A joint statement from the Department of Education, Training and Employment and the Queensland Teachers' Union

The annual teacher performance review process

This joint statement should be read in conjunction with the joint statements between the department and the Queensland Teachers' Union in relation to:

- collegial engagement in classrooms
- application of the Australian Professional Standards for Teachers within the Developing Performance Framework.

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

The Department of Education, Training and Employment and the Queensland Teachers' Union are committed to using the annual teacher performance review process so that all teachers have a current annual performance development plan in place each year.

The process is aligned with the Australian Teacher Performance and Development Framework, and is the mechanism through which developing performance conversations and planning occur to ensure continual improvement in teaching.

As such, this joint statement should be read in conjunction with the 2013 joint statement from the department and the Queensland Teachers' Union on the Transition to the Australian Professional Standards for Teachers within the Developing Performance Framework.

The teacher performance review process comprises three distinct phases:

1. Reflection and goal setting
2. Professional practice and learning
3. Feedback and review

Schools will implement the three phases with staff over a 12-month cycle and will have flexibility to determine when the cycle commences. The Australian Professional Standards for Teachers (the standards), used in conjunction with the teacher performance review process, offer a frame through which developing performance planning and conversations can occur.

According to the Australian Institute for Teaching and School Leadership (AITSL), the standards define the work of teachers and make explicit the elements of high quality, effective teaching in 21st century schools that will improve educational outcomes for students. The standards also inform the development of professional learning goals, provide a framework by which teachers can judge the success of their learning, and assist self-reflection and self-assessment. This is articulated over four career stages: Graduate, Proficient, Highly Accomplished and Lead. It is anticipated that most teachers in Queensland state schools will focus on either the Graduate or Proficient stages of the standards, while the Highly Accomplished and Lead career stages provide aspirational scope for teachers.

Using the standards and the teacher performance review process, teachers will also identify and reflect on evidence that provides insight into the effectiveness of their practice. 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.

Evidence may draw on a range of information relating to the impact of teaching on student outcomes. It is important that sources of evidence avoid simplistic approaches that tie evaluation of teaching to single outcome measures. The standards acknowledge that student outcomes include student learning, engagement in learning and personal well-being, and that these can be measured in a variety of ways including teacher self-assessment, direct observation of teaching (see joint statement on collegial engagement in classrooms) and analysis from data systems such as OneSchool.

Evidence used as a basis for the annual teacher performance review process must relate to the areas of development identified in the plan. Consequently evidence used for reflection on performance and development of teachers will align to the goals and be jointly agreed.
Teachers will analyse and use data in conjunction with other evidence to inform discussion and evaluation of learning and teaching to identify interventions and modify teaching practice. Data, particularly single set data, is not to be used as the only source of evidence for discussion and review of interventions and teaching practice.

The principal or their delegate will provide ongoing formal and informal feedback, access to professional development and coaching for staff throughout their 12-month teacher performance review cycle. Formal feedback conversations should not occur more than four times within the 12-month cycle. The process will culminate in a formal performance and development review and reflection on a teacher's progress toward their planned performance and development goals using multiple sources of evidence identified during the review period.

This feedback will indicate whether the teacher has met the expectations and agreed goals established during Phase 1 of the process. Expectations may not be met for a range of reasons, including contextual changes within a student group. The principal or delegate may provide feedback to the teacher where the evidence indicates the teacher's performance has exceeded or not yet met expectations against the agreed goals.

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

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