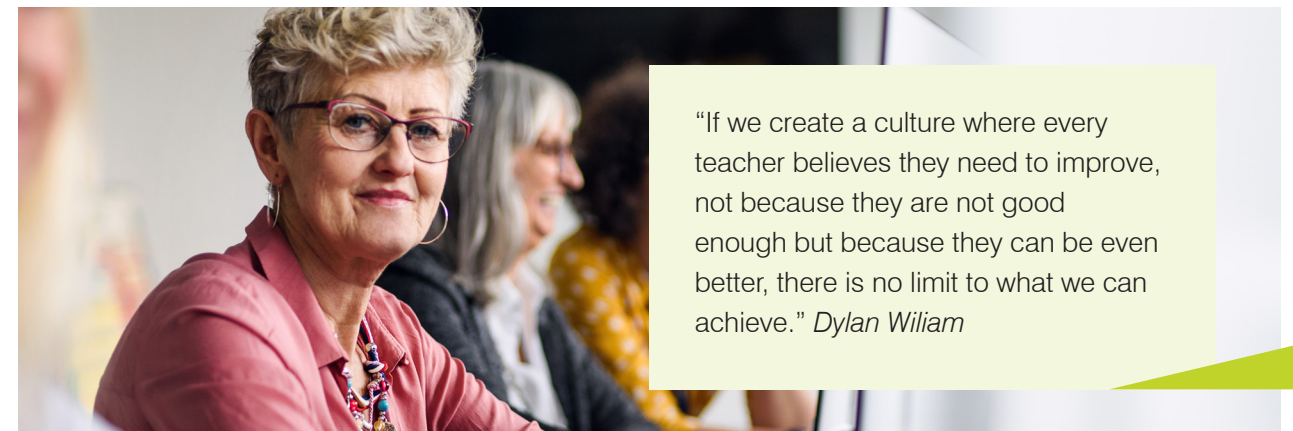


Enablers for a growth-focused evaluation culture

The effective evaluation of teaching practice is integral to enhancing teaching effectiveness. Growth-focused teaching evaluation processes require purposeful planning, design and implementation, to provide meaningful feedback and opportunities to support improvement of teaching practices. It is important that these teaching evaluation systems are supported by a positive culture that enables professional growth.

There are several enablers that work hand-in-hand to build and sustain a positive, productive and growth-centred educational culture, focused on professional trust, support and learner achievement.



Enabling conditions for a positive culture

CATEGORY	CONDITIONS	WHAT THIS LOOKS LIKE
Shared purpose & explicit criteria	<ul style="list-style-type: none"> • Clear expectations of teachers • Common improvement goals across the school • Connection between goals, professional development and school improvement plans 	<ul style="list-style-type: none"> • Regular, purposeful cycles of feedback • Performance and development is deeply connected to the various activities teachers undertake • Transparent evaluation process and purpose • Consistently shared performance and development goals reflect the overall approach to teaching and learning within the educational context • Collective decision-making between teachers and leaders to identify the 'what' and 'how' of professional learning • Alignment with the Australian Professional Standards for Teachers • Collaboration throughout the educational setting • Optimism and dedication towards future success
Relational trust	<ul style="list-style-type: none"> • Teacher learning is supported • Leadership are involved and drive school/educational setting improvement initiatives 	<ul style="list-style-type: none"> • Professional conversations, feedback and coaching • Co-created evaluation purpose and goals • Collaboration and sharing of knowledge
Leadership and a positive school climate	<ul style="list-style-type: none"> • Quality of 'school/educational context life' is positive • School community members' trust and motivation is influenced • Leadership (at all levels) encourage and reinforce professional growth • Educational culture embraces curiosity and inquiry • De-bunk myths about the repercussions of evaluation 	<ul style="list-style-type: none"> • Fairness embedded in evaluation processes • Teacher agency is supported • Teachers are encouraged and provided opportunity to reflect on practice • Teacher wellbeing is valued and supported • Teachers are supported and motivated to learn • Teacher concerns are shared and heard • Time for evaluation processes is prioritised.
Evaluative mindset	<ul style="list-style-type: none"> • Positive mindset for evaluation and feedback • Capacity building and growth focus 	<ul style="list-style-type: none"> • Teachers participate in feedback loops • Teachers are actively engaged and participate in teaching evaluations and development processes • Purpose of evaluations is clearly communicated and understood, which enable professional conversations to occur

Table has been adapted from Clinton, Aston, Qing, & Kearney (2019)

“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” [AITSL 2012](#)

Enabling a performance and development culture

These conditions enable prioritising professional growth and development within a supportive and progressive educational culture. A positive culture facilitated by these conditions creates a safe and encouraging environment that fosters teacher growth for teachers to reflect on and grow their practice.

These enablers are reflected in the Australian Teacher Performance and Development Framework (the Framework), which emphasises that teaching effectiveness is related to:

- a focus on student outcomes
- a clear understanding of effective teaching (drawn from The Australian Professional Standards for Teachers)
- strong leadership
- a flexible and adaptive culture
- coherence between teacher goals, school/educational setting plans and approaches to education.

The connection between these cultural conditions and the ongoing cycle of reflection and goal setting, professional practice and learning and feedback and review is illustrated in the Performance and Development Culture and Cycle (Diagram 1).

Effective evaluation practices are best embedded in schools/educational contexts within a facilitative culture. If consistently done across the Australian education system, teacher development and learning will be strengthened and prioritised over accountability and performance. This has been shown to improve learner outcomes.

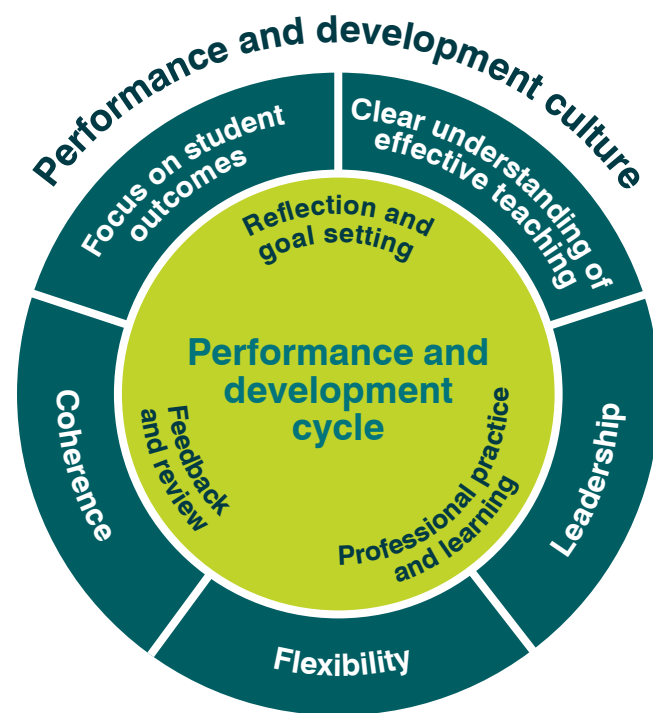


Diagram 1

Fostering growth-focused evaluation cultures

It is important that teachers and leaders are committed to ensuring the appropriate cultural conditions are in place to facilitate a positive culture to support the development of effective teaching practices.

Leaders need to regularly reflect on and review the current culture and systems in place for evaluating and supporting teachers' professional learning. Leaders should collaborate with teachers to set the direction and methods used to evaluate progress, implement improvements in processes and the culture, and encourage teachers to become their own agents in reflecting on their practice.

Teachers reflect on:

- How do I perceive performance and development?
- How does professional learning support my performance and development?
- How do I align my professional learning with my school/educational setting goals, my individual performance and development goals, and learners' needs?
- How might I help grow and develop my school/educational setting's professional learning culture?

Teaching teams reflect on:

- What do we do to support colleagues' professional learning needs?
- What is our role in the performance and development cycle?
- How can we support effective peer-feedback in our school/educational setting?
- How is an effective culture of learning, and a collective responsibility for change, developed and maintained amongst us?

Leaders reflect on:

- What elements of a professional learning culture are present in your school/educational setting?
- What kinds of professional learning encourage risk-taking, trust, professional critical dialogue, and collaboration amongst a leadership and teaching team?
- What support is provided to teachers to inspire them to change and to give them feedback on their progress?

Where can I find out more?

For related resources and links to relevant research visit www.aitsl.edu.au/teach/understand-your-impact/growth-focused-evaluations