

Performance and Development Guidelines

for Principal Class Employees



**Published by the
Leadership, Professional Practice and Accountability Division
for the Early Childhood and School Education Group
Department of Education and Training
Melbourne
April 2015**

©State of Victoria (Department of Education and Training) 2015

The copyright in this document is owned by the State of Victoria (Department of Education and Training), or in the case of some materials, by third parties (third party materials). No part may be reproduced by any process except in accordance with the provisions of the Copyright Act 1968, the National Education Access Licence for Schools (NEALS) (see below) or with permission.

An educational institution situated in Australia which is not conducted for profit, or a body responsible for administering such an institution may copy and communicate the materials, other than third party materials, for the educational purposes of the institution.

Authorised by the Department of Education
and Training.

2 Treasury Place, East Melbourne, Victoria, 3002.

This document is also available on the internet at

<https://edugate.eduweb.vic.gov.au/Services/Schools/SchoolStaffPerformanceDev/Pages/Principal%20Class%20Performance%20and%20Development.aspx>

Contents

Introduction	1
The Performance and Development process	6
1. Reflection and goal setting	8
2. Professional practice and learning	11
3. Feedback and review	13
Support and resources	16
Other information	17
Useful links	18
Relevant research	19

Introduction

Successful leadership can play a highly significant – and frequently underestimated – role in improving student learning. Specifically, the available evidence about the size and nature of the effects of successful leadership on student learning justifies the claim that leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school. (Leithwood, 2004)

High-quality teaching and leadership in every school is essential to Victoria's success in supporting students' achievement, wellbeing and engagement. To achieve this, our education system must empower and support teachers, leaders and support staff at every career stage to be the best they can.

The whole-of-practice approach to Performance and Development (the approach) outlined in this document promotes a consistent process and a common language for the evaluation and support of principal class employee Performance and Development in Victorian government schools. It is developmentally focused, and is designed to enable individual accountability and collective responsibility, to support collaborative professional learning and to improve the quality of practice.

The approach:

- promotes the development of thriving school cultures where continuous development of professional skills, knowledge and engagement are the norm, and which are based on collaborative and mutually supportive workplaces
- encourages school leaders to set high expectations and establish clear accountabilities for professional practice in a collaborative environment which values high quality, meaningful, and developmentally focused feedback
- acknowledges the highly skilled and complex nature of leadership and builds on the excellent practices that already exist in many Victorian government schools and across the profession.

This document describes the whole-of-practice approach to Performance and Development as it applies to principal class employees. Key elements of the approach and what principal class employees and reviewers need to do at each stage of the Performance and Development cycle are also described. This includes advice on goal-setting, collection of evidence and the provision of effective feedback.

To complement the approach, the Department of Education and Training (the Department) will provide tools and resources to assist schools to advance their professional practice.

The distinct role of principals

Research has shown that 'powerful school leadership on the part of the principal has a positive effect on student achievement' (Dufour and Marzano, 2011).

In Victoria's highly devolved education system principals are expected to lead improvements in teaching quality and performance. Principals lead the capability development of teachers and education support staff through modelling ongoing, evidence-based reflection on performance and professional learning through implementing and participating in effective Performance and Development processes.

Evidence shows that school leaders in high-achieving schools participate more actively in teacher learning and development than leaders in low-achieving schools (Robinson, 2009).

The role of the principal is crucial in forging a professional and collaborative school culture that provides a rich variety of professional learning and development opportunities in order to raise teacher quality, increase motivation and maximise the potential of staff (Day and Sammons, 2013).

Schools share a professional commitment to continuous, evidence-based improvement in teaching and learning to improve outcomes for all students. Principals play a key leadership role in this improvement and should:

- create a positive culture of challenge and support to enable effective teaching
- set high expectations for the whole school through collaborative planning, monitoring and reviewing the effectiveness of teaching and learning and its impact on student outcomes
- encourage the creation of professional learning communities and networks focused on continuous improvement of teaching and learning
- establish systematic methods for collecting and interpreting evidence to identify excellent teaching, and share successful strategies with the school community
- model collaborative leadership and engage with other schools to share and improve practice and encourage innovation in the education system.

Campus and assistant principals

Campus and assistant principals play significant leadership roles in their schools. Principals, campus and assistant principals work collaboratively with their broader leadership team and school community to develop and implement the school's annual implementation plan. They may focus on different aspects or share the same school improvement focus in their respective Performance and Development Plans (PDPs). The professional learning aspect of the plans will differ based on individual areas of responsibility and professional learning needs.

A whole-of-practice approach

'Seeking self-knowledge is a prerequisite for and motivation of growth and improvement.'
(London 2003).

The whole-of-practice approach ensures principal class employee Performance and Development is framed against the Australian Professional Standard for Principals, in the context of the school's strategic priorities.

Performance and Development planning, goal-setting, conversations, and feedback should encompass all elements of a principal class employee's practice in the context of their school and their Performance and Development Plan (PDP). It should acknowledge that the totality of a principal class employee's work contributes to improvements in student achievement, engagement and wellbeing, and place strong emphasis on the collective responsibility amongst school-based staff for the learning of all students.

Principal class employees will use the Australian Professional Standard for Principals and the school's priorities to reflect on their practice and inform their PDP. The Australian Professional Standard for Principals, and the associated Leadership Profiles and Practices can be found here: <http://www.aitsl.edu.au/docs/default-source/school-leadership/australian-professional-standard-for-principals-and-the-leadership-profiles.pdf?sfvrsn=2>

Principals will set four goals, one in each of the Domains of Principal Practice (Leadership of Quality Teaching and Life Long Learning, Strategic Resource Management and System and Community Engagement), which are aligned with the Leadership Practices defined in the Australian Professional Standard for Principals, and a school and student outcomes goal, taking into account the Domains of Principal Practice. Each of these goals may reference elements of the others. This approach acknowledges the holistic nature of principal class employees' practice.

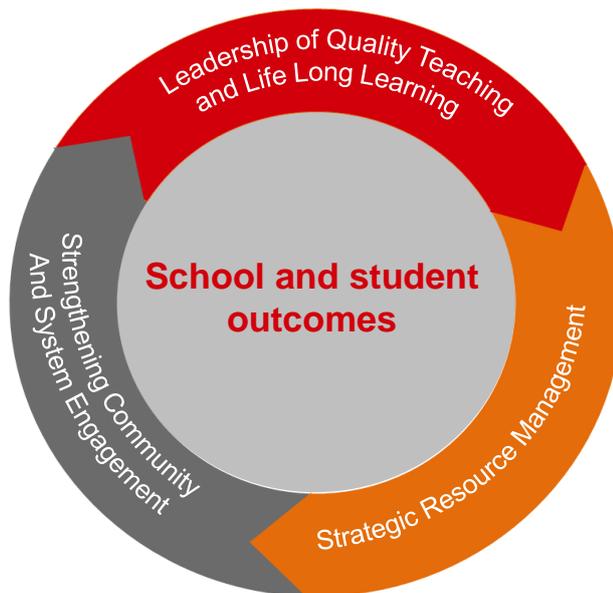
The PDP documentation comprises:

- four Performance and Development goals
- strategies that will be used to support the achievement of each goal

- evidence that will be collected to demonstrate achievement of each goal
- reference to the Australian Professional Standard's Leadership Practice(s) that each goal relates to.

The PDP documentation also functions as a record the formal review conversations that will be held between principal class employees and reviewers at mid-cycle and end-cycle points. Supporting these formal discussions, ongoing Performance and Development conversations across the school staff should continue throughout the cycle.

Figure 1 Whole-of-practice approach for Principal Class Employees



Domains of Principal Practice

Principal class employees will set four goals, one in each of the Domains of Principal Practice and school and student outcomes goal, taking into account the Domains of Principal Practice.

The Domains of Principal Practice are directly aligned with the Australian Professional Standard for Principals, which incorporates all aspects of a principal's practice, describes the key elements of quality practice and articulates professional expectations for principal class employees.

Principal class employees will set a goal in each of the Domains of Principal Practice. The following describes the Domains of Principal Practice:

Leadership of Quality Teaching and Life-Long Learning

Principal class employees are the leaders of high quality teaching and learning in the school community. They set high expectations for everyone in the community and develop students, teachers and themselves through building a culture of life-long learning, challenge and support.

The Leadership Practices included in this Domain are:

- Leading teaching and learning
- Developing self and others.

Strategic Resource Management

This Domain involves principal class employees' effectively optimising resources and leading innovation and change to deliver high quality educational outcomes for all students. Principal class employees should lead evidence and data-based improvements to maximise the efficiency and effectiveness of school resources (including human, financial and physical) to achieve the school's priorities.

The Leadership Practices included in this Domain are:

- Leading the management of the school
- Leading improvement, innovation and change.

Strengthening Community and System Engagement

Principal class employees develop and maintain positive and purposeful relationships with students, parents/carers and the broader school community. This includes using multiple sources of feedback from the community to drive improvement, ensuring a culturally rich and diverse school environment and contributing to the school system through engaging and collaborating with other schools and external organisations.

The Leadership Practices included in this Domain are:

- Engaging and working with the community.

A focus on development to improve school and student outcomes

Improving outcomes for students and the school is the core purpose of principal class employees' work. The Performance and Development approach is focused on principal class employees' development across the Domains of Principal Practice to enhance their effectiveness in improving school and student outcomes: their learning, engagement and wellbeing. The approach includes an explicit school and student outcomes goal that takes into account principal class employees' development across the Domains of Principal Practice.

This goal can be defined by a wide and varied range of indicators, including improvements in student achievement, engagement, wellbeing (either for individuals or for groups of students), and productivity.

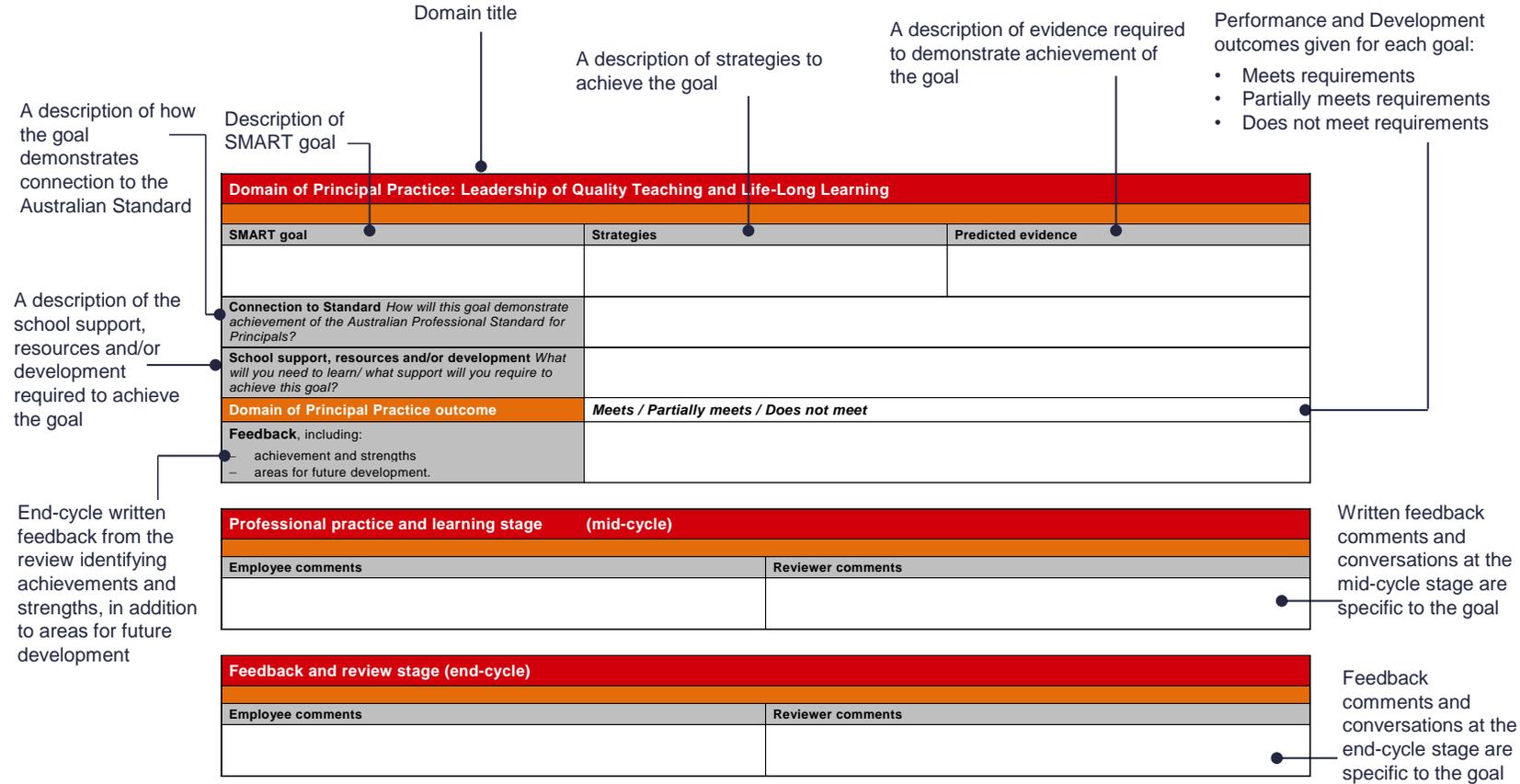
Student achievement may refer to either the absolute levels of learning attainment and growth in learning that schools strive to ensure for each individual student. Student engagement refers to the extent to which every student feels connected to and engaged in their learning, with their peers and with their broader school community. Student health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining all students' positive learning experiences.

Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique context of each school. Successful productivity outcomes exist when a school uses its resources - people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect to support improved student outcomes and achieve its goals.

Principal class employees have a broad range of expectations and responsibilities with which they must comply. The principal class employee Performance and Development process and documentation do not attempt to capture the fine detail of this complex leadership position. However, the core accountabilities described in the principal class employee's contract are minimum expectations and therefore incorporated into the principal class employee PDP. Some accountabilities may be specifically included in the PDP if it is determined that they are areas for professional growth and achievement of outcomes. This will be agreed upon between the principal class employee and the reviewer.

For an annotated version of the PDP template, see Figure 2.

Figure 2 Annotated PDP template



Template also includes Strategic Resource Management, Strengthening Community and System Engagement and a goal on School and Student Outcomes

The Performance and Development process

The following section provides a step-by-step guide through each stage of the Performance and Development process.

Reviewer

Regional Director

The Regional Director (RD) is responsible for the performance and development of all principals. It is important to note that while the RD may delegate each stage of the Performance and Development process to the Senior Advisor (or alternate nominee), the RD is ultimately responsible for approving all principal Performance and Development outcomes in their region. Where a Senior Advisor (or RD's alternate nominee) and principal cannot come to agreement at any stage of the cycle, the matter must be referred to the RD for a decision.

Senior Advisor

The Senior Advisor (or RD's alternate nominee) is responsible for coordinating all components of the Performance and Development process for principals. They will make recommendations about a principal's Performance and Development to the RD and the RD must make the final decision.

Principal

In the case of campus and assistant principals, the school principal has the ultimate responsibility for decisions about an employee's Performance and Development.

Reviewers may wish to conduct the end-cycle review in a one-on-one setting, or set up a review panel. The use of a panel is at the discretion of the Senior Advisor having sought approval from the RD. If a panel is adopted, it should be assembled at the start of the cycle and panel members should be involved in the staff member's Performance and Development process throughout the cycle.

Annual performance cycle

As of 1 January 2016, the Performance and Development cycle will change to a calendar year, while the progression cycle will continue to operate from May to April. Therefore, schools and regions should aim to have their final Performance and Development reviews for 2015 complete by the end of Term 4, 2015. Schools must ensure that work required of principal class employees is reflective of the shortened cycle in 2015.

Schools may opt out of the calendar year cycle by exception only. The principal must discuss this with their Senior Advisor, who will consider the individual circumstances of the school, and seek approval from their RD.

The key dates and requirements for Performance and Development each year are as follows:

- a principal class employee with less than 6 months eligible service by **30 April** at a particular salary subdivision will not be eligible for salary progression for that cycle
- all principal class employees must be advised of their final Performance and Development outcome by **30 April**
- remuneration progression occurs for eligible principal class employees who achieve a successful Performance and Development outcome on **1 May**.

See Other Information on p. 17.

Figure 3 Performance and Development cycle for principal class employees

1 Reflection and goal-setting

- Reflect on practice and school needs
- Develop professional performance and development goals
- Identify evidence, strategies, school support and professional learning
- Discuss and agree on performance and development plan (PDP) with reviewer



2 Professional practice and learning

- Reflect on practice
- Identify and reflect on multiple sources of evidence
- Discuss progress with reviewer and receive personalised feedback and support
- Reviewer to provide written feedback
- Identify further opportunities for capacity building or professional learning

3 Feedback and review

- Reflect on practice
- Formal discussion with reviewer to discuss progress
- Evidence collected to be considered
- Overall Performance and Development outcome to be determined and written feedback provided
- Opportunities for professional development to be considered and will form part of PDP for next cycle

1. Reflection and goal setting

'While visions can be inspiring, productive action typically requires some agreement on the more immediate goals to be accomplished in order to move toward the vision' (Leithwood, 2012)

Figure 4 Roles and responsibilities

Principal class employee		Reviewer	Regional Director (for principal process only)
1	Reflect on practice and past Performance and Development (where relevant)	Provide support as required	Provide support as required. If agreement between the reviewer and principal cannot be reached, the matter should be referred to the Regional Director
2	Develop annual Performance and Development goals, strategies, and evidence required to demonstrate goal achievement		
3	Develop draft PDP		
4	Meet with reviewer to discuss and agree to PDP	Meet with principal class employee to discuss and agree on their PDP	

1.1 Reflection and discussion

Principals will discuss their Performance and Development with their reviewer (Senior Advisor or RD's alternate nominee) at the beginning of each cycle. Campus and assistant principals will meet with their principal. Principal class employees should come to this meeting having reflected on the previous year, their role and performance as school leader and school and student performance. Principal class employees should be clear about what they hope to achieve in the coming year in line with the strategic priorities of their school and school community.

This initial meeting will be used to discuss and refine the principal class employee's draft PDP which will incorporate the principal class employee's proposed goals, strategies and supporting evidence as well as clear expectations for Performance and Development. An agreement between the principal class employee and reviewer should be reached about what will constitute success at the feedback and review stage. During this discussion, the principal class employee's PDP should be finalised and agreed on by the principal class employees and their reviewer. If a decision between the reviewer and principal class employee cannot be reached about the content of the PDP, the matter should be referred to the RD. Figure 4 describes the roles and responsibilities of the principal class employee and reviewer.

1.2 Goal-setting

Building on an understanding of school priorities and student data and learning needs, principal class employees will refine, through discussion with their reviewer, goals in relation to each of the Domains of Principal Practice and a goal focused on school and student outcomes, which takes into account the Domains of Principal Practice. These goals should follow the SMART goal methodology (Specific, Measurable, Achievable, Relevant and Time-Bound).

Goals should be based on previous reviews (where relevant), be clear and evidence-based, and reflect the principal class employee's developmental needs.

Principal class employees' Performance and Development goals should ultimately be aimed at improving school and student outcomes through improved practice. Analysis of school and student data and the learning needs of students should be the primary sources used to inform goal-setting. Additional resources that can influence goal-setting include:

- the Australian Professional Standard for Principals
- core accountabilities
- the school strategic plan and annual implementation plan
- evidence and research about effective teaching and leadership
- the school's agreed approach to teaching.

The Department has developed tools and resources to assist with goal-setting, which can be accessed on the Department's website at <https://edugate.eduweb.vic.gov.au/Services/Schools/SchoolStaffPerformanceDev/Pages/Tools%20and%20Resources.aspx>

In summary, Performance and Development goals should be:

- SMART (Specific, Measurable, Achievable, Relevant and Time-bound)
- evidence-based
- aligned with school priorities
- 'stretch goals' – they should be developmental, and based on areas or skills that are yet to be achieved, rather than those already consolidated
- agreed between the principal class employee and reviewer and regularly reviewed and adjusted if required (by agreement).

1.3 Strategies

Principal class employees should document strategies that will directly support them to achieve their Performance and Development goals over the course of the performance cycle. This may include capacity building, collaboration and/or professional learning.

1.4 Evidence

'Evidence selected should be 'adequate, authentic, appropriate and accurate.'
(Griffin, 2008)

Principal class employees will also need to clearly nominate a range of evidence that will demonstrate their progress towards and achievement of their Performance and Development goals. Collecting and reflecting on evidence is critical to effective Performance and Development processes, by enabling principal class employees to provide evidence of the impact of their practice. Additionally, evidence provides the basis for further development by informing growth and access to high quality professional learning.

A range of evidence is required to produce a meaningful perspective of a principal class employee's Performance and Development throughout the cycle (Timperley, 2008). Evidence selected should be realistic and accessible, and should be the data and information collected as part of a principal class employee's everyday practice. The quality of evidence is critical to ensuring that specific and growth-oriented feedback is provided to principal class employees to support their ongoing development.

When selecting evidence, principal class employees should ask themselves:

- How will I know I have achieved this goal?
- How could I demonstrate that I have achieved the goal?

- What is the impact of me achieving the goal?
- Can I seek feedback from those who benefit from my work?

Principal class employees are expected to document evidence collected from multiple sources, which may include, but are not limited to:

Feedback from:

- staff and students
- peers and colleagues
- school community and parents.

Quantitative evidence:

- evidence of scope and sequence and documented curriculum planning
- class assessments against AusVELS
- portfolios of student work
- on-demand assessments
- VCE assessments and data
- moderated teacher assessments.

Other forms of evidence such as:

- evidence of system contribution, for example collegiate activity outside of the school.

The Department has developed tools and resources to assist with identifying and collecting appropriate evidence, which can be accessed on the Department's website at <https://edugate.eduweb.vic.gov.au/Services/Schools/SchoolStaffPerformanceDev/Pages/Tools%20and%20Resources.aspx>

2. Professional practice and learning

'If students are to learn at higher levels, processes must be in place to ensure the ongoing, job-embedded learning of the adults who serve them' (Dufour and Marzano, 2011)

Figure 5 Roles and responsibilities

Principal class employee		Reviewer	Regional Director (for principal process only)
1	Reflect on practice	Provide support as required	Provide support as required
2	Meet with reviewer to discuss progress towards achieving Performance and Development goals	Consider evidence presented. Provide quality verbal and written feedback to principal class employee, indicating progress to date and identifying support options or developmental opportunities (if required)	If agreement between the reviewer and principal cannot be reached, the matter should be referred to the Regional Director If there are concerns identified, discuss with the reviewer and, if required, provide support plan and associated strategies
3	Refine PDP (if required)	Assist principal class employee in refining PDP	

2.1 Professional conversations about practice

A mid-cycle discussion should be scheduled between a principal class employee and their reviewer to discuss progress against agreed Performance and Development goals. While a face-to-face meeting is not required, it is preferred in order to facilitate a robust process. The mid-cycle discussion provides an opportunity for principal class employees to receive feedback and, where required, support to ensure Performance and Development goals can be achieved by the end-cycle. However, feedback and support can be provided at any time during the Performance and Development cycle.

Discussion at this stage of the cycle enables both the principal class employee and their reviewers to refine goals, professional learning and development opportunities, and evidence identified in the PDP. Any changes are to be agreed between the principal class employee and the reviewer.

The formal mid-cycle review is also an opportunity for concerns about performance to be raised, and expectations for improvement prior to end-cycle review to be discussed. This may include identifying further opportunities for collaboration, capacity building and/or professional learning. It is important to note, however, that concerns about performance should be raised as soon as they have been identified and discussed in the content of how the principal class employee can work towards meeting his/her goals. Figure 5 describes the roles and responsibilities of the principal class employee and reviewer.

2.2 Self-assessment

Principal class employees should monitor progress against their Performance and Development goals, focus on meeting the goals set and collect evidence of their practice and impact on school and student outcomes throughout the year. Principal class employees should self-assess against their agreed Performance and Development goals in preparation for the mid-cycle discussion.

2.3 Feedback

The role of principals in the Performance and Development process is two-fold: principals should know how to give quality feedback to teachers, assistant principals and campus principals, and know how to engage in constructive feedback sessions with their reviewers. This ensures that principal class employees have the opportunity to reflect on and develop their skills.

Performance and Development processes are effective when they provide principal class employees with meaningful feedback so they can reflect and improve their practice, and obtain support to improve and develop their skills. For feedback to be constructive and effective, it is important that it is actionable, supported by examples, and provides substantial opportunities for improvement.

Both verbal and written feedback should be provided to principal class employees at the mid and end of the cycle. The provision of informal feedback is recommended throughout the cycle, from the reviewer, a critical friend, colleagues, peers, parents and students. This encourages continual reflection and improvement from all lenses of the learning environment. There is an opportunity to gain additional insight into the principal's performance through seeking feedback from the school council regarding the principal's delivery of the strategic plan.

Effective feedback must address three major questions (Hattie & Timperley, 2007; Timperley, 2011):

- Where am I going?
- How am I going?
- Where to next?

Principal class employees should seek feedback from a range of sources (which may include colleagues, leadership team, students, parents and self-reflection) in order to answer these questions.

When providing feedback to principal class employees, reviewers should support them to become self-regulators – evaluators of their own practice and its impact on school and student outcomes. Feedback should be aimed at motivating effort and empowering principal class employees to identify where their practice could be more effective and to make the necessary adjustments. Equally as important, principal class employees must enter feedback sessions with an open mind, and be willing and receptive to meaningful and constructive feedback.

2.4 Professional learning

'Through learning we re-create ourselves.' (Senge, 1990)

Principals have a responsibility to support Performance and Development by establishing a high quality professional learning culture, characterised by:

- a high degree of leadership support for ongoing adult learning and risk-taking
- collective responsibility for improving practice
- disciplined collaboration focused on student learning needs
- high levels of trust, interaction and interdependence
- support through school structures, explicit planning and the allocation of time
- coaching and mentoring, and teacher-led action research, which are strategies that commonly feature in effective school-based staff development.

When leaders engage in continuous professional learning it sends a very powerful message that a professional learning culture is an essential element of an effective school. The leadership activity found to have the greatest influence on student outcomes is leaders'

promotion of, and participation in, teachers' professional learning and development (Timperley 2011).

Principals are asked to reflect on their school improvement strategies and their own professional learning needs, and to undertake actions that will build on and further enhance their leadership skills and behaviours. When planning professional learning actions it may also be helpful to consider them as:

- independent action — undertaken alone, such as professional reading
- supported action — supported by a coach, mentor or critical friend
- collective action — shared through teams or collegiate groups
- formal programs — provided by the Department and other organisations.

AITSL provides a range of useful resources to support principals and other school leaders in establishing a high quality professional learning culture, see <http://www.aitsl.edu.au/>.

3. Feedback and review

'Feedback has no effect in a vacuum; to be powerful in its effect, there must be a learning context to which feedback is addressed.' (Hattie and Timperley, 2007)

Figure 6 Roles and responsibilities

	Principal class employee	Reviewer	Regional Director (for principal process only)
1	Consider the evidence collected. Self-assess Performance and Development against goals	Provide support as required	
2	Meet with reviewer for Performance and Development review, prepared to describe achievements, professional growth and areas for future focus	Meet with the principal class employee for their Performance and Development review. Consider evidence presented. Provide verbal and written feedback, and an outcome for each goal.	Make the final decision on the principal class employee's Performance and Development based on recommendations from the reviewer
3	Receive final Performance and Development review outcome	Inform principal class employee of Performance and Development outcome If reviewer is Senior Advisor, provide performance recommendation to the Regional Director to determine the final outcome	

A formal end-cycle Performance and Development review will be undertaken annually. Performance and Development reviews will be based upon principal class employees meeting

their core accountabilities, achieving their goals and providing evidence of improved practice and impact on school and student outcomes.

3.1 Preparation for formal review

Principal class employees should prepare for the formal end-cycle review by:

- reflecting on their performance and professional growth over the cycle, with reference to their Performance and Development goals and the Australian Professional Standard for Principals, and the impact this has had on their school and students
- collating and analysing evidence collected over the course of the Performance and Development cycle
- preparing to describe their achievements, how they have grown professionally and areas for further development they have identified for the future (supported by evidence)
- preparing to have a constructive professional conversation with their reviewer and receive feedback regarding their progress and professional growth in all areas of their practice.

3.2 Formal review – professional judgement

Performance and Development reviews require reviewers to make informed, professional judgements about principal class employee practice and improvement using multiple sources of evidence and with consideration of the circumstances surrounding a principal class employee's professional growth throughout the cycle. Setting clear expectations at the beginning of the cycle plays a significant role in allowing reviewers to make a transparent, evidence-based and personalised assessment of a principal class employee's Performance and Development against their goals, leading to an overall Performance and Development outcome.

When assessing a principal class employee's Performance and Development, data will not be considered in isolation, and no single piece of evidence will determine the Performance and Development outcome.

Principals are responsible for determining the overall Performance and Development outcome for assistant and campus principals, and Regional Directors are responsible for principals. The outcome must be recorded. As well as providing verbal feedback during the end-cycle discussion, reviewers must provide principal class employees with written feedback. Principal class employees must be formally advised of the outcome by 30 April. Figure 7 describes the roles and responsibilities of the principal class employee and reviewer.

3.3 Personalised feedback

Feedback (verbal and written) will focus on specific areas for improvement, and will assist principal class employees in developing appropriate Performance and Development goals for the next performance cycle. This feedback should be incorporated in the development of the PDP for the following year, including appropriate development actions.

In order to facilitate the formal provision of meaningful, detailed and actionable feedback to principal class employees, reviewers are required to determine Performance and Development outcomes at the goal level across three levels of achievement, and provide feedback explaining each outcome (Figure 7) and provide guidance for further development.

This type of feedback:

- Recognises and celebrates achievement;
- Recognises and records professional growth;
- Identifies new or renewed areas for focus for the next Performance and Development cycle;

- Identifies strategies and support that can be implemented to support growth in these areas for the future.

Reviewers will then exercise their professional judgement to determine a final assessment outcome. Figure 8 provides a description of the final Performance and Development outcomes that can be received.

In this way the formal feedback and review stage marks the formal close of one Performance and Development cycle and serves as the foundation for the next cycle by providing principal class employees with precise feedback on what they have achieved and where they can continue to learn and grow as professionals.

Figure 7 Definitions of Performance and Development outcomes at the goal level

Descriptor	Definition
Meets Requirements	The performance of the employee has been evaluated as meeting the goal set in their Performance and Development plan, and therefore demonstrates the required performance and professional growth and improvement of practice at this stage of career development.
Partially Meets Requirements	The performance of the employee has been evaluated as partially meeting the goal set in their Performance and Development plan, and therefore partially demonstrates the required performance and/or professional growth and improvement of practice at this stage of career development.
Does Not Meet Requirements	The performance of the employee has been evaluated as not meeting the goal set in their Performance and Development plan, and therefore does not demonstrate the required performance and/or professional growth and improvement of practice expected at this stage of career development.

Figure 8 Definitions of final Performance and Development outcomes

Descriptor	Definition
Meets Requirements	The performance of the employee has been evaluated as meeting the requirements of effective performance, professional growth and improvement of practice at this stage of career development.
Does Not Meet Requirements	The performance of the employee has been evaluated as not meeting the requirements of effective performance and/or not meeting the expectations for professional growth and improvement of practice at this stage of career development.

Support and resources

System-wide support is essential in building a positive Performance and Development culture in a school.

Through the Department's Performance and Development website on eduGate, support and resources are provided, including:

- PDP templates
- PDP examples for teachers and principal class employees
- SMART goal tips
- PDP writing advice
- possible sources of evidence lists
- activity check lists
- guidance on classroom observation
- feedback tools and protocols
- support and training for principal class employees.

The Australian Institute for Teaching and School Leadership's (AITSL) website hosts national guidelines to assist principals and schools with Performance and Development and professional learning, and offers a range of tools and resources including the application of standards, self-reviews and illustrations of practice: www.aitsl.edu.au/

Further tools and resources to support effective professional learning can be found on the Department's website.

See pages 18-20 for useful links and relevant research.

Other information

Remuneration progression

Consistent with Ministerial Order 199, principal class remuneration progression is not automatic, but is subject to demonstrated achievement against school priorities and Departmental criteria.

In order to achieve remuneration progression (where eligible) a principal class employee must demonstrate that they have achieved an overall Performance and Development outcome of Meets Performance and Development Requirements.

Where a principal class employee is eligible but has not met the Performance and Development requirements in that year, the principal class employee will not receive remuneration progression for that cycle.

Eligible service for remuneration progression

Consistent with the VGSA 2013, a principal class employee with less than six months eligible service at a particular remuneration level in any particular progression cycle will not be eligible for remuneration progression.

Non-agreement

Where a principal class employee does not participate in the Performance and Development process (i.e. does not have a PDP), or the principal class employee and reviewer cannot agree on the principal class employee's PDP, the matter should be referred to the RD. If agreement still cannot be reached, the principal class employee's Performance and Development will be evaluated against each Domain of Principal Practice, with consideration of the school strategic plan and annual implementation plan, and the school's performance.

Unsatisfactory performance

The Performance and Development process is not designed to manage unsatisfactory performance.

Where it is considered that a principal class employee's performance is unsatisfactory, the unsatisfactory performance procedures (set out in Schedule 5 of the VGSA 2013) should be implemented.

See unsatisfactory performance procedures at www.education.vic.gov.au/hrweb/workm/Pages/conduct.aspx

Alignment with principal contract renewal processes

The principal Performance and Development process is a core component of the principal contract renewal process. On appointment to a principal position the Regional Director (or nominee) will meet with the principal to set expectations for the life of the contract, including advice on the specific qualities and capabilities they should focus on developing. These expectations will be reflected in the principal's PDP.

The principal and their reviewer will design and implement processes that support improved principal Performance and Development for the duration of the contract. They will develop a PDP that takes account of the relevant school context and the implications this has for the principal's Performance and Development goals. Outcomes of the Performance and Development cycles over the period of the contract will be included in the process of contract review.

Grievances

Principal class employees may be eligible to lodge a grievance in accordance with the relevant Ministerial Order under the Education and Training Reform Act 2006 in relation to the Performance and Development review. Information on grievance procedures can be obtained from the Registrar of the Merit Protection Board at www.mpb.vic.gov.au.

Useful links

The Australian Institute of School Leadership

www.aitsl.edu.au

The Australian Professional Standards for Teachers

www.teacherstandards.aitsl.edu.au/

The Australian Professional Standard for Principals

www.aitsl.edu.au/australian-professional-standard-for-principals#

Bastow Institute of Educational Leadership

www.bastow.vic.edu.au

School Performance Approach

www.education.vic.gov.au/school/principals/management/Pages/schoolperformance.aspx

Curriculum

www.education.vic.gov.au/school/principals/curriculum/Pages/default.aspx

Evidence-Based Professional Learning Cycle

www.education.vic.gov.au/school/teachers/profdev/Pages/cycle.aspx

AITSL 360 Reflection Tool

<http://www.aitsl.edu.au/australian-professional-standard-for-principals/360-reflection-tool>

Merit Protection Board

www.mpb.vic.gov.au

Professional Development

www.education.vic.gov.au/school/teachers/profdev/Pages/default.aspx

Unsatisfactory procedures

www.education.vic.gov.au/hrweb/workm/Pages/conduct.aspx

HR Web

www.education.vic.gov.au/hrweb/Pages/default.aspx

Relevant research

- Australian Institute of Teaching and School Leadership, 2012, 'Australian Charter for the Professional Learning of Teachers and School Leaders', Melbourne.
- Australian Institute of Teaching and School Leadership, 2012, 'Australian Teacher Performance and Development Approach', Melbourne.
- Australian Institute of Teaching and School Leadership, 2011, 'Australian Professional Standard for Teachers', Melbourne.
- The Bill and Melinda Gates Foundation, 2011, 'Learning About Teaching: Initial Findings from the Measures of Effective Teaching Project', Virginia.
- Boyatzis, R. E., 2006, 'An overview of intentional change from a complexity perspective', *Journal of Management Development*, 25(7), pp. 607 -623.
- Cahill, H. and Freeman, E., 2007, Chapter 7, 'Creating school environments that promote social and emotional wellbeing', in Keeffe, M. & Carrington, S. (eds.), *Schools and diversity*, 2nd ed., Pearson Education Australia. pp. 90 -107.
- Costa, A. and Kallick, B., 1993. 'Through the Lens of a Critical Friend'. *Educational Leadership*, 51(2), pp. 49 –51.
- Darling-Hammond, L., 2013, 'Getting Teacher Evaluation Right: What really matters for effectiveness and improvement', New York: Teachers College Press.
- Darling-Hammond, L., and Bransford, J., 2005, 'Preparing Teachers for a Changing World: what teachers should learn and be able to do' (1st Ed.), San Francisco, CA: Jossey-Bass, pp. 169 -200.
- Dinham, S., 2012, 'Our Asian schooling infatuation: the problem with PISA envy', *The Conversation*, 14 September.
- Dinham, S., Ingvarson, L. and Kleinhenz, E., 2008, 'Investing in Teacher Quality: Doing What Matters Most', in *Teaching Talent: The Best Teachers for Australia's Classrooms*, Melbourne: Business Council of Australia.
- Department of Education and Early Childhood Development, 2013, 'The Compact: Roles and Responsibilities in Victorian Government School Education', Melbourne.
- Department of Education and Early Childhood Development, 2007, 'The Developmental Learning Approach for School Leaders', Victoria.
- Department of Education and Early Childhood Development, 2011, 'Analysis of the Extended Diagnostic Review: Follow-up Visits Report', Victoria, p.7.
- Dufour, R. and Marzano, R., 2011, 'Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement', Solution Tree Press: Bloomington, USA.
- Elmore, R., 2007, 'Education Improvement in Victoria', Paper commissioned by the Office for Government School Education, Department of Education and Early Childhood Development.
- Fullan, M., and St.Germain, C., 2006, 'Learning Places: A field guide for Improving the context of schooling', Corwin Press. London. p. 85.
- Godinho, S., 2010, 'Planning for Practice: connecting pedagogy, assessment and curriculum' in Churchill, R. *et al.* (Eds). *Teaching, Making a Difference*, John Wiley and Sons Australia, pp. 196 -235.

- Gorard, S., and Smith, E., 2004, 'An International Comparison of Equity in Education Systems', *Comparative Education*, 40(1), pp. 15 -28.
- Griffin, P., 2008, 'Developmental Models: Writing Quality Criteria for Rubrics', Assessment Research Centre: The University of Melbourne, Melbourne, unpublished paper.
- Hargreaves, A. and Fullan, M., 2012, 'Professional Capital, Transforming Teaching in Every School', Teachers College Press: Columbia University, New York.
- Hattie, J. 2003, 'Teachers make a difference: What is the research evidence?' Paper presented at ACER Research Conference, pp. 19 -21 October, Melbourne.
- Hattie, J. 2009, 'Visible Learning: A synthesis of over 800 Meta-Analyses Relating to Achievement', Abingdon: Routledge, United Kingdom.
- Hattie, J. and Timperley, H. 2007, 'The Power of Feedback', *Review of Educational Research*, Vol. 77, No. 1.
- Hay Group, 2012, 'Growing our potential: Hay Group's view on implementing an effective performance improvement and development approach for teachers', accessed online at www.aitsl.edu.au/verve/resources/Growing_our_potential_-_Hay_-_Mar_2012.pdf.
- Jensen, B. 2011, 'Better Teacher Appraisal and Feedback: Improving Performance', accessed online at grattan.edu.au/static/files/assets/a9daf733/081_report_teacher_appraisal.pdf.
- Leithwood, K, Seashore Louis, K, Anderson, S and Wahlstrom, K, 2004, 'Review of Research: How leadership influences student learning', The Wallace Foundation, accessed online at www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/How-Leadership-influences-Student-Learning.pdf.
- Leithwood, K., 2012, 'The Ontario Leadership Approach 2012: with a discussion of the research foundations', accessed online at iel.immix.ca/storage/6/1345688978/Final_Research_Report_-_EN.pdf.
- McGaw, B., 2008, 'The role of the OECD in international comparative studies of achievement', *Assessment in Education: Principles, Policy & Practice*, 15(3), pp. 223 - 243.
- Reeves, A.R., 2011, 'Where great teaching begins: Planning for student thinking and learning, Association for Supervision and Curriculum Development', Alexandria, VA. pp. 7 -14.
- Riley, P., 2014, Principal Health and Wellbeing Survey Executive Summary, 2011-2014 Data, December 4, 2014, accessed online at http://www.principalhealth.org/au/2011-14_Exec%20Summary_Final.pdf.
- Timperley, H. 2011, Using student assessment for professional learning: focussing on students' outcomes to identify teachers' needs, Paper no. 21, accessed online at www.education.vic.gov.au/Documents/about/research/timperleyassessment.pdf
- Victorian Auditor-General's Office, 2010, 'Managing Teacher Performance in Government Schools', accessed online at www.audit.vic.gov.au/publications/2009-10/20100526-Teacher-performance-Full-Report.pdf.
- Wiggins, G., 2011, 'The Understanding by Design Guide to Creating High-Quality Units, Association for Supervision and Curriculum Development', Alexandria, VA. Module B, pp. 13 -33.
- Zbar, V., 2003, 'Teaching Workforce Models and Trends: Literature Review'. Paper commissioned by the Office of School Education, Department of Education and Training.