

Performance and Development Policy

PERFORMANCE MANAGEMENT

"All employees will participate in a performance management process consistent with the Public Sector Standards on Performance Management where:
staff regularly demonstrate accountability for their performance;
staff have access to growth and development opportunities that allow for employee interests; and the process links to the intended outcomes of the Department's strategic directions.
All line managers will conduct and document performance management with staff."

Ref: Department of Education: Employee Performance 2012

Phase One:

Classroom and Peer Observation (Focus 2016)

HIGH QUALITY TEACHING

A renewed and relentless focus on the best possible teaching practices.

- Focus on analytical teaching practices featuring diagnosis of the impact of teaching, including feedback from students and other staff.
- Increase consistency of practices among teachers through collaboration, agreed curriculum scope and sequences, and classroom observation

EFFECTIVE LEADERSHIP

Strong and empowering leadership in every school and across the whole system.

- Lead a culture of analysis in which staff routinely diagnose the impact of their teaching.
- Use available authority and flexibility to shape distinctive school approaches to improving classroom practices.

Phase Two: Appendix 1

Self reflection

To fully participate in this phase, teachers at Baynton West Primary School need to engage with the Australian Professional Standards for Teachers. Decisions need to be made as to where individuals are according to their career stage. *(Information to support this process is available on the AITSL website)*

<http://www.teacherstandards.aitsl.edu.au/>

Teachers are encouraged to use their own judgement and feedback from parents/caregivers, students and members of the school leadership team members as sources of information.
Self assessment tools are also recommended and available through AITSL.

Phase Three: Appendix 2

Peer Reflection

Connect with a trusted colleague to engage in critical dialogue and receive non evaluative feedback. (*Socratic questioning or disciplined dialogue*)

"Named for Socrates (ca. 470-399 B. C.), the early Greek philosopher/teacher, a Socratic approach to teaching is based on the practice of disciplined, rigorously thoughtful dialogue. The instructor professes ignorance of the topic under discussion in order to elicit engaged dialogue with students. Socrates was convinced that disciplined practice of thoughtful questioning enables the scholar/student to examine ideas logically and to be able to determine the validity of those ideas. Also known as the dialectical approach, this type of questioning can correct misconceptions and lead to reliable knowledge construction.

Although "Socratic questioning" appears simple, it is in fact intensely rigorous. As described in the writings of Plato, a student of Socrates, the teacher feigns ignorance about a given subject in order to acquire another person's fullest possible knowledge of the topic. Individuals have the capacity to recognize contradictions, so Socrates assumed that incomplete or inaccurate ideas would be corrected during the process of disciplined questioning, and hence would lead to progressively greater truth and accuracy."

Ref: The Art of Teaching Geo science: Socratic Questioning
<http://serc.carleton.edu/introgeo/socratic/second.html>

Phase Four: Appendix 3

Meet with School leader/line manager to engage in discussions about performance, set goals and work together to formulate a plan, a template has been provided for you to use.

This will involve discussion based on self and peer reflection

Evidence based feedback is delivered linking support and development to professional learning and activities.

This cycle will typically take 18-24 months to complete.