Every student succeeding
State Schools Strategy 2014–2018

Queensland State Schools Annual
Performance Review process for teachers

Overview
Queensland State Schools Annual Performance Review process for teachers

Implementation of this process is supported by the Queensland State Schools Annual Performance Review process for teachers – A step-by-step guide to assist teachers and their supervisors to complete the Annual Performance Development Plan (APDP) for teachers.

These documents should be read in conjunction with the joint statements between the department and the Queensland Teachers’ Union in relation to:
- the Annual Performance Review process for teachers
- collegial engagement in classrooms
- transition to the Australian Professional Standards for Teachers (APST) within the Developing Performance Framework.

These documents can be found at education.qld.gov.au/staff/development/performance/library/index.html

The Annual Performance Review (APR) process for teachers in Queensland state schools builds on the success of the Developing Performance Framework to:
- grow the capability of the teaching workforce
- strengthen the performance-focused culture in schools
- strengthen the focus of professional learning on identified school and system priorities.

The APR process applies to teachers employed under the Department of Education, Training and Employment State School Teachers’ Certified Agreement 2012 (to be read in conjunction with Teachers’ Award – State 2012) with the exception of certified officers and is to be implemented in accordance with the joint statement on the annual teacher performance review process agreed to by the department and the Queensland Teachers’ Union.

The process
The process comprises three distinct phases:
1. Reflection and goal setting.
2. Professional practice and learning.
3. Feedback and review.
The three phases are to be implemented over a 12-month cycle. Schools have flexibility to determine the timing of the commencement of the cycle. The process contains the essential elements articulated within the Australian Teacher Performance and Development Framework:

- All teachers will have a set of documented and regularly reviewed goals related to both performance and development, and ways of gauging progress towards them that are agreed with the principal or delegated supervisor.
- All teachers will be supported in working towards their goals including access to high quality professional learning.
- Reflection on teacher performance will come from multiple sources and include, as a minimum, data showing impact on student outcomes, information based on direct observation of teaching, and evidence of collaboration with colleagues.
- All teachers will receive regular formal and informal feedback on their performance, including a formal review against their performance and development goals at least annually, with verbal and written feedback being provided to the teacher. Formal feedback conversations should not occur more than four times within the 12-month cycle.

Phase 1: Reflection and goal setting

At the commencement of the process, all teachers will develop an APDP which will be a record of agreed goals, actions to achieve these goals and indicators of success. The plan will form the basis for ongoing formal and informal performance discussions between the teacher and their supervisor throughout the cycle. A template and supporting materials are available to guide schools in development of the plan.

It is mandatory for all teachers employed in a permanent capacity or under temporary arrangements of one term or longer to have an APDP. Principals have discretion in regard to teachers employed under other arrangements (such as, short-term, temporary, casual), however all teachers are able to access professional learning and support for the duration of their engagement.

Goals are to be based on the school’s shared view of effective teaching derived from the APST, and reflective of context.

In the initial discussion with the supervisor, all elements of the APST should be considered. However, teachers and their supervisor should limit the plan to the establishment of up to three performance development goals, and may agree to select one from each of the domains of teaching that frame the APST (Professional Knowledge, Professional Practice and Professional Engagement).

The SMART approach to developing goals, which many schools have applied within the Developing Performance Framework, is a useful model for goal and success indicator formulation. This approach provides a process for rendering goals that are Specific, Measurable, Achievable, Relevant and Time-phased. Self-reflection should be a foundation for the setting of goals. The Australian Institute for Teaching and School Leadership (AITSL) is one source of resources to support teachers in this reflection. This self-reflection should include consideration of the teacher’s current performance against each of the domains of teaching that frame the APST.

At this time, the supervisor should also reflect upon the teacher’s current performance against each of the domains of teaching that frame the APST and provide this as feedback during the initial discussions with the teacher.

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The plan will therefore include agreement on performance goals framed within up to three agreed focus areas of performance development, actions required to achieve the agreed performance development, and indicators of success.

**Phase 2: Professional practice and learning**

During this phase, the teacher will work independently and be supported by the supervisor to undertake professional learning (formal or informal) to support the achievement of the planned goals. Engaging in planned professional learning is a major strategy for improving teaching practice. The plan should outline agreed professional learning opportunities to support the achievement of identified goals and to grow professional capability.

Teachers will also identify and reflect on evidence that provides insight into the effectiveness of their practice. This should occur in a context of frequent formal and informal feedback.

The complex work of teaching generates a rich and varied range of evidence that can inform meaningful evaluations of practice for both formative and summative purposes. While teachers will not be required to develop portfolios of evidence when formulating the plan, both the teacher and the supervisor will identify and agree upon the appropriate evidence required and the means for obtaining this.

Sources of evidence may include:

- evidence of the impact of teaching on student outcomes
- direct observation of teaching
- evidence of the teacher’s impact on colleagues and the school as a whole
- student feedback
- peer feedback
- parent feedback
- teacher self-assessment
- evidence of participation in professional learning and teacher reflection on its impact
- existing data systems (for example, OneSchool).

It is important to note the need to ensure sources of evidence avoid simplistic approaches that tie evaluation of teaching to single outcome measures. The APST acknowledges that student outcomes include student learning, engagement in learning and personal wellbeing, and that these can be measured in a variety of ways.

Research shows that observation of classroom teaching, linked to timely and useful feedback that focuses on improvement, is a particularly useful tool for teacher development and is the most commonly used form of evidence across Organisation of Economic Co-operation and Development (OECD) countries. Classroom observations should be aligned to goals and conducted in accordance with the joint statement on collegial engagement in classrooms.

**Phase 3: Feedback and review**

Timely, frequent and improvement-focused feedback supports teachers’ efforts to improve their practice, guides choices about professional learning informs reflection on and revision of performance development goals.

The APR process will include ongoing formal and informal feedback and coaching throughout the 12-month cycle. It will culminate in a formal performance development review and reflection on a teacher’s performance against their planned performance development goals conducted by the supervisor using multiple sources of evidence identified during the review period. This will include verbal and written feedback that provides a basis for reflection to inform the next cycle.

This feedback will indicate whether the teacher has met the expectations established during the process. Expectations may not be met for a range of reasons including contextual changes within a student cohort. The supervisor may also provide feedback to the teacher where the evidence indicates the teacher’s performance has exceeded expectation against the agreed goals or where performance has not met expectations.

Where expectations are not met, the teacher and their supervisor will use the outcomes of the process as the basis for discussions to commence the next cycle of the process.

This process is separate and distinct from procedures for the management of unsatisfactory performance.