VVSS PERFORMANCE DEVELOPMENT POLICY

PURPOSE

Performance and Development is an investment in people. It is a set of every-day practices that enable employees to continuously improve, ensure that their work is aligned to VVSS purpose and to recognise and celebrate achievements. It provides ongoing development to help employees realise their potential and to focus their efforts on outcomes and improvements that align with site priorities to benefit children and young people.
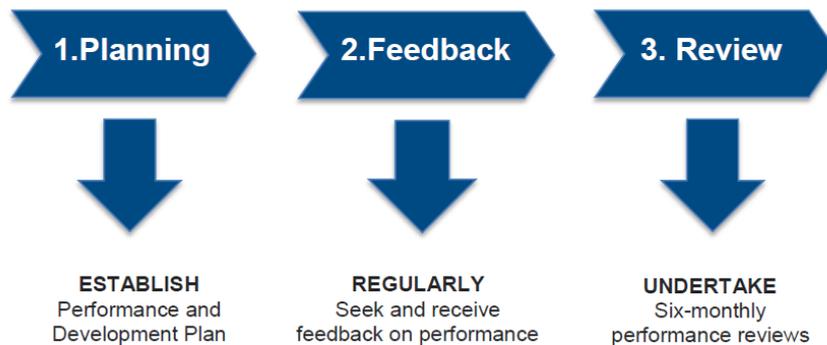
BENEFITS

- The Performance and Development Policy connects the work of Staff to the Site Improvement Plan of VVSS, and aitsl performance and professional standards through individualised planning, learning and accountability programs.

- All staff work with their line managers to establish and maintain clear objectives and a shared understanding and agreement about improvement priorities and what success looks like through the use of professional standards.

- Rich and robust conversations and feedback between staff and line managers provides all employees with guidance and direction to support the achievement of their goals, their development and their wellbeing.

- Performance and Development ensures that all employees are accountable for their contribution to outcomes for children and young people

REQUIREMENTS

All staff will work with line managers to establish an annual performance and development plan. All plans will be closely reviewed every 6 months, with an informal review conducted each term and feedback documented. Every plan will include the following elements:

- **Outcomes** – to be achieved are agreed providing clarity on individual contribution, and alignment to improvement priorities

- **Behaviours**- that help or hinder performance are discussed and strategies to enhance effectiveness are established

- **Development**-activities are discussed to facilitate achievement of work and career goals

- **Wellbeing**-considerations are discussed and support strategies explored to maximise engagement and effectiveness

PROCESS

1.Planning → **ESTABLISH** Performance and Development Plan

2.Feedback → **REGULARLY** Seek and receive feedback on performance

3. Review → **UNDERTAKE** Six-monthly performance reviews

1. **PLANNING**: Plans are established at the beginning of each performance development cycle (annually) to clarify expectations and focus effort on what needs to be achieved.

    a. Plans are to be documented on the ***teacher pdp template (leaders to use the leaders-pdp-template)***

    b. Clear SMART goals will be established which clarify individuals contribution and alignment to site improvement priorities

    c. Behaviours, wellbeing and learning which support staff improvement strategies need to be identified in the plan

2. **FEEDBACK**: Feedback occurs regularly throughout the year and connects planning and review by providing guidance, direction and support to identify and resolve challenges, improve performance and maintain focus on shared purpose and improvement priorities

    a. Particularly teachers and leaders, engage in collaborative learning and development activities with peers to share knowledge, de-privatise practice and improve professional capability. Such activities provide valuable opportunities to give and receive feedback that will inform performance and development processes. Other sources of feedback might include:

        i.   professional learning communities (incorporating action research and reflective practice)

        ii. observations by peers and leaders of classroom and professional practice

        iii. peer-to-peer feedback

        iv. networked/collaborative learning activity (eg use of data to drive instructional collective inquiry)

        v.   student feedback

        vi. child and student data (eg achievement, growth, attendance, wellbeing)

        vii. parent feedback.

    It is expected that a range of feedback strategies will be used to support the range of experiences and learning styles of staff

    b. Effective feedback should be evidence-based and follow the principles below

    Frequent – Give feedback regularly so that the employee has a shared understanding of their performance strengths and areas for development or improvement.

    Actionable – Make sure the recommended actions are within the control of the other person and that it helps them to do their job better.

Specific – Describe and focus on the actions and/or behaviours that the other person did (or did not do).

Timely – Give the feedback as soon as possible after the action or event. This maximises the impact of feedback on performance.

3. **REVIEW**: Reviews are documented every six-months to evaluate progress and recognise achievements against established outcomes and ensure plans remain current

    a. Six monthly review conversations provide an opportunity to:

        - track progress on how the employee is going towards achieving their work goals and provide appropriate recognition and support

        - identify any potential barriers or challenges that may require review or corrective action

        - discuss behaviours that are helping or hindering the achievement of work goals

        - assess the impact of learning and development activity and how it has been applied

        - check in on wellbeing and any new considerations

        - identify any additional support required to assist in the achievement of work and career goals

    b. Review conversations will be documented in the performance and development plan following six monthly reviews

        - *The performance development review conversation tool* can assist with the review stage

YEARLY CYCLE

All PDP plans need to be finalised and submitted (to line manager) by week 5 of term 1 of each calendar year. A 6 month review and documented feedback needs to be completed by the start of term 3 and the final detailed 12 month review should be completed by the end of term 4.
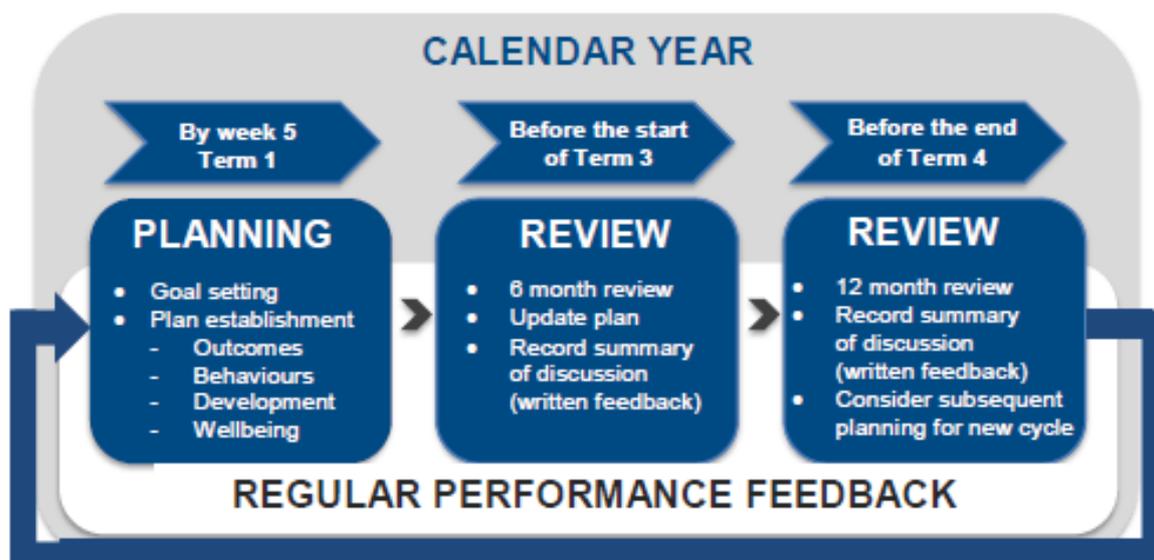
WHERE AM I CURRENTLY?

The aitsl web site has a wealth of resources to support your personal growth and development for both teachers and leaders. The website can be found at: https://www.aitsl.edu.au/.

It is recommended that you register on the site using your learnlink email. This will allow you to complete self-review assessments and book mark resources.

All teachers and leaders should:

1. Register on the site
2. Explore the teacher standards: https://www.aitsl.edu.au/teach/standards
3. Complete the Teacher Self-Assessment Tool, which will help narrow your focus on the areas of strengths and improvement. Link: https://www.aitsl.edu.au/teach/improve-practice/teacher-self-assessment-tool
4. Review your results and explore the resources identified.
5. The Teacher Standards provides extensive examples of evidence which demonstrates the skills required at each career stage and domain of teaching. This collection will provide an insight into the type of evidence you should be aiming for as evidence of your own development.
6. Leaders or aspiring leaders should also:
   a. Complete the Self-Reflection process, where you reflect on your leadership: https://www.aitsl.edu.au/lead-develop/develop-yourself-as-a-leader/reflect-on-your-leadership
   b. Complete the School Leader Self-Assessment Tool: https://www.aitsl.edu.au/lead-develop/develop-yourself-as-a-leader/school-leader-self-assessment-tool-aitsl

Attachments: (each attachment is a separate file in the PDP portfolio)

1. Line Management Structure 2019

2. Department for Education Performance and Development policy

3. Department for Education Performance and Development guideline

4. Department for Education Performance and Development FAQ

5. Teacher pdp template

6. Leaders pdp template

7. Performance development review conversation tool

8. Secondary teacher pdp example

9. Classroom sso pdp example

10. Administrative sso pdp example

11. Australian Professional Standards for Teachers