responsiveness
- **lesson plans** - demonstrating alignment between individual and school/sector priorities, referencing explicit inclusion of focus areas, annotated to demonstrate responsiveness
- **learning resources** - that engage students, and reflect rigorous and clear expectations that are age and grade level appropriate
- **learning tasks and activities** - that engage students, allow for student input and reflect rigorous and clear expectations that are age and grade level appropriate
- **evaluation of teaching and learning programs** - using a broad range of evidence, highlighting changes to further support student learning
- **individual student learning plans** - that identify student learning objectives based upon starting points of individual students

Classroom observations:

- **lesson observation notes** - by and of colleagues referencing a specific, agreed-upon, area of focus (skills/strategies/techniques)
- **post-observation meeting notes** - for self and others referencing a specific, agreed-upon, area of focus (skills/strategies/techniques)
- **video clips of practice** - demonstrating a specific area of focus (skills/strategies/techniques)
- **video/photos of classroom environment** - that reference the design of the environment as a resource to accommodate students' needs and involvement in learning; or to demonstrate a specific area of focus
- **student survey data** - to identify trends and intervention strategies and used to inform teaching and learning programs and practices
- **peer observation notes** - by and of colleagues referencing a specific, agreed-upon, area of focus (skills/strategies/techniques); used to inform teaching and learning programs and practices

Reflection and feedback:

Importantly, feedback requires the support of direct evidence to which it relates

- **student conference notes** - outlining feedback given on progress and achievement against their personal learning goals and used to inform future learning
- **teacher student records** - that show selection and reflection upon evidence to diagnose student learning needs and support student learning
- **student feedback and survey data** - to identify trends and intervention strategies and used to inform teaching and learning programs and practices
- **parent-teacher interview notes** - focus on accurate and respectful reporting of students strengths and weaknesses and identifying future learning pathways

- **parent feedback** - regarding policies, procedures, protocols, dissemination of information, homework and classroom interactions; used to inform teaching and learning programs and practices
- **360 degree feedback** - combines sources of information from students, parents, more and less experienced staff, leadership, community members
- **peer feedback** - by and of colleagues referencing a specific, agreed-upon, area of focus (skills/strategies/techniques); used to inform teaching and learning programs and practices
- **professional reading log and reflection** - showing reading undertaken with colleagues that addresses identified student learning needs, linked with individual/school/sector needs/priorities and impacts on practice
- **diary of practice and reflection** - undertaken to address identified student learning needs with a focus on improved teacher practice
- **performance review feedback** - documentation that demonstrates compliance with all policies and requirements

Student assessment and learning:

- **student conference outcomes** - outlining feedback given to students on progress and achievement against their personal learning goals; used to inform future learning
- **teacher records of student performance** - that show selection and reflection upon evidence to diagnose student learning needs and support student learning
- **assessment plan** - differentiated for learners' specific needs
- **assessment schedule** - showing range and purpose of assessment strategies
- **assessment tools/tests/strategies** - that illustrate how assessment aligns with curriculum and learning outcomes
- **student self/peer assessment feedback** - to identify trends and intervention strategies and used to inform teaching and learning programs and practices
- **diagnostic assessments** - to determine students' prior knowledge and readiness to learn to inform instruction
- **exhibitions/display of student work, feedback and outcomes** - to demonstrate a specific area of focus and/or that reflect learner progress toward explicitly stated goals and standards referenced during lessons

Collaboration and communication:

- **video clip of team teaching** - demonstrating a specific area of focus (skills/strategies/techniques)
- **resources co-constructed/ shared with colleagues** - that are aligned to learning goals and unit objectives
- **common assessment tasks** - developed, used and moderated by grade/subject based teams
- **team meeting notes** – that highlight a specific area of focus, demonstrate support of colleagues, align with school goals and curriculum standards, provide a record of evidence
- **online blogs, wikis, discussion forums** - with educators to further develop and enhance knowledge in order to improve practice
- **meeting logs** - that show regular engagement with colleagues
- **emails/ letters/correspondence** - with parents/carers/colleagues/community through mediums such as phone, email, meetings, etc demonstrating constant liaison regarding student achievement
- **parent teacher interview notes** – that provide accurate and respectful reporting of students strengths and weaknesses and identifying future learning pathways
- **community partnerships and engagement notes and meeting logs** - showing a record of engagement with other groups with a focus on enhancing student learning outcomes
- **policy review and development notes and meeting logs** - demonstrating participation in groups within and across the school to influence and inform policy and practice



Professional learning:

- **professional learning plan** - that aligns professional learning opportunities to identified professional learning needs and school and/or system priorities; references reflection on professional learning needs; and is linked to identified Standards and Focus Areas from the Australian Professional Standards for Teachers,
- **professional learning journal** - referencing attendance at professional networking meetings with reflections that show how knowledge has been enhanced and/or practice has been improved
- **action research project** - designed and implemented with colleagues to address identified gaps in student learning
- **participation in professional associations** - demonstrating engagement with the profession
- **professional learning workshops/forums delivered** - demonstrating alignment between individual and school/sector priorities, referencing explicit inclusion of focus areas
- **graduate and post graduate studies** - that accesses and critiques relevant research and builds knowledge and enhances practice

How do I engage in classroom observation?



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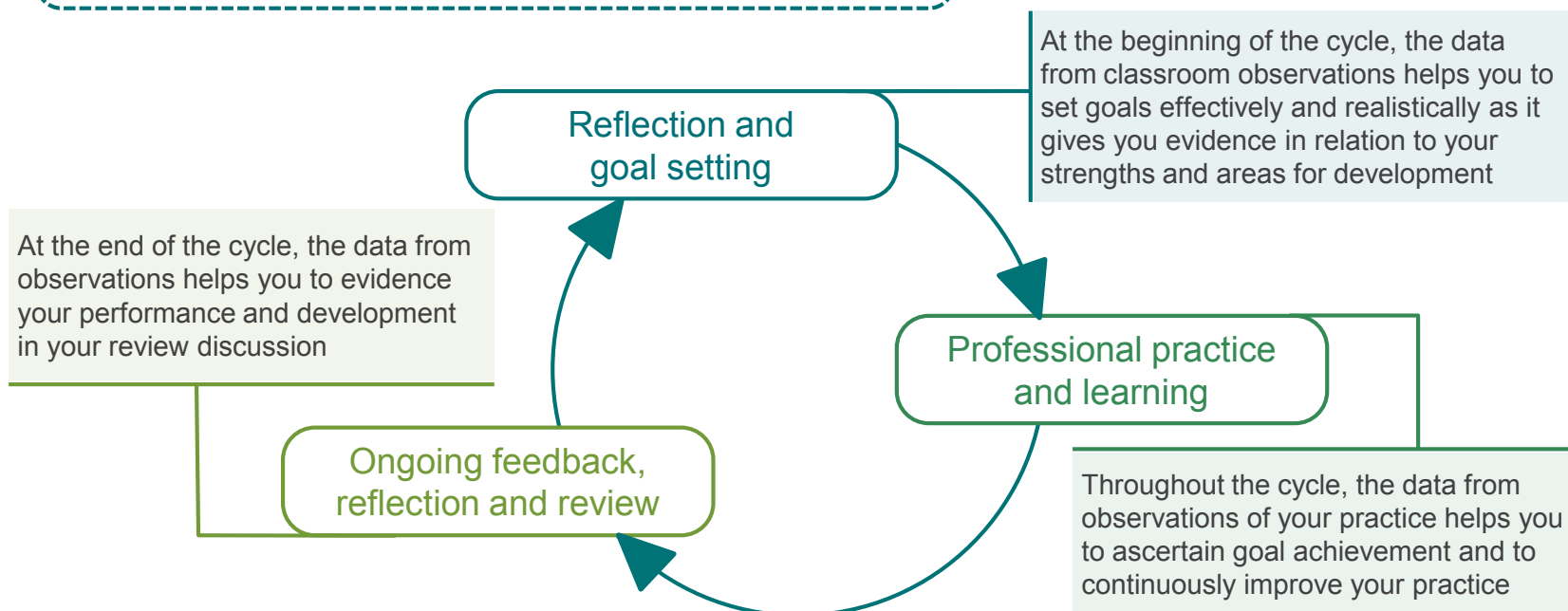
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How does classroom observation support the performance and development cycle?

'Research shows observation of classroom teaching, linked to timely and useful feedback that focuses on improvement, is a particularly useful tool for teacher development, and is the most commonly used form of evidence across OECD countries'
The Australian Teacher Performance and Development Framework



How can I initiate classroom observation with my peers?

- > In your school, classroom observation may be established as a structured program. However, if such a program does not exist, or in addition to such a structured program, you can establish informal observation arrangements with peers

Be courageous	Develop the courage to get started Using the self-reflection resource (How do I reflect on my own goal achievement?), identify which areas of your practice would benefit from observation and which of your goals would be informed by it Talk about your intentions, to both observe others and be observed by others, with your colleagues
Be a role model	By inviting others to observe your practice first, you can role model peer-observation within your school You can work with the peer-feedback materials (Tips for collecting and documenting feedback) in order to help your peers structure the feedback process following the observation
Use technology	Observation does not have to be live To make it easier, you can film the lesson and let others observe your practice based on the film. You can also use the recording for your own self-reflection
Collaborate	Once the practice of observation has gained momentum, start a peer-observation group with interested colleagues in your school Again, the peer-feedback materials (Tips for collecting and documenting feedback) provide guidance on the feedback following a classroom observation

What should my colleagues and I do prior to an observation session?

Some key principles need to be agreed on prior to each observation session

1. Identify the purpose of the observation
2. Articulate the focus of the observation:
 - agree the areas of your practice that will be observed and which of the Australian Professional Standards for Teachers are relevant
 - identify how the observation links to the teacher's goals
3. Note any relevant information that would aid the observer (e.g. lesson plan, teaching objectives)
4. Agree to focus on observable behaviours
5. Determine how and when feedback will be given ([Tips for collecting and documenting feedback](#))?
6. Discuss action steps to follow up or respond to feedback
7. Agree on confidentiality. How openly will observations be discussed with peers?

Activity:

Reflect on what you might consider before engaging in observation

1. For which of your goals would classroom observation be useful as a source of feedback to improve practice and/or to evidence progress?
2. What does the observation need to focus on in order to support or inform your goal progress?
3. What questions will you ask the observer in the feedback session to ensure that you receive information that will help you work towards your goals and/or to gauge your progress?

Tips for collecting and documenting feedback



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Tips for collecting and documenting feedback

This activity sheet is designed to help you:

- clarify why you are seeking particular feedback and to communicate to the person giving you feedback what you want them to focus on
- guide feedback conversations by asking questions that direct the discussion towards specific and meaningful feedback that will inform your goal progress and actions you might take to strengthen your teaching practice
- document the feedback and your insights and reflections so you can identify what the feedback means for your practice and what you want to change.

Step 1: What do I want to seek feedback on? Who will be able to provide the feedback?

Use the framework below to clarify for yourself what you want to understand better about your own teaching practice (this could inform, but is not limited to, one or more of your annual goals).

Note down which aspect of your teaching practice you would like to receive feedback on and why. If applicable, identify how this feedback relates to your specific annual goals.

Select which of the below groups are in a position to provide feedback on your area of focus and the name of the specific person you will seek feedback from.

School leader <input type="checkbox"/>	Other teachers <input type="checkbox"/>	Students <input type="checkbox"/>	Parents <input type="checkbox"/>
Name(s): _____	Name(s): _____	Name(s): _____	Name(s): _____



Note down which aspect of your teaching practice in particular the identified person can comment on (e.g. the clarity of my task instructions).

School leader	Other teachers	Students	Parents

Using the notes you have prepared, communicate to the person(s) you are seeking feedback from what you would like them to focus on. For example, when seeking feedback on your lesson planning, let the teacher who is giving you feedback know that you would like them to focus on, for example, how effectively you have articulated the differentiated learning tasks you planned.



Step 2: How do I prepare for a feedback conversation?

In order to make the most of your feedback conversation it is best to prepare some questions beforehand. Assisting the person giving you the feedback by asking targeted questions will help you to obtain specific and meaningful feedback.

Below are example questions for each of the four identified groups. They follow a conversation framework which you can find on the following page. The examples and the framework are designed to help you in developing specific questions for your own situation and context.

School leader	Other teachers	Students	Parents
<p><i>"One of my goals this year is to better engage with the broader community. What do you see me do that helps build these relationships?"</i></p> <p><i>What do you think I do that is less effective?"</i></p> <p><i>How do you think I went at the information night last week?"</i></p>	<p><i>"Thank you for agreeing to give me feedback on my classroom activities. If you think of my classroom activities and my desire to make them more engaging, what am I doing better now than last time we spoke?"</i></p> <p><i>What do you think I could further improve? And if I change that, what would be the effect of that?"</i></p> <p><i>Do you know of any other support I could draw on?"</i></p>	<p><i>"Think about the activity we did in maths before lunch. What did you like about it?"</i></p> <p><i>What did you find hard?"</i></p> <p><i>Were my instructions clear?"</i></p> <p><i>What were the success criteria?"</i></p> <p><i>Which activities were the most helpful and why?"</i></p>	<p><i>"If you think about the ways I currently communicate your child's learning progress, which ways work well for you?"</i></p> <p><i>What are the things that I could do differently?"</i></p> <p><i>How can I/the school engage you more effectively?"</i></p> <p><i>Do you have any other comments for me?"</i></p>



The following conversation guide is designed to assist you in structuring and focusing your questions to obtain specific and meaningful feedback.

Feedback conversation element and example questions	Purpose
1. Opening - What are you going to talk about? <i>"Thank you for agreeing to give me feedback on... [insert what you want feedback on]"</i> or <i>"Think about... [insert what you want feedback on]"</i> or <i>"How do you think I went... [insert a specific event or piece of work you want feedback on]"</i>	Helps you to frame the conversation and to direct the conversation to specific feedback. This could be feedback on your progress on a goal, for example.
2. Strengths - What are you doing well? <i>"What are the things you see me do that help achieve... [insert what you want feedback on]"</i>	Gathers feedback on what you are currently doing well that could be continued to support goal progress and/or development.
3. Areas for growth - What could you do better? <i>"What are the things I could do differently in order to... [insert what you want achieve]"</i> <i>And if I implement some of those changes, how might it effect my practice?"</i>	Gathers feedback on opportunities for improvement and the impact of working on those opportunities, to increase effectiveness in goal progress and/or development.
4. Other suggestions - What else could you do? <i>"If you reflect on my work and practice, can you think of anything that I should either stop, start or continue doing?"</i>	Gathers feedback in a less directed way and can present an alternative to the above questions.

This overall guide is designed to obtain feedback on any area of your teaching practice. It can be used with any of the targeted groups on the previous page. However, depending on who you are asking for feedback, you will need to choose appropriate language for your target group.

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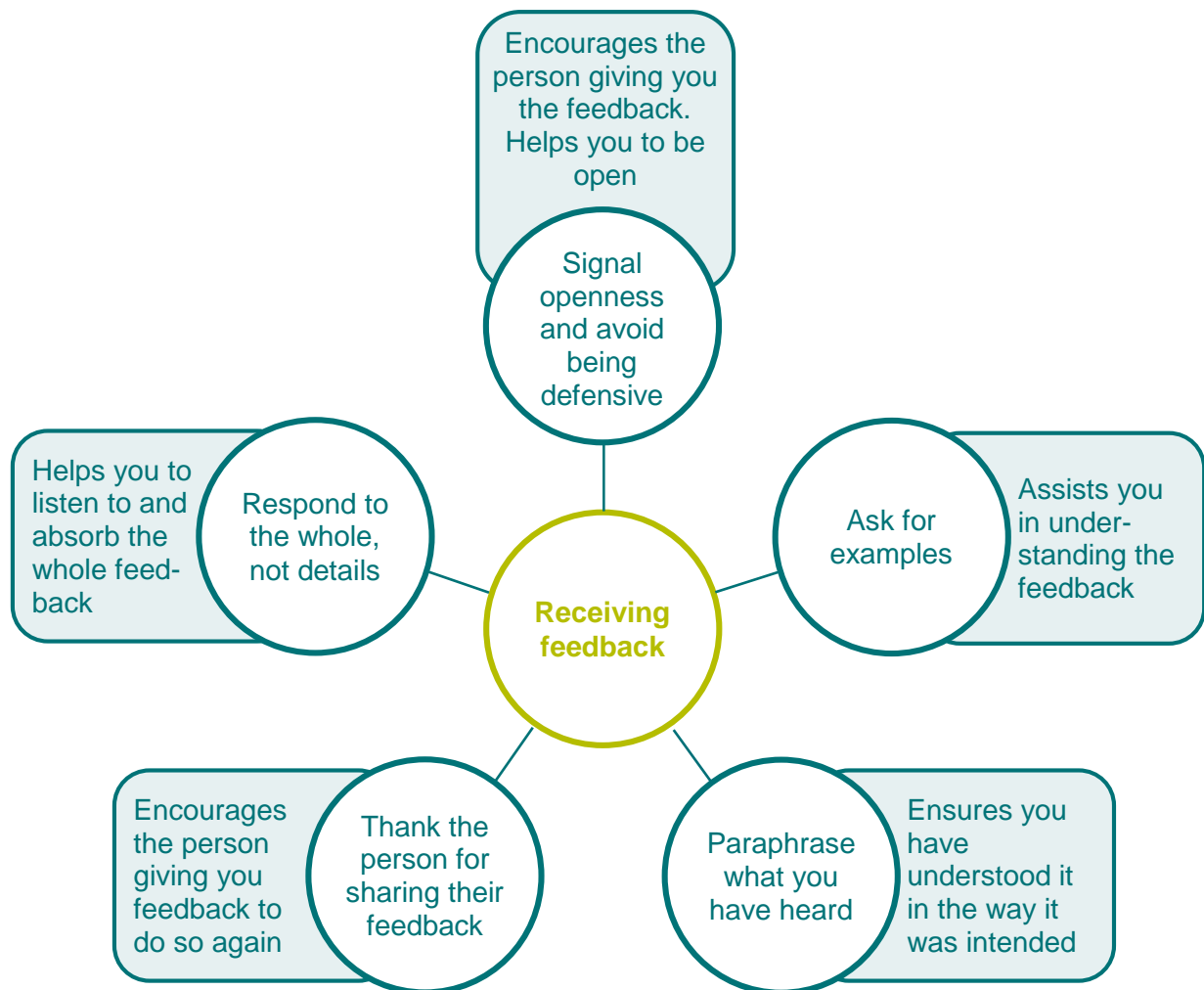


Working with the conversation guide and considering the example questions, note down questions for the respective audience(s) you selected in step 1 in order to prepare the feedback conversations.

School leader	Other teachers	Students	Parents



Prior and throughout the feedback conversation remind yourself of the five simple rules that will help you make the most of the feedback.





Step 3: How do I document my insights and reflections?

Feedback received from:

Date:

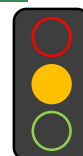
Feedback received in relation to (e.g. specific annual goal):

Note down the key messages and observations you took from the feedback. How did the information illustrate progression against your goal(s)?

With the feedback in mind, note down what you want to **STOP** in order to achieve your goal(s):



CONTINUE in order to achieve your goal(s):



START in order to achieve your goal(s):



How can I initiate ongoing formal and informal feedback?



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Why is it important to seek feedback?

- > Research¹ shows that accurate self-image is a good predictor of success at work. An accurate self-image increases your ability to assess the risks and challenges when taking on tasks. Most importantly, it means you are more likely to ask for help if you need it
- > One of the most effective ways to learn about yourself and create an accurate self-image is to seek feedback
- > Feedback helps you to understand your teaching practice from the perspective of the people that are most affected by it
- > Ultimately, feedback is the basis for deep insights and reflections. These insights and reflections pave the way for changes in your teaching practice that have impact and are sustained
- > This resource is designed to assist you to seek targeted and useful feedback that will support your professional growth. You may also wish to look at:
 - [How can I support effective peer feedback in my school?](#)
 - [Tips for collecting and documenting feedback](#)

¹Baumeister, Roy et al. 2003, *Does High Self-Esteem Cause Better Performance, Interpersonal Success, Happiness, or Healthier Lifestyles*, Psychological Science in the Public Interest May 2003 4: 1-44

Who can I seek feedback from?

- > If you want more insight into your effectiveness as a teacher, you can seek feedback from anyone who is impacted by your teaching practice. Some of the key groups are included in the table below

Group	Examples of what you might seek feedback on
School leader	Your school leader will be in a position to comment on your goal achievement and development more broadly, how you are contributing to the vision for the school, your behaviours and your teaching practice
Other teachers	Your colleagues may be well positioned to provide you with feedback on specific aspects of your teaching practice, including student engagement, classroom management, learning tasks and activities and lesson plans. You may also seek feedback on how you communicate and collaborate with colleagues.
Students	Students, as the people most directly affected by your teaching practice, can provide information on your effectiveness in the classroom (e.g. how engaged they are, how appropriate the learning resources are, and if you are meeting their learning needs)
Parents	Feedback from parents will most likely focus on the observed impact of your teaching on their children (e.g. student motivation, application of new learning outside the school), as well as how you engage them in their child's learning

What opportunities are there for seeking feedback?

- > There will be a range of opportunities in your school in which you can receive or ask for feedback. Broadly speaking there are two categories – formal and informal
- > Your context might offer a range of formal occasions that are intended for giving and receiving feedback. Formal means that the situations are designed for exchanging feedback and are usually part of a process such as your performance and development review or structured classroom observations
- > However, informal opportunities are just as valuable. For example, after a team teaching session you may ask a colleague, ‘Did I clearly explain the learning intentions and did I effectively scaffold the activity?’. Or after a professional learning activity that you have led you may ask a colleague, ‘Did my message come across clearly and what could I have done differently?’

Typical opportunities for receiving feedback

School leader

- Regular catch-up
- Formal meeting to discuss performance and development progress
- Feedback “in the moment”

Other teachers

- Classroom observation
- Peer-feedback group
- Learning and teaching team
- One-on-one catch-up
- Feedback “in the moment”
- Professional learning team

**Depending on context,
feedback may be
formal or informal**

Parents

- Parent feedback survey
- Parent focus group
- Parent-teacher interview
- Community event
- Feedback “in the moment”
- School blogs

Students

- Student feedback survey
- Student focus group
- Targeted interview
- Feedback “in the moment”

How do I seek feedback?

Before:	For most people, it is not easy to ask for feedback. There is usually some anxiety about putting yourself on the line by asking someone directly what they observed and whether they think you were effective. However, keep in mind, that giving feedback is not easy either. It helps both the receiver and the giver of feedback to identify opportunities for feedback in advance. Prior planning allows you to consider and agree on the focus of the feedback
During:	Initiate the feedback by asking questions. This helps to direct the conversation towards specific and meaningful feedback that informs your goal progress and actions you might take to strengthen your teaching practice
After:	Document the feedback and your insights and reflections. Identify what the feedback means for your practice and what you want to change

- > For further guidance on how to initiate and document feedback see:
 - [Tips for collecting and documenting feedback](#)

How can I create a good climate for feedback?

- > We all intrinsically strive to do our best so receiving feedback can be challenging. Equally, giving someone an unpleasant message is not easy either, as you might be worried that you will hurt the feelings of someone you work with every day
- > Remembering a few simple rules will help you to create a good climate for giving and receiving feedback



Activity:

Identify an opportunity for feedback that will arise within the next few days. Answer the following questions to prepare yourself and take action to prepare the person you are asking for feedback:

1. What would you like feedback on (considering your performance and development goals)?
2. Who would be in the best position to give you feedback on this and why?
3. What will you ask the person giving you feedback to look out for?
4. When and where will you receive the feedback?

Discuss the opportunity to provide feedback with the colleague, student or parent and record the feedback in the feedback activity sheet ([Tips for collecting and documenting feedback](#))

How can I support effective peer-feedback in my school?



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What are the fundamentals that need to be in place for effective peer-feedback?

- > Research¹ shows that adults learn best in an environment of peer learning. Peer-feedback is one of the most effective ways to both learn about yourself and support the development of others
- > The following conditions provide the foundations for peer-feedback:

A commitment to performance

improvement: teachers acknowledge that giving and receiving feedback is not easy, but that the most effective teachers always ask themselves what they can do better

A culture of transparency: every teacher is clear on what is expected of them. A common language exists to talk about these expectations

A culture of safety: feedback between teachers is given and received with respect. No one holds a grudge after receiving feedback

A commitment to feedback: where feedback is required, it will be freely sought and given to support each others' performance and development

- > ¹Ballou, Ronald et al. 1999, *Fellowship in Lifelong Learning, an Executive Development Program for Advanced Professionals*, Journal of Management Education August 1999 4: 338-354

How can I support the establishment of effective peer-feedback?

- > The conditions for effective peer-feedback require a whole of school approach and agreement from all staff. They are not the work of one teacher alone
- > You can support effective peer-feedback by thinking about what is within your sphere of influence and your sphere of control

Sphere of influence:

Your sphere of influence contains the things that you can have an impact on through influencing others. You might not have direct control over these things, but you can influence them. For example, part of your sphere of influence is to encourage and support other teachers in order to build their commitment to feedback

Sphere of control:

Your sphere of control contains the things that you have direct control over. For example:

- you can invite others to provide you with feedback
- you can offer feedback to others
- you can treat others' feedback with respect
- you can give feedback respectfully
- you can talk to your peers about your openness to continuously question and improve your own practice

How can I make peer-feedback happen?

Context

- > Before you ask for or offer peer-feedback, think about your school's current performance and development culture, particularly with respect to giving and receiving feedback. This will give you some insight into how your colleagues may feel about feedback and their openness to giving and receiving feedback. This will vary from school to school and you will need to adapt your approach accordingly
- > You can use the '[Getting started survey - how do I perceive performance and development at my school](#)' to reflect on your school's current approach

How can I make peer-feedback happen?

Identifying opportunities

- > Consider practical opportunities in which you could either ask for or give peer-feedback, ideally in the context of an observable event (e.g. classroom observation)
- > Feedback opportunities are further explored in '[How can I initiate ongoing formal and informal feedback?](#)'

Preparation

- > To prepare to receive feedback, think about the goals you set for yourself and how peer-feedback could support you with evidence on goal progression as a stimulus for further development
- > To prepare to give feedback, reflect on the [Australian Professional Standards for Teachers](#) and what effective teaching looks like in your school context, what you can provide feedback on and what your colleagues have asked you to provide feedback on

How can I make peer-feedback happen?

Implementation

- > Engaging in peer-feedback will often require you to be courageous and initiate it. How can you do this?
 - talk about your interest to both give and receive feedback with colleagues
 - reflect on your own readiness to give feedback. What might be holding you back?
 - do not wait until you feel “fully skilled” to give feedback
 - offer feedback to others and ask for feedback from others
 - start with giving and asking for feedback on a specific aspect of teaching practice instead of trying to “pack it all in”
 - speak to your colleagues about starting a peer-feedback group to facilitate ongoing feedback at your school

Giving feedback - How do I prepare to give constructive peer-feedback?

The facts – Think about what you have agreed to give feedback on, why this is important and the evidence your feedback is based on

1. What specific aspects of practice will you address? How do these aspects tie to the receiver's goals?
2. What evidence is your feedback based on? Focus on facts, not opinions or feelings. Include at least one observed event
3. Why do you think giving the feedback is important? Articulate the reason for the conversation and link this back to goals, evidence and the Standards – the “why”

The message – Think about the key ideas you are going to communicate and how you can effectively express them

1. Which goals and evidence will the feedback be about?
2. What are your key messages?
Be concise, clear and constructive.
3. What suggestions for improvement and assistance do you have?
4. Step through the conversation
“I would like to talk about...”
“The reason I want to talk about this is...”
“When you... the impact is...”

Giving feedback - How do I practically give constructive peer-feedback?

- > Giving feedback is not easy. The below guidelines and considerations help you to provide feedback in a way that is supportive, easily understood and can be acted upon

Guidelines

Considerations

The receiver should
be able to
understand it

- > Say upfront that you are giving feedback
- > Be short and to the point, do not 'beat around the bush'
- > Use specific examples and highlight observed behaviour

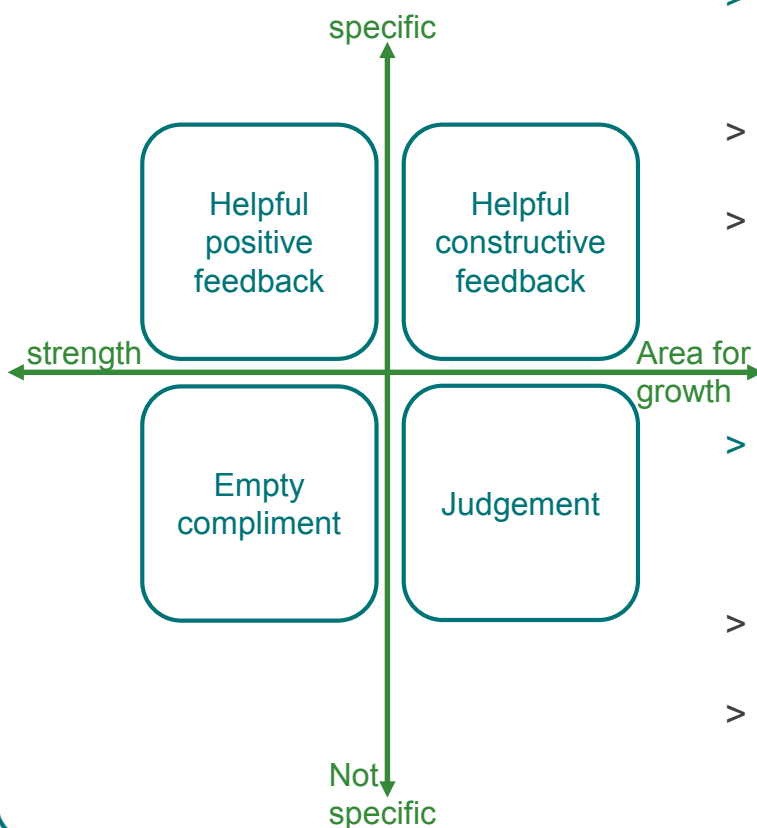
The receiver should
be able to accept it

- > Include positive messages
- > Describe, but do not evaluate or judge
- > Ask questions that allow the receiver to respond

The receiver should
be able to do
something with it

- > Concentrate on things that can be realistically changed
- > When asked, suggest solutions or alternatives
- > Be clear yourself what the key message of the feedback is

Giving feedback - What does helpful peer-feedback look like?



- > **Helpful feedback** is essentially feedback that is specific enough so that the person receiving the feedback can understand and act upon it
- > Helpful feedback can comment on both areas for growth and areas of strength
- > Helpful feedback is balanced so that the person can understand where they need to develop and where they can leverage existing strengths
- > **Unhelpful feedback** is often simply not specific enough. The person receiving the feedback can neither understand it, because details and examples are missing, nor can they act upon it
- > Unhelpful feedback on areas for growth often comes across as judgement (“You always do this...”)
- > Unhelpful feedback on strengths often looks like an empty compliment (“That was good”)

Giving feedback - What does helpful peer-feedback look like?

The below example illustrates what **helpful feedback** looks like and what makes it helpful:

“I’d like to talk about classroom management because you mentioned this is an area you want to focus on. In your lesson this morning, I noticed that a couple of students asked you to clarify the task you gave them more than once. This meant they had less time to complete it and they also interrupted the work of other students. It’s important to provide specific task instructions so that students know what’s expected of them. It can also help to have these written somewhere for the students to refer to. If you like, we could go over your instructions for the next lesson together and look for opportunities to be more specific. Would that be o.k. with you?”

This example allows the recipient to take action, because the feedback describes the impact of the task instruction, suggests how a change could improve this, and offers support to make the necessary change

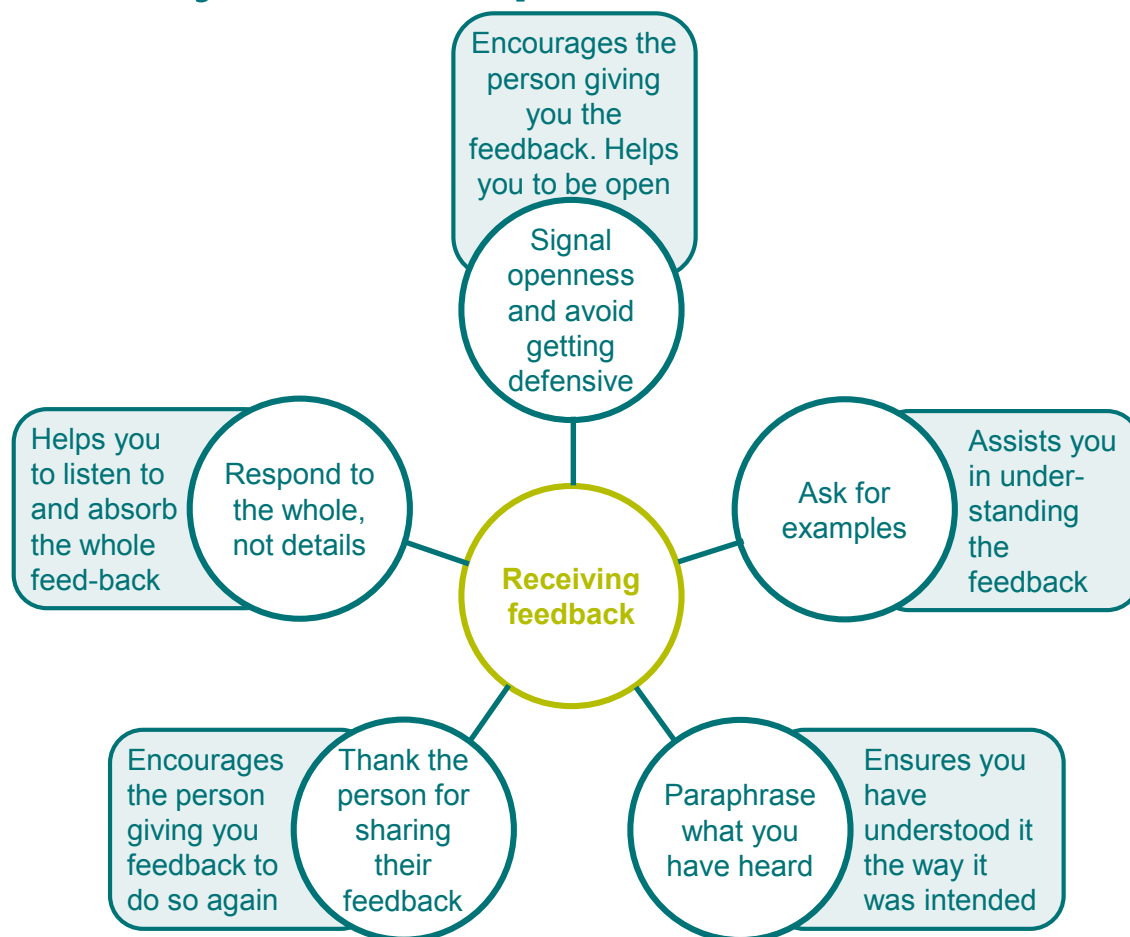
The below example illustrates what **unhelpful feedback** looks like and what makes it unhelpful:

“Look, I’d like to talk about your lessons. I mean, I know you try your best and I get how hard it is. I remember what it was like when I was trying to do something new. It’s not easy... Anyway, I’ve heard you don’t spend long on your planning so it can’t be very good. I don’t think your lesson planning is good enough... No, I can’t think of an example right now, but you know what I mean. So maybe just give it more time, because you have to get your planning right. Okay, see what you can do.”

This example is unhelpful feedback, because it is very general, has no example of an observed event, is judgemental and demoralising. The suggestion for improvement is too general

Receiving feedback - How do I practically receive peer-feedback?

- > We all intrinsically strive to do our best so receiving feedback can be challenging. Equally, giving someone an unpleasant message is not easy either, as you might be worried that you will hurt the feelings of someone you work with every day
- > Remembering a few simple rules will help you to create a good climate for giving and receiving feedback



How can I reference feedback rules “on the go”?

- > Below is a template for a pocket-sized card that allows for quick reference "on the go" both with respect to giving and receiving feedback. Print, fold and laminate the card for easy reference. Encourage your colleagues to do so too

Giving feedback

- > Stick to the agreed focus on goals, evidence and Standards unless asked to comment on other aspects of practice
- > Be concrete and specific, short and to the point
- > Illustrate with observations and behaviours; do not evaluate or judge the person
- > Give suggestions for improvement

Receiving feedback

- > Signal openness and avoid being defensive
- > Ask for examples to understand the feedback
- > Respond to the overall message, avoid getting distracted by small details
- > Paraphrase what you have heard to ensure you have understood it the way it was meant
- > If appropriate, ask if they would be open to providing feedback in future

How do I reflect on my own goal achievement?



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How do I reflect on my own goal achievement?

Self-reflection is an invaluable source of insight. To gain an ongoing understanding into your own goal achievement, it is important to regularly reflect on the goals you set in your performance and development plan. This will help you to monitor your progress toward your goal(s), assess the appropriateness of evidence, make changes as required and prepare for your annual review.

Consider blocking out some time in your diary each week to allow for self-reflection.

This document outlines exercises to support self-reflection on your goal achievement.

Self-reflection exercise 1: Activities that support your goals

Think about the goals you set for this year in your performance and development plan. Looking back at the past week or month, what activities have you undertaken to work towards any of your goals?

Capture your reflections:

Goal	Activities undertaken	Did the activities help (+) or hinder (-) goal achievement. Why?	How did the activities evidence progress against the goal?	What are the key learnings? For example, is further work required on these activities, or adjustments to the type of evidence you are seeking?



Self-reflection exercise 2: Personal effectiveness

Think about a specific recent situation in which you felt very effective in relation to achieving one of your goals. Capture your reflections:

Goal	Situation / What made you feel effective? / What did you do?	What are the key learnings from the situation?

Self-reflection exercise 3: Improvement opportunities

Think about a specific recent situation in which you felt less effective in relation to achieving one of your goals. Capture your reflections:

Goal	Situation / What made you feel less effective? / What did you do? / What hindered your effectiveness?	What are the key learnings from the situation?

Self-reflection exercise 4: Progress of goal achievement

Think about the goals you set for this year in your performance and development plan. Looking back at the year so far, how far have you progressed towards achieving your goals? What specific activities are required from here to ensure that you will achieve your goals?

Capture your reflections:

Goal	Current status of goal achievement	What specific activities will you undertake from here to achieve your goal?



Self-reflection “on the go”:

Below is a template for a pocket-sized card that allows for quick reference “on the go” both with respect to your goals and self-reflection. Capture each goal in a couple of words and note them on the left side. Then print, fold and laminate the card for easy reference.

My performance and development goals:	Self-reflection “on the go” - Reflect upon effective and less effective situations:
1.	• What happened and why?
2.	• What did I think and how did I feel before, during and after?
3.	• What did I say and do? Why?
4.	• What was the impact of my action?
5.	• What will I do again and what will I do differently next time?

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



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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

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Performance and Development

Performance and development review guide

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 <input type="checkbox"/>
School leader's name:	Date completed:	End of year review <input type="checkbox"/>

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.

#	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.

Performance and Development