

Performance and Development Framework & Program Review



CLEMTON PARK PS

Reviewed March 2017

CONTEXT

2017 marks the start of a new performance and development cycle for principals, executives and teachers in NSW Public Schools, at CPPS it will be the first time we have used the PDP template.

All principals, executives and teachers are required to create an individualised Performance and Development Plan that includes a professional learning plan...and is required to be finalised by mid-term 1 of the school year. As it is our first year using the template (for 2016- end of Term 1). The PDP is finalised at a planning meeting between the staff member and the supervisor.”

At CPPS for 2017 (Second year of using the PDP template, the school will support the writing , the self assessment and annual Review of the goals) the timeline will be as follows:

- Term 1**
- Writing of PDP: A. Professional goals, B. Professional learning and C. Evidence section with supervisor (1.5 hours provided to develop goals)-week 7 (timetabled time)
 - 5 minute chat with Principal to discuss goals
 - Week 8 provide supervisor with your program and feedback will be given via program review checklist (own time)
- Term 2**
- Observation 1 (Buddy, RFF, Executive AP RFF, team teaching, Rel DP and/ or DP support
 - Supervisors and staff to meet to discuss program (not handed in-walk through) and to write Review-self assessment of the PDP (own time)-bring documented Observation notes
- Term 3**
- Observation 2 (Buddy, RFF, Executive AP RFF, team teaching, Rel DP and/ or DP support
 - Week 5 provide supervisor with your program and feedback will be given via program review checklist (own time)
 - write Review- self assessment of the PDP (own time)-bring documented Observation 2 notes
- Term 4**
- Supervisors and staff to meet to discuss program (not handed in-walk through) and to write Annual Review-of the PDP and the possible goals for 2017 (1 hour provided to develop goals)

PROGRAMS

TERM 1 AND 3 REVIEW

BOSTES

Programming is an important process in the teaching, learning and assessment cycle. It enables teachers to plan for the delivery of syllabus content and improve student learning outcomes. Programming is the process of selecting and sequencing learning experiences that cater for the diversity of student learning needs in a particular year and/or stage. The process of programming is typically shared in schools and offers an opportunity for collaboration, professional reflection and evaluation.

Teaching and learning programs are a record of planned learning experiences. The programs:

- reflect the needs, interests and abilities of students are based on syllabus outcomes and include a variety of teaching, learning and assessment activities, strategies and resources to address the learning needs of all students
- are flexible and dynamic documents that change in response to student learning needs, school context, teacher evaluation and feedback
- may include adjustments for students with special education needs
- can reflect school and sector priorities, values and initiatives
- are a record of how syllabus requirements are met.

CONSISTENCY

- All supervisors will collect/walk through programs:
 - Term 1 – week 8
 - Term 2 – walk through
 - Term 3 – week 5
 - Term 4 – walk through
- All supervisors will complete the Clemtown Park Public School feedback proforma in Terms 1 and 3. Feedback will be provided for program reviews for Terms 2 and 4, in the form negotiated by the supervisor and the teacher.

AVAILABILITY OF DOCUMENTATION

- Programs will be available at all times for inspection
- Programs are the property of DoE.

CPPS Program Review 2017 Classroom Teacher		
Checklist	Review Dates	
	Term 1-wk 8	Term 3 –wk 5
Title Page		
Behaviour Management <ul style="list-style-type: none"> - School - Class 		
Timetables <ul style="list-style-type: none"> - Class - School timetable 		
Student grouping		
Class Analysis <ul style="list-style-type: none"> - Class snapshot - Student Focus - Personalised Learning Support Plans (PLSPs) 		

English <ul style="list-style-type: none"> ❖ Speaking & Listening ❖ Reading and Viewing ❖ Writing & Representing ❖ Spelling, Grammar, Punctuation and Vocab ❖ Handwriting & Using Digital Technologies) 		
✓ Organisational Overview		
✓ Outcomes		
✓ Teaching & Learning Program and Resources		
✓ Planned Assessment		
✓ Evidence of Differentiation		
✓ Registration/Evaluation		
Mathematics <ul style="list-style-type: none"> ❖ Number & Algebra ❖ Measurement & Geometry ❖ Statistics & Probability ❖ Working Mathematically 		
✓ Organisational Overview		
✓ Outcomes		
✓ Teaching & Learning Program and Resources		
✓ Planned Assessment		
✓ Evidence of Differentiation		
✓ Registration/Evaluation		
Science & Technology <ul style="list-style-type: none"> ❖ Natural Environment/Made Environment ❖ Working Scientifically/Working Technologically 		
✓ Outcomes		
✓ Teaching & Learning Program and Resources		
✓ Planned Assessment		
✓ Evidence of Differentiation		
✓ Registration/Evaluation		

History <ul style="list-style-type: none"> ❖ Content ❖ Concepts ❖ Skills 		
✓ Outcomes		
✓ Teaching & Learning Program and Resources		
✓ Planned Assessment		
✓ Evidence of Differentiation		
✓ Registration/Evaluation		
Geography <ul style="list-style-type: none"> ❖ Content ❖ Concepts ❖ Skills ❖ Geographical Tools 		
✓ Outcomes		
✓ Teaching & Learning Program and Resources		
✓ Planned Assessment		
✓ Evidence of Differentiation		
✓ Registration/Evaluation		
Creative Arts <ul style="list-style-type: none"> ❖ Visual Arts ❖ Music ❖ Drama ❖ Dance 		
✓ Outcomes		
✓ Teaching & Learning Program and Resources		
✓ Planned Assessment		
✓ Evidence of Differentiation		
✓ Registration/Evaluation		
PDHPE <ul style="list-style-type: none"> ❖ Personal Development/Health ❖ Physical Education 		

✓ Outcomes		
✓ Teaching & Learning Program and Resources		
✓ Planned Assessment		
✓ Evidence of Differentiation		
✓ Registration/Evaluation		
General Comment		

CPPS Program Review 2017 Specialist Teacher		
Checklist	Review Dates	
	Term 1-wk 8	Term 3 –wk 5
Title Page		
Behaviour Management - School - Class		
Timetables - Specialist Timetable - School timetable		
Student grouping - K-6 Tier list		
Program Analysis - Program Focus - Personalised Learning Support Plans (PLSPs)		
Organisational Overview K-6		
ES1		
✓ Outcomes		
✓ Teaching & Learning Program and Resources		
✓ Planned Assessment		
✓ Evidence of Differentiation		
✓ Registration/Evaluation		
S1		
✓ Outcomes		
✓ Teaching & Learning Program and Resources		
✓ Planned Assessment		

✓ Evidence of Differentiation		
✓ Registration/Evaluation		
S2		
✓ Outcomes		
✓ Teaching & Learning Program and Resources		
✓ Planned Assessment		
✓ Evidence of Differentiation		
✓ Registration/Evaluation		
S3		
✓ Outcomes		
✓ Teaching & Learning Program and Resources		
✓ Planned Assessment		
✓ Evidence of Differentiation		
✓ Registration/Evaluation		
General Comment		

PLEASE NOTE: SUPPORTING DOCUMENT ATTACHED (Explanation of what is required under each section of the Review check list)

PERFORMANCE AND DEVELOPMENT PLANS

The PDP is developed through the collaboration and professional dialogue with colleagues and is based on the following documents:

- *'Australian Professional Standards for Teachers'*
- *'Australian Teacher Performance and Development Framework'*
- *'Australian Charter for the Professional Learning of Teachers and School Leaders'*

The PDP is to be viewed as a dynamic plan, open to amendment and adjustment
Goals

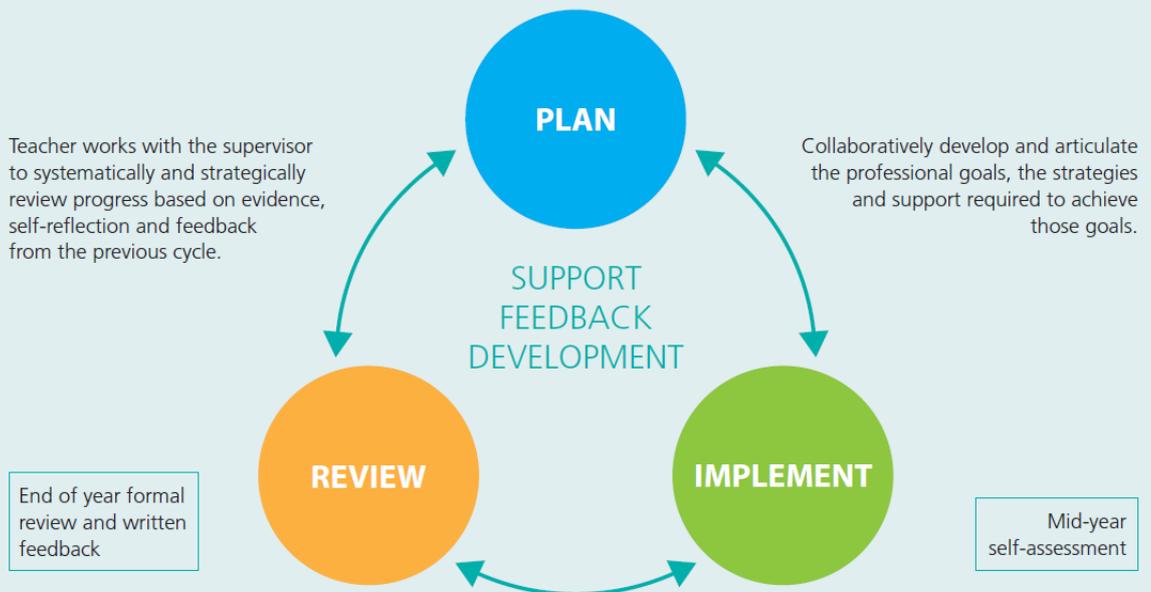
3-5 that take into account system and school priorities, personal teaching and career aspirations and accreditation requirements-

Goal 1: Created from Strategic Directions of CPPS (relate to *Australian Professional Standards for Teachers*)

Goal 2: Created from Grade or stage needs of CPPS (relate to *Australian Professional Standards for Teachers*)

Goal 3: : Created from own need (relate to *Australian Professional Standards for Teachers*)

Key phases of the annual performance and development process



Professional learning support for teachers and supervisors in:

- developing goals
- identifying appropriate evidence
- observing teaching
- giving and receiving effective feedback

1. PLAN

Basis for Goal setting

- The Great Teaching, Inspired Learning blueprint for action requires all teachers to have a professional learning plan that is aligned to the Professional Teaching Standards, career aspirations and teacher development and school priorities.
- A teacher's goals, and collaboratively-developed professional learning support, must take into account:
 - system priorities, such as new syllabuses
 - school priorities, such as strategic directions and whole school professional learning plan
 - personal teaching and career aspirations
 - accreditation requirements, where applicable.

Developing your own Goal

- Setting, monitoring and reviewing goals – three simple questions
- Where am I going? What are the goals?
- How am I going? What progress is being made toward the goals?
- Where to next? What do I need to do to achieve my goals?
- Teachers can document, in collaboration with their supervisor, short-term strategies that will directly support them to achieve their goals over the course of the performance cycle. This may include teaching strategies, capacity building, collaboration and professional learning.
- Teachers will also need to clearly nominate a range of evidence that will demonstrate the achievement of their performance and development goals. An agreement between the teacher and supervisor should be reached about

what will constitute success (and what the evidence will look like to demonstrate impact).

S	Specific	<ul style="list-style-type: none"> Specifically define what the teacher is expected to do/deliver. Avoid generalities and use action verbs as much as possible. The level of detail should reflect the teacher's experience and autonomy in the role.
M	Measureable	<ul style="list-style-type: none"> Identify how success will be measured – usually stated in terms of quantity, quality, timeliness or cost.
A	Actionable/ Achievable	<ul style="list-style-type: none"> Can the teacher successfully complete this goal with the skills, resources and time available to them? Are there factors beyond their control that need to be considered? <p>While considering whether a goal is actionable/achievable, the teacher's total set of goals must be considered. While each individual goal may be achievable, overall, the teacher may have more goals than they could reasonably be expected to successfully complete in the time and with the resources available to them.</p>
R	Realistic/ Relevant	<p>Ensure the goal is practical, results-oriented and within the teacher's realm of authority and capabilities.</p> <ul style="list-style-type: none"> Where appropriate, link the goal to a higher-level school goal, and ensure that the teacher understands how their goal and actions contribute to the attainment of the higher-level goals.
T	Time-bound	<ul style="list-style-type: none"> Specify when the goal needs to be completed.

2.IMPLEMENT

Evidence

- Identifying evidence to assess progress towards goals
- Collaboratively determined, systematically collected and sourced from everyday work
- Authentic and reliable
- Informed by the context of the school and the career stage of the teacher
- A minimum of one piece of evidence to demonstrate progress towards or achievement of each goal
- Evidence provides the basis for ongoing feedback, reflection and further development. It is an important tool that you can use to demonstrate your development to others
- Collecting and reviewing evidence helps you to understand your progress with respect to your performance and development goals throughout the cycle
- Importantly, it allows you to identify any additional or different action that is required in order to achieve your goals. Or alternately to recognise if there is a need to modify your goals
- Collection and analysis of evidence helps you to discuss what you have achieved as part of your annual performance review

3 .REVIEW

- The focus is to formally review the teacher's performance and development progress and achievement
- Explicit, constructive feedback to inform the next planning cycle
- Self assessment (mid-way through cycle) : *Term 2-Supervisors and staff to meet to discuss program (not handed in-walk through) and to write Review-self assessment of the PDP (own time)*
- and annual review (end of cycle)-*Term 4-Supervisors and staff to meet to discuss program (not handed in-walk through) and to write Annual Review-of the PDP and the possible goals for 2017 (1 hour provided to develop goals)*
- Self assessment is an opportunity to reflect on practice and progress towards goals, and to refine the PDP through the use of evidence and (if needed) to refocus on their goals
- Annual review is a structured discussion with the supervisor to review progress towards goals and an agreed written assessment. The written feedback can be developed collaboratively and should inform the development of the next PDP.

A. Professional Goals – Record at least three and no more than five goals

1	
2	
3	

B. Professional Learning – Record the activities and resources needed to support the achievement of professional goals. (100 words maximum)

C. Evidence – Record the types of evidence to be used to indicate progress towards achieving professional goals. (100 words maximum)

The teacher, executive or principal and supervisor are to sign below to indicate that the PDP has been sighted and the original has been retained by teacher, executive or principal.

Teacher/Executive/Principal signature

Supervisor signature

Date

Date

Optional comment (see Note 1)

IMPLEMENT

The performance and development cycle is a dynamic process characterised by ongoing feedback, reflection and refinement. Record any adjustments made to the PDP to meet the professional learning needs of the teacher. (100 words maximum)

REVIEW

Self-Assessment

A self-assessment is to be conducted by teachers, executives and principals mid-way through the annual performance and development cycle. It provides for reflection on teaching and/or leadership practice, assessment of progress towards achieving professional goals, evaluation of professional learning, and for the PDP to be refined and adjusted if necessary. (200 words maximum)

The teacher, executive or principal and supervisor are to sign below to indicate that the self-assessment has been sighted and the original has been retained by teacher, executive or principal.

Teacher/Executive/Principal signature

Supervisor signature

Date

Date

Optional comment (see Note 1)

Annual Review

At the end of the annual performance and development cycle, teachers, executives and principals participate in a structured discussion with their supervisor to facilitate a review on progress towards achieving professional goals. This will include an agreed written assessment, informing the next performance and development cycle. (200 words maximum)

The teacher, executive or principal and supervisor are to sign below to indicate that the Annual Review has been sighted and the original has been retained by teacher, executive or principal.

Teacher/Executive/Principal signature

Supervisor signature

Date

Date

Optional comment (see Note 1)

Note 1: Where either party wishes to comment on the performance and development process, this should be recorded in the relevant section.

Note 2: The original copy of this documentation should be retained by the teacher, executive or principal to whom it pertains. A copy should be retained and stored securely at the workplace. Documentation practices should be consistent with the NSW Department of Education and Communities' Record Management Program.

SUPPORT DOCUMENT

**CPPS Program Review 2016
Classroom Teacher**

Checklist	EXPLANATION
Title Page	Class, Teacher, Year
Behaviour Management <ul style="list-style-type: none"> - School - Class 	<u>School</u> <ul style="list-style-type: none"> - Discipline & Awards Policy <u>Class</u> <ul style="list-style-type: none"> - Reward system e.g. table points, class dojo...
Timetables <ul style="list-style-type: none"> - Class - School timetable 	<u>Class</u> <ul style="list-style-type: none"> - Class timetable indicating STLA, CL, LAP, EAL/D and other support times Or include STLA, CL, LAP, EAL/D and other support timetables separately <u>School</u> <ul style="list-style-type: none"> - Whole school timetable - SLSO Timetable
Student grouping	<ul style="list-style-type: none"> - Grade student grouping (Anna Skribias 'Timetable) - Grade EAL/D, STLA, LAP Groups Timetable (Pauls)
Class Analysis <ul style="list-style-type: none"> - Class snapshot - Student Focus - Personalised Learning Support Plans (PLSPs) 	<u>Class Snapshot</u> <ul style="list-style-type: none"> - Brief overview of specific needs identified, e.g. behaviour, medical, early assessment – learning needs, enrichment, Aboriginal, LBOTE and special circumstances – family situation, religious considerations <u>Student Focus</u> <ul style="list-style-type: none"> - Identify students' needs throughout the year, e.g. emotional, social, physical, academic, work habits (may be done on a class list) <u>PLSP's</u> <ul style="list-style-type: none"> - include individual plans for identified special needs students and Aboriginal students (include risk management plans where applicable)
English <ul style="list-style-type: none"> ❖ Speaking & Listening ❖ Reading and Viewing ❖ Writing & Representing ❖ Spelling, Grammar, Punctuation and Vocab ❖ Handwriting & Using Digital Technologies) 	
✓ Organisational Overview	An overview blurb of how you teach this KLA, may include: <ul style="list-style-type: none"> - How many sessions a week? - Who comes in to support you?
✓ Outcomes	<ul style="list-style-type: none"> - From syllabus, could take the form of either top of unit/ photocopied from syllabus and ticked/highlighted/listed
✓ Teaching & Learning Program and Resources	<ul style="list-style-type: none"> - Plan and implement well-structured and sequenced teaching and learning programs (worksheets not included)
✓ Planned Assessment	<ul style="list-style-type: none"> - Explanation of assessment task/s

✓ Evidence of Differentiation	<ul style="list-style-type: none"> - Groupings - How you modify teaching/learning experiences, includes a range of activities and resources appropriate for students with different learning needs and levels of achievement
✓ Registration/Evaluation	<ul style="list-style-type: none"> - Tick/highlight, date and evaluate if necessary
Mathematics <ul style="list-style-type: none"> ❖ Number & Algebra ❖ Measurement & Geometry ❖ Statistics & Probability ❖ Working Mathematically 	
✓ Organisational Overview	<p>An overview blurb of how you teach this KLA, may include:</p> <ul style="list-style-type: none"> - How many sessions a week? Who comes in to support you?
✓ Outcomes	<ul style="list-style-type: none"> - From syllabus , could take the form of either top of unit/ photocopied from syllabus and ticked/highlighted/listed
✓ Teaching & Learning Program and Resources	<ul style="list-style-type: none"> - Plan and implement well-structured and sequenced teaching and learning programs (worksheets not included)
✓ Planned Assessment	<ul style="list-style-type: none"> - Explanation of assessment task/s
✓ Evidence of Differentiation	<ul style="list-style-type: none"> - Groupings How you modify teaching/learning experiences, includes a range of activities and resources appropriate for students with different learning needs and levels of achievement
✓ Registration/Evaluation	<ul style="list-style-type: none"> - Tick/highlight, date and evaluate if necessary
Science & Technology <ul style="list-style-type: none"> ❖ Natural Environment/Made Environment ❖ Working Scientifically/Working Technologically 	
✓ Outcomes	<ul style="list-style-type: none"> - From syllabus , could take the form of either top of unit/ photocopied from syllabus and ticked/highlighted/listed
✓ Teaching & Learning Program and Resources	<ul style="list-style-type: none"> - Plan and implement well-structured and sequenced teaching and learning programs (worksheets not included)
✓ Planned Assessment	<ul style="list-style-type: none"> - Explanation of assessment task/s
✓ Evidence of Differentiation	<ul style="list-style-type: none"> - Groupings How you modify teaching/learning experiences, includes a range of activities and resources appropriate for students with different learning needs and levels of achievement
✓ Registration/Evaluation	<ul style="list-style-type: none"> - Tick/highlight, date and evaluate if necessary
History <ul style="list-style-type: none"> ❖ Content ❖ Concepts ❖ Skills 	
✓ Outcomes	<ul style="list-style-type: none"> - From syllabus , could take the form of either top of unit/ photocopied from syllabus and ticked/highlighted/listed

✓ Teaching & Learning Program and Resources	- Plan and implement well-structured and sequenced teaching and learning programs (worksheets not included)
✓ Planned Assessment	- Explanation of assessment task/s
✓ Evidence of Differentiation	- Groupings How you modify teaching/learning experiences, includes a range of activities and resources appropriate for students with different learning needs and levels of achievement
✓ Registration/Evaluation	- Tick/highlight, date and evaluate if necessary
Geography ✦ Content ✦ Concepts ✦ Skills ✦ Geographical Tools	
✓ Outcomes	- From syllabus , could take the form of either top of unit/ photocopied from syllabus and ticked/highlighted/listed
✓ Teaching & Learning Program and Resources	- Plan and implement well-structured and sequenced teaching and learning programs (worksheets not included)
✓ Planned Assessment	- Explanation of assessment task/s
✓ Evidence of Differentiation	- Groupings How you modify teaching/learning experiences, includes a range of activities and resources appropriate for students with different learning needs and levels of achievement
✓ Registration/Evaluation	- Tick/highlight, date and evaluate if necessary
Creative Arts ✦ Visual Arts ✦ Music ✦ Drama ✦ Dance	
✓ Outcomes	- From syllabus , could take the form of either top of unit/ photocopied from syllabus and ticked/highlighted/listed
✓ Teaching & Learning Program and Resources	- Plan and implement well-structured and sequenced teaching and learning programs (worksheets not included)
✓ Planned Assessment	- Explanation of assessment task/s
✓ Evidence of Differentiation	- Groupings How you modify teaching/learning experiences, includes a range of activities and resources appropriate for students with different learning needs and levels of achievement
✓ Registration/Evaluation	- Tick/highlight, date and evaluate if necessary
PDHPE ✦ Personal Development/Health ✦ Physical Education	
✓ Outcomes	- From syllabus , could take the form of either top of unit/ photocopied from syllabus and

	ticked/highlighted/listed
✓ Teaching & Learning Program and Resources	- Plan and implement well-structured and sequenced teaching and learning programs (worksheets not included)
✓ Planned Assessment	- Explanation of assessment task/s
✓ Evidence of Differentiation	- Groupings How you modify teaching/learning experiences, includes a range of activities and resources appropriate for students with different learning needs and levels of achievement
✓ Registration/Evaluation	- Tick/highlight, date and evaluate if necessary
General Comment	

<h2 style="margin: 0;">CPPS Program Review 2016</h2> <h3 style="margin: 0;">Specialist Teacher</h3>	
Checklist	EXPLANATION
Title Page	Teacher, Year, Name of Specialist Program
Behaviour Management - School - Class	<u>School</u> - Discipline & Awards Policy <u>Class</u> - Reward system e.g. table points, class dojo...
Timetables - Specialist timetable - School timetable	<u>Specialist timetable</u> <u>School</u> - Whole school timetable - SLSO Timetable
Student grouping - K-6 Tier list	- Grade student grouping (Anna Skribias' Timetable) Grade EAL/D, STLA, LAP Groups Timetable (Pauls) where applicable
Program Analysis - Program Focus - Personalised Learning Support Plans (PLSPs)	<u>Program Focus</u> - Identify students' needs throughout the year, e.g. emotional, social, physical, academic, work habits- 1 or 2 students from each group you take <u>PLSP's</u> - Copy of risk management, health plans, behaviour plans
Organisational Overview K-6	- An overview blurb of how you teach this program
ES1	
✓ Outcomes	- From syllabus, could take the form of either

	top of unit/ photocopied from syllabus and ticked/highlighted/listed
✓ Teaching & Learning Program and Resources	- Plan and implement well-structured and sequenced teaching and learning programs (worksheets not included)
✓ Planned Assessment	- Explanation of assessment task/s
✓ Evidence of Differentiation	- Groupings (where applicable) - How you modify teaching/learning experiences, includes a range of activities and resources appropriate for students with different learning needs and levels of achievement
✓ Registration/Evaluation	- Tick/highlight, date and evaluate if necessary
S1	
✓ Outcomes	- From syllabus , could take the form of either top of unit/ photocopied from syllabus and ticked/highlighted/listed
✓ Teaching & Learning Program and Resources	- Plan and implement well-structured and sequenced teaching and learning programs (worksheets not included)
✓ Planned Assessment	- Explanation of assessment task/s
✓ Evidence of Differentiation	- Groupings (where applicable) - How you modify teaching/learning experiences, includes a range of activities and resources appropriate for students with different learning needs and levels of achievement
✓ Registration/Evaluation	- Tick/highlight, date and evaluate if necessary
S2	
✓ Outcomes	- From syllabus , could take the form of either top of unit/ photocopied from syllabus and ticked/highlighted/listed
✓ Teaching & Learning Program and Resources	- Plan and implement well-structured and sequenced teaching and learning programs (worksheets not included)
✓ Planned Assessment	- Explanation of assessment task/s
✓ Evidence of Differentiation	- Groupings (where applicable) - How you modify teaching/learning experiences, includes a range of activities and resources appropriate for students with different learning needs and levels of achievement
✓ Registration/Evaluation	- Tick/highlight, date and evaluate if necessary
S3	
✓ Outcomes	- From syllabus , could take the form of either top of unit/ photocopied from syllabus and ticked/highlighted/listed
✓ Teaching & Learning Program and Resources	- Plan and implement well-structured and sequenced teaching and learning programs (worksheets not included)
✓ Planned Assessment	- Explanation of assessment task/s

<p>✓ Evidence of Differentiation</p>	<ul style="list-style-type: none"> - Groupings (where applicable) - How you modify teaching/learning experiences, includes a range of activities and resources appropriate for students with different learning needs and levels of achievement
<p>✓ Registration/Evaluation</p>	<ul style="list-style-type: none"> - Tick/highlight, date and evaluate if necessary
<p>General Comment</p>	