

## STAFF PERFORMANCE AND DEVELOPMENT - 2007

### Procedure

We will continue to replace the existing Department of Education (DoE) staff review system with a new performance and development model which operates in this way:

- Staff will be divided into 4 teams with ~ 6 staff in each group, including SSO's, teachers and principal class officers. Leaders/convenors for each group: Di, Julian, Lorraine & Doug
- The teams will consist of a mixture of people from different Professional Learning Teams (PLT). Through a confidential process all staff would have the opportunity to nominate 2 or 3 people they would like to be in a professional team with (at least one of these would be guaranteed).
- New staff will be spread across the teams. Their mentor / advocate will be placed in the same group. Where possible the mentor will be an Experienced Teacher. The mentor / advocate will be expected to ensure that the new staff member is supported throughout their first year in our school. If the new staff member is an SSO, the mentor will, where possible, be an experienced SSO.
- The mentor / advocate will support graduate teachers in meeting VIT requirements.
- At the beginning of the year an initial meeting will be held to discuss the process and ensure that new staff were aware of how to obtain information and assistance when required.
- The middle week of each Term will be designated as Performance & Development Week. Term 1 – 2007 Performance & Development Week will be the 26th Feb - 2nd March.
- In the designated Performance and Development Week, each team will get together at a time and place of their choosing for a performance and development team meeting. There will be no other meetings scheduled for this week.
- Every member of staff will be provided with a copy of Annual Implementation Plan priorities and goals, the appropriate standards and other relevant information. Staff will also be provided with a range of other data found in the School Level Report (SLR).
- The team meetings will be an opportunity for each member of staff to explain how & what they are doing and how it connects to our overall objectives and their own priorities. For SSO's, it will be an opportunity to affirm how their work connects to that of teachers and supports student academic outcomes and the development of students as learners and individuals.
- The basic format of meetings is that each staff member will speak for up to 10 minutes. This will be followed by up to 10 minutes of feedback, comments or suggestions from others in the team (see protocol). This peer feedback is potentially a powerful means of assisting staff development through providing positive comments, suggestions, offers of support and affirmation of work being undertaken. The key questions to expect will be; What will or have you learnt? What will or have the students learnt? Or (office staff) How will staff or students benefit?
- During the first Performance & Development meeting at the end of Term 1, the focus would be on each person identifying the things they wanted to work on during the year. The Term 2 & 3 meetings will be a discussion of progress being made. The Term 4 meeting will be a summary of how things have gone throughout the year including a written report on the successes, challenges and frustration. It will also be an opportunity to provide feedback on the process.

- Each group will have a designated team leader (as mentioned), whose function it would be to meet with the Principal at the start of the year to confirm how the process will work, coordinate meeting times and venues, provide any feedback about issues as they arise and confirm at the end of the year the engagement of each staff member in the process. This will be the measure of satisfactory completion for the purposes of DE&T requirements. **Any issues of underperformance would be pursued outside the teams.**
- Professional Development (PD) needs arising from this process will become part of the Annual Implementation Plan & PLT responsibility or be listed for individual support. Our preferred model of PD is to visit other settlements to observe and/or interact, reflect or have professionals visit our school and work with our students while staff observe and interact with them. Finally an opportunity to reflect.

#### Documentation to staff

1. Professional standards relevant to each staff member
2. Annual Implementation Plan objectives.
3. Staff Code of Practice and Rights and Responsibilities of Students, Teachers and Parents (from the School Charter).
4. List of professional expectations for all staff at Specimen Hill P.S.
5. Roles and Responsibilities, Dimensions of Teaching and Professional Standards for your classification (Leading Teacher, Expert Teacher, Accomplished Teacher or Graduate Teacher). For SSO's, this information is replaced by the Performance Standards.
6. A Performance and Development Planning Sheet for 2007. This will provide space for staff to indicate things they may wish to work on throughout the year and will include a space for individual professional development planning and achievement measures. This sheet will be completed before your first P&D team meeting and will form the basis of most initial discussion at that meeting.
7. For Graduate Teachers (apart from first year-out teachers), a reflection sheet which is to be submitted at the end of the year. First year out teachers have a separate VIT application for full registration process to complete.
8. Student outcome data for 2006 (School Level Report & Annual report) to use this for comparative purposes or to identify areas for improvement in 2007.
9. General student feedback from 2006 (from the Attitudes to School survey & Early Years PoLT student survey).
10. Parent feedback from 2006 (from the Parent Survey).