

Performance and Development Plan, Teacher

Performance and Development Plan - Teacher -

Personal details

Name:

Campus:

Review period: to

Date plan agreed:

Teacher signature:

Appraiser signature:

Principal signature:

This document sets out intended outcomes and outcomes achieved against the four priority standards applicable for teachers. Other standards may be used where this is relevant to the assessment of achievement of outcomes as determined by the Head of School or Principal.

Assessment of the performance of a teacher against the applicable standards is within the overall requirement that the core responsibilities set out in her or his contract of employment are met.

Standards and Competencies

Standards: The core standards of performance for a teacher are

- The quality of the relationships between the teacher and their students;
- The quality of teaching and learning;
- The inclusion of a family connection with each student's learning;
- A positive contribution to the school improvement plan.

Competencies: The minimum expected competencies with each standard are

Standard	Competencies
The quality of the relationships between the teacher and their students	<ul style="list-style-type: none"> • A knowledge of each student's learning strengths and challenges; • A knowledge of each student's learning preferences; • A knowledge of each student's personality preferences; • An individual engagement with each student taught; • A classroom culture of encouragement, acknowledgement, and celebration.
The quality of teaching and learning	<ul style="list-style-type: none"> • Adherence to the school curriculum calendar; • A classroom culture of behaviours, symbols and systems that enable optimal learning; • Planning for challenging and participative learning; • An emphasis on project-based, inquiry-oriented learning; • The use of developmentally appropriate teaching strategies and resources; • The use of inclusive teaching strategies and resources; • The use of technology to access information and solve authentic problems, • A culture of high individual performance expectations in relation to student abilities; • The clear communication of criteria for success; • The provision of effective feedback on student performance with a remediation focus; • The use of embedded, formative and summative student assessment; • The proper collecting and recording of evidence of student academic progress; • Adherence to the school approved approach to reporting student academic progress to families.
The inclusion of a family connection with each student's learning	<ul style="list-style-type: none"> • The provision of family inclusive student presentations and celebrations at the completion of major units of work; • The provision of learning designed to engage family members; • A meaningful connection between the school and the community.
A positive contribution to the school improvement plan	<ul style="list-style-type: none"> • Active and positive involvement in a school improvement team.

Teacher performance and development plan – example

Standard	Relevant competencies	Improvement goals	Actions	Persons responsible	Anticipated deadlines	Success measures
The quality of relationships between the teacher and their students	A classroom culture of encouragement, acknowledgement, and celebration	To teach and incorporate the “sandwich” approach to feedback on presentations				<ul style="list-style-type: none"> • A timetable allowance reflecting feedback sessions • Photographs of presentation & feedback sessions • Displays
The quality of teaching and learning	Planning for active and participative learning	To increase the number of authentic and practical problem-solving activities for teaching Mathematics				<ul style="list-style-type: none"> • A content increase of 30% in Math planning documents • Photographs of activities • Assessment results
The inclusion of a family connection with each student’s learning	The provision of work designed to engage family members	To develop a standard format for family inclusive, work assignments				<ul style="list-style-type: none"> • Completed standard format documents, one for each school month of the year
A positive contribution to the school improvement plan	Active and positive involvement in a school improvement team	To be developed next year				

Teacher professional development (PD) plan

<i>Improvement goal</i>	<i>Proposed action</i>	<i>When</i>	<i>Resources & costs</i>	<i>Outcomes achieved</i>
1.				
2.				
3.				

Mid-process review

The mid-process review is an opportunity to monitor progress and provide formal feedback on the performance and development plan. It is also possible to amend plans where this is necessary due to changes in circumstances. Comments are to be provided by the Appraiser and the Teacher and the page signed and dated as indicated.

Appraiser comments:

Teacher comments:

Teacher signature:

Date

Appraiser signature:

Date

Principal signature:

Date

Performance assessment (end of process)

To be completed by the Appraiser in consultation with the Teacher.

Performance Standards	End of Review Comments	Performance Standards met	
		Yes	No
The quality of relationships between the teacher and their students			
The quality of teaching and learning			
The inclusion of a family connection with each student's learning			
A positive contribution to the school improvement plan	Targeted for next year		

Performance assessment (end of process)

Teacher comments:

Teacher signature:

Date:

Appraiser comments:

Appraiser signature:

Date:

Principal signature:

Date:

At the completion of the review cycle a copy of this document should be provided to the teacher.