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|  | **Performance and Development 2015** |
|  | Teaching Class Employee Performance and Development Plan |

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| Name |  | School name | Dandenong High School |
| TO number |  | School number | 8858 |
| P&D cycle dates |  | Date plan developed |  |
| Overarching school goal(s) | * Continue to develop and inculcate the school’s educational vision
* Further develop the effective implementation of practices within the collaborative teaching & learning model to ensure high level consistency and to empower students as independent learners
* Teachers and students to more effectively use a broad range of data to better inform teaching and learning
* Further develop the ability of staff to build greater accuracy, and consistency of assessment and reporting
* Further develop the personalisation of learning and to articulate this to pathways development
* Continue to improve partnerships and links between the school and the community
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| **Domain of Teaching: Professional Practice** |
| “Teachers are able to make learning engaging and valued. They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behaviour management plans. They use sophisticated communication techniques. Teachers have a repertoire of effective teaching strategies and use them to implement well designed teaching programs and lessons. They regularly evaluate all aspects of their teaching practice to ensure they are meeting the learning needs of their students. They interpret and use student assessment data to diagnose barriers to learning and to challenge students to improve their performance. They operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents/carers.” |
| **SMART goal** | **Strategies** | **Predicted evidence** |
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| **Connection to Standards** *How will this goal demonstrate achievement of the Australian Professional Standards for Teachers?* |  |
| **School support, resources and/or development** *What will you need to learn/ what support will you require to achieve this goal?* |  |
| **Reviewer Comment- Start Cycle** |  |

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| **Professional practice and learning stage (mid-cycle)** |
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| **Employee comments** |
| **Progress towards Domain of Teaching- Professional Practice:** |
| **Reviewer comments** |
| **Feedback**, including: achievement and strengths; and areas for future development. |

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| **Feedback and review stage (end-cycle)** |
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| **Employee comments** |
| **Progress towards Domain of Teaching- Professional Practice:** |
| **Reviewer comments** |
| **Feedback**, including: achievement and strengths; and areas for future development. |
| **Domain of Teaching outcome** | ***Meets / Partially meets / Does not meet*** |
| **Domain of Teaching: Professional Knowledge** |
| “Teachers draw on a body of professional knowledge and research to respond to the needs of their students within their educational contexts. Teachers know their students well, including their diverse linguistic, cultural and religious backgrounds. They know how the experiences that students bring to their classroom affect their continued learning. They know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students. Teachers know the content of their subjects and curriculum. They know and understand the fundamental concepts, structure and enquiry processes relevant to the programs they teach. Teachers understand what constitutes effective, developmentally appropriate strategies in their learning and teaching programs and use this knowledge to make the content meaningful to students. Through their teaching practice, teachers develop students' literacy and numeracy within their subject areas. They are also able to use information and communication technology to contextualise and expand their students' modes and breadth of learning.” |
| **SMART goal** | **Strategies** | **Predicted evidence** |
|  |  |  |
| **Connection to Standards** *How will this goal demonstrate achievement of the Australian Professional Standards for Teachers?* |  |
| **School support, resources and/or development** *What will you need to learn/ what support will you require to achieve this goal?* |  |
| **Reviewer Comment- Start Cycle** |  |

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| **Professional practice and learning stage (mid-cycle)** |
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| **Employee comments** |
| **Progress towards Domain of Teaching- Professional Knowledge:** |
| **Reviewer comments** |
| **Feedback**, including: achievement and strengths; and areas for future development. |

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| **Feedback and review stage (end-cycle)** |
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| **Employee comments** |
| **Progress towards Domain of Teaching- Professional Knowledge:** |
| **Reviewer comments** |
| **Feedback**, including: achievement and strengths; and areas for future development. |
| **Domain of Teaching outcome** | ***Meets / Partially meets / Does not meet*** |

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| **Domain of Teaching: Professional Engagement** |
| “Teachers model effective learning. They identify their own learning needs and analyse, evaluate and expand their professional learning, both collegially and individually.Teachers demonstrate respect and professionalism in all their interactions with students, colleagues, parents/carers and the community. They are sensitive to the needs of parents/carers and can communicate effectively with them about their children's learning. Teachers value opportunities to engage with their school communities within and beyond the classroom to enrich the educational context for students. They understand the links between school, home and community in the social and intellectual development of their students” |
| **SMART goal** | **Strategies** | **Predicted evidence** |
|  |  |  |
| **Connection to Standards** *How will this goal demonstrate achievement of the Australian Professional Standards for Teachers?* |  |
| **School support, resources and/or development** *What will you need to learn/ what support will you require to achieve this goal?* |  |
| **Reviewer Comment- Start Cycle** |  |

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| **Professional practice and learning stage (mid-cycle)** |
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| **Employee comments** |
| **Progress towards Domain of Teaching- Professional Engagement:** |
| **Reviewer comments** |
| **Feedback**, including: achievement and strengths; and areas for future development. |

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| **Feedback and review stage (end-cycle)** |
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| **Employee comments** |
| **Progress towards Domain of Teaching- Professional Engagement:** |
| **Reviewer comments** |
| **Feedback**, including: achievement and strengths; and areas for future development. |
| **Domain of Teaching outcome** | ***Meets / Partially meets / Does not meet*** |

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| **Student outcomes-focused goal** |
| “Improving outcomes for students is the core purpose of teachers' work. The P & D approach is focused on teachers’ development across the Domains of Teaching to enhance their effectiveness in improving students' outcomes: their learning, engagement and wellbeing. The approach includes an explicit student outcome goal that takes into account teachers' development across the Domains of Teaching. Student achievement may refer to either absolute levels of learning attainment or the growth in learning that schools strive to ensure for each student. On average, all students should achieve at least one year’s learning growth in return for a year of schooling. Teachers should intervene early to ensure that all students make sufficient progress in their learning. Student engagement refers to the extent to which students feel 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 experience” |
| **SMART goal** | **Strategies** | **Predicted evidence** |
|  |  |  |
| **Connection to Standards** *How will this goal demonstrate achievement of the Australian Professional Standards for Teachers?* |  |
| **School support, resources and/or development** *What will you need to learn/ what support will you require to achieve this goal?* |  |
| **Reviewer Comment- Start Cycle** |  |

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| **Professional practice and learning stage (mid-cycle)** |
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| **Employee comments** |
| **Progress towards Student Outcome-Focused Goal:** |
| **Reviewer comments** |
| **Feedback**, including: achievement and strengths; and areas for future development. |

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| **Feedback and review stage (end-cycle)** |
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| **Employee comments** |
| **Progress towards Student Outcome-Focused Goal:** |
| **Reviewer comments** |
| **Feedback**, including: achievement and strengths; and areas for future development. |
| **Student outcomes-focused goal outcome** | ***Meets / Partially meets / Does not meet*** |

**Performance and development outcome**

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| **Reflection and goal-setting stage (start-cycle)** |
| *The performance and development plan has been agreed between the employee and reviewer* |
| Employee signature  |  | Date |  |
| Reviewer signature  |  | Date |  |
| Principal signature\*  |  | Date\* |  |

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| **Professional practice and learning (mid-cycle)**  |
| Mid cycle employee comments |
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| Mid cycle reviewer comments  |
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| **Feedback and review stage (end-cycle)**  |
| Overall employee comments |
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| Overall reviewer comments  |
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| Overall P&D outcome |  ***Meets / Does not meet*** |
| Employee signature |  | Date |  |
| Reviewer signature |  | Date |  |
| Principal signature\* |  | Date\* |  |

\*Required if reviewer is not Principal