A joint statement from

Education Queensland and the Queensland Teachers’ Union

Developing Performance Framework

The Department of Education and Training (DET) and the Queensland Teachers’ Union (QUT) are committed to promoting the professionalism and performance of Queensland teachers employed by DET.

In 2005 an agreement was reached on the use of the Professional Standards for Teachers. The parties now agree to the implementation of the Developing Performance Framework (the framework) in all DET schools and other DET workplaces where teachers are employed across the state. Though the framework was developed for use by all Education Queensland (EQ) employees, this statement applies only to teachers (including principals and other promotional positions), and to community and assistant teachers.

DET has been developing the framework since 2005 in full consultation with the QTU as well as other stakeholders. The framework was trialled in 16 schools from mid 2006, and from mid 2007 a further 31 schools of various types and locations took part in the trial.

The framework is founded on the joint belief that — given the opportunity — professional teachers seek to develop their skills, knowledge and performance throughout their careers. They do this to achieve personal satisfaction, improve the educational outcomes for Queensland students and assist their teaching colleagues.

Therefore, the focus of the framework is on developing performance as a positive form of performance management. It provides the process and tools for teachers and their leaders to negotiate agreed work and individual career development goals and the professional development and support they need to achieve them. Given this aspirational focus, the framework is separate from procedures for the management of unsatisfactory performance.

In establishing and implementing the framework, each school or workplace should adopt an approach that is appropriate to its needs. Unlike traditional supervisory models of individual performance appraisal, the framework supports group, team, collegial and mentoring approaches to the process of developing performance. These approaches are recommended because they offer the desirable outcome of schools and teachers operating in a collegial manner to share responsibility and build a culture of supported professionalism.

The framework is not intended to be an instrument of work intensification for teachers or leaders, nor merely an exercise in compliance. Rather, it is an opportunity for teachers and leaders to continue to develop their capabilities for their own professional interest and the benefit of Queensland students.

The framework includes a cyclical process of negotiating and implementing an agreement that covers three aspects:

- key work tasks for the period of the agreement and expectations of employees
- activities directed towards furthering employees’ career goals
- support or professional development necessary to support the achievement of work and career goals.

At the heart of the process is a genuine negotiation that takes these aspects into account, including a realistic assessment of workload implications for the individual or team, and the school’s or work unit’s capacity to provide the resources necessary to support the achievement of the goals articulated in the agreement.

The agreed capability documents that also form a part of the framework provide a reference point for the negotiation of agreements. The Department and the Union remain committed to amending these documents by agreement as necessary to maintain their currency:

- For classroom teachers and those with a predominantly classroom role, the Professional Standards for Teachers is the reference point.
- For principals and deputy principals, the key capability document is Leadership Matters.
- For beginning teachers who have not achieved full registration, the Department and Union acknowledge the Queensland College of Teachers’ Professional Standards for Queensland Teachers issued in 2006 as the agreed reference point.

The Developing Performance Framework is intended to:

- be the agreed approach for an annual process to establish expectations and review performance for school leadership positions referred to in the Department of Education and the Arts Teachers’ Certified Agreement 2006
- support teachers to meet the requirements of the Queensland College of Teachers for renewal of registration by facilitating the recording and reporting of continuing professional development through an approved employer arrangement or on an individual basis
- contribute to the goals of the National Partnership Agreement on Improving Teacher Quality among state, territory and the Commonwealth governments
- meet the requirements of the Public Service Commission Directive regarding performance development.

Comprehensive induction for leaders and teachers is essential if the framework is to achieve its objectives. Accordingly, the framework will be phased in by agreement, subject to the capacity to induct employees across the state. In future, induction into the Developing Performance Framework will form part of the induction of all new EQ employees.

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