Every student succeeding
State Schools Strategy 2014–2018

Queensland State Schools Annual Performance Review process for heads of program:

- Heads of curriculum
- Heads of special education services
- Guidance officers
- Master teachers
- Heads of department

Overview
To achieve the broad educational and social commitments outlined within the *Every student succeeding: State Schools Strategy 2014-2018*, the department has implemented a revised performance development process for heads of program in Queensland state schools.

This process will build on the success of the implementation of the *Developing Performance Framework* process through the various Leadership and Capability Frameworks to:
- grow the capability of the teaching and leadership workforce
- strengthen the performance-focused culture in schools
- strengthen the focus of professional learning on professional, school and system priorities.

Implementation of the Annual Performance Review process for heads of program is planned to commence in October 2015, after completion of a trial, and supported through a comprehensive communication and professional learning strategy. All eligible heads of program (those permanently appointed or relieving above level for six months or longer) will be required to commence a full cycle of the process in 2016. This process will apply to heads of program employed under the *Department of Education and Training State School Teachers’ Certified Agreement 2012* (to be read in conjunction with *Teachers’ Award – State 2012*).

The process

The process comprises three distinct phases, as identified in diagram 1:
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. Heads of program will have flexibility to determine the timing of the commencement of the cycle (in consultation with their supervisor).

The process will be framed against the *Australian Professional Standards for Teachers (APST)* and, where appropriate, the *Australian Professional Standard for Principals and the Leadership Profiles*. Reflection on performance throughout the process will be aligned to the relevant head of program role description and against the APST and, where appropriate, the Australian Professional Standard for Principals (APSP) and the Leadership Profiles. Heads of program may reflect against higher levels of the relevant standards as an aspirational framework. The principal or supervisor may also acknowledge leadership excellence by providing feedback where it is believed a head of program’s performance appears to be at or approaching the aspirational APSP Leadership Profiles.

The process comprises three distinct phases, as identified in diagram 1:

1. **Reflection and goal setting**
   - Australian Professional Standards for Teachers (APST)
   - Australian Professional Standard for Principals (APSP)
   - Leadership Profiles
   - Reflection on performance
   - Identify evidence
   - Professional learning and coaching

2. **Professional practice and learning**
   - Local context and priorities
   - Improve leadership capability
   - Reflect on evidence
   - Improve teaching capability
   - Identify evidence
   - Reflect on evidence
   - Professional learning and coaching

3. **Feedback and review**
   - Verbal and written feedback
   - Discussion and reflection
   - Performance-focused culture centred on identified student needs
   - Improve teaching capability
   - Reflect on evidence
   - Improve leadership capability
   - Reflect on evidence

All heads of program will have a set of up to three documented and regularly reviewed goals relating to their performance development and aligned to their school priorities. There will also be ways of ascertaining progress towards these goals, as indicators of success, agreed with the supervisor. All heads of program will be supported in working towards their goals, including through access to high quality professional learning and support or coaching.
All heads of program will receive regular formal and informal feedback on their performance. This includes a formal review against their performance development goals at least annually, with verbal and written feedback being provided. Review of a head of program’s performance will come from multiple sources. There can be up to, but not exceeding, four formal feedback reviews of the plan per cycle.

It should be noted that the process will be separate and distinct from the process for Managing Unsatisfactory Performance.

Annual Performance Development Plan

At the commencement of the process, all heads of program will generate an Annual Performance Development Plan (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 head of program and their supervisor throughout the cycle. Templates and supporting documents will be provided to heads of program and supervisors for use in the development of the plan.

It will be mandatory for all heads of program employed in a permanent capacity, or acting for a period of six months or longer, to have a plan and to have access to professional learning and support for the duration of their engagement.

Phase 1: Reflection and goal setting

At the commencement of the process, all heads of program, in collaboration with their supervisor, will create performance development goals reflective of their context and based on the APST and, if appropriate, the APSP and the Leadership Profiles. In the initial discussion with their supervisor, all elements of the standards should be considered. However, heads of program and their supervisors should limit their plan to the establishment of up to three performance development goals. The SMART approach to developing goals 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.

Reflection should be a foundation for the setting of goals. The Australian Institute for Teaching and School Leadership (AITSL) online self-assessment tool for teachers and online self-reflection tool for principals and school leaders, the APST, the APSP and the Leadership Profiles are all possible resources to support self-reflection. A head of program’s self-reflection should include consideration of their role description and current performance against each of the domains of teaching that frame the standards, as well as other reflection tools relevant to their specific role. At this time, the supervisor should also reflect upon the head of program’s current performance against each of the domains of teaching that frame the APST and, if applicable, the APSP and the Leadership Profiles and provide this as feedback during initial discussions.

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

Heads of program 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 work of teaching and leadership generates a rich and varied range of evidence that can inform meaningful evaluations of practice. While heads of program will not be required to develop portfolios of evidence, they should work with their supervisor to identify the agreed appropriate evidence required as indicators of success, and the means for obtaining this.

Evidence of teaching and leadership performance may be seen in the behaviours or actions of the staff, students and school community. Illustrative examples of best practice may include, but are not limited to:

- evidence of the impact of teaching on student outcomes
- direct observation of teaching
- evidence of the head of program's impact on colleagues and the school as a whole
- stakeholder feedback
- head of program self-assessment
- evidence of participation in professional learning, including collaboration with other school leaders
- celebrating school success.

It is important to note the need to ensure sources of evidence avoid simplistic approaches that tie evaluation of teaching and leadership to single outcome measures.

Phase 3: Feedback and review

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

There will be ongoing formal and informal feedback and coaching throughout the 12-month cycle. This will culminate in a formal performance development review and reflection against planned performance development goals. This is conducted by the supervisor with the head of program using multiple sources of evidence identified during Phase 1.

The APDP includes the provision of verbal and written feedback which provides a basis for reflection to inform the next cycle.

This feedback will indicate whether the head of program has met the expectations established during the process. The supervisor may also provide feedback to the head of program where performance has exceeded or not met expectations. The outcomes of the process will be used as the basis for discussions to commence the next cycle of the process.