



Department of Education and
Early Childhood Development

Human Resources

Performance and Development Guide Teacher Class



PERFORMANCE AND DEVELOPMENT GUIDE

TEACHER CLASS

CONTENTS	PAGE
OVERVIEW	2
ROLES AND RESPONSIBILITIES	3
PERFORMANCE AND DEVELOPMENT CYCLE	4
Commencement of the cycle	5
Mid-cycle review	7
Notification requirements	8
Preparing for assessment	8
Performance assessment	8
SALARY PROGRESSION	10
Eligible service	10
Progression	10
Non-progression	10
Graduate teachers	11
Probation and/or VIT registration processes	11
UNSATISFACTORY PERFORMANCE	11
GRIEVANCES	11
APPENDIX: PROFESSIONAL STANDARDS AND INDICATORS OF PERFORMANCE	12
Graduate teacher	12
Accomplished teacher	14
Expert teacher	17
Leading Teacher	19

OVERVIEW

An effective school system provides all school staff, including principals, with feedback on their performance that is objective, constructive and can be acted upon and provides opportunities for staff to learn and grow. Within this context the [Victorian Government Schools Agreement 2008](#) provides that:

Increasing the educational attainment of all Victorian children requires a commitment to support teachers to fulfil their responsibilities in the professional contexts in which they work. This will require all members of the workforce to maintain the currency of their knowledge base in order to continually adapt to the dynamic nature of the external environment and the diverse nature of the student cohorts who attend government schools. The commitments set out below reflect the centrality of teacher practice in improving school performance and student outcomes. The knowledge base of teachers about high quality instruction and the intellectual rigour and quality of the content students are exposed to will ultimately determine the quality of outcomes achieved by the system.

An explicit commitment in the [Victorian Government Schools Agreement 2008](#) is to system performance and development processes that recognise and affirm high performance, address underperformance and value continuous high quality professional learning.

The performance and development arrangements for all school staff are designed to:

- support the school in meeting its responsibilities to students, parents and to Government through linking staff performance with achievement of school, Department and Government policies and targets
- provide feedback on performance to support ongoing learning and development of staff, with a focus on ways in which student learning can be improved
- enhance the capacity of staff in promotion positions to apply the leadership and management competencies required in their positions
- recognise effective performance through salary progression
- provide a supportive environment for improving performance where the required standards are not met.

Employees have a significant role in developing and implementing the most effective teaching and learning strategies in their classrooms and striving for consistent, high quality classroom teaching that will deliver improvements in student learning and directly impact on the achievement of Government education targets.

Consistent with the [Victorian Government Schools Agreement 2008](#) salary progression is not automatic. Eligible employees must demonstrate that all the relevant professional standards have been met to receive salary progression. Pending the development of new assessment criteria the existing professional standards will continue to apply for salary progression purposes. The appendix to these guidelines provides indicators for the professional standards that can be used to assist principals in determining whether the standards have been met. The

indicators are neither mandatory nor exhaustive, but serve as a guide in assessing whether or not standards have been met.

Within the relevant classification, salary progression is from the appropriate minimum, through the sub-divisional range, to the maximum of the classification. The [Victorian Government Schools Agreement 2008](#) provides that employees may be considered for accelerated salary progression within their school. Further information regarding acceleration is available on [HRWeb](#).

The principal has ultimate responsibility for the performance and development assessment for each employee. However a principal may assign the process to a nominee with the exception of the final assessment decision. On this basis where the procedures refer to the principal, this is to be read as the principal or principal's nominee.

A reference to an employee in these guidelines means a leading teacher, classroom teacher and a paraprofessional. Unless otherwise stated a reference to a teacher means a leading teacher, classroom teacher and a paraprofessional.

ROLES AND RESPONSIBILITIES

Leading teachers have a crucial role to play in effecting improved student learning in their own classrooms, and supporting and encouraging other teachers to develop teaching styles and implement learning strategies that have been shown to have a positive impact on improving student achievement over time. Within the performance and development framework leading teachers can focus on their role as educational leaders and exemplary teachers who are expected to improve the learning outcomes of their students. This focus remains relevant to the role of leading teachers at every stage of their careers.

The classroom teacher classification comprises three categories – *graduate*, *accomplished* and *expert*. The primary focus of the classroom teacher is on the planning, preparation and teaching of programs to achieve specific student outcomes. The classroom teacher engages in critical reflection and inquiry in order to improve knowledge and skills to effectively engage students and improve their learning. As the classroom teacher gains experience, his or her contribution to the school program beyond the classroom increases. Classroom teachers are likely to have responsibilities beyond their classroom teaching role, assisting in the implementation of school priorities and participating in the development of school policies and programs.

Performance planning and development is undertaken in the context of what can be required of teachers at their respective levels within the career structure and the teachers' experience. Roles and responsibilities that can be expected of teachers may be accessed on [HRWeb](#).

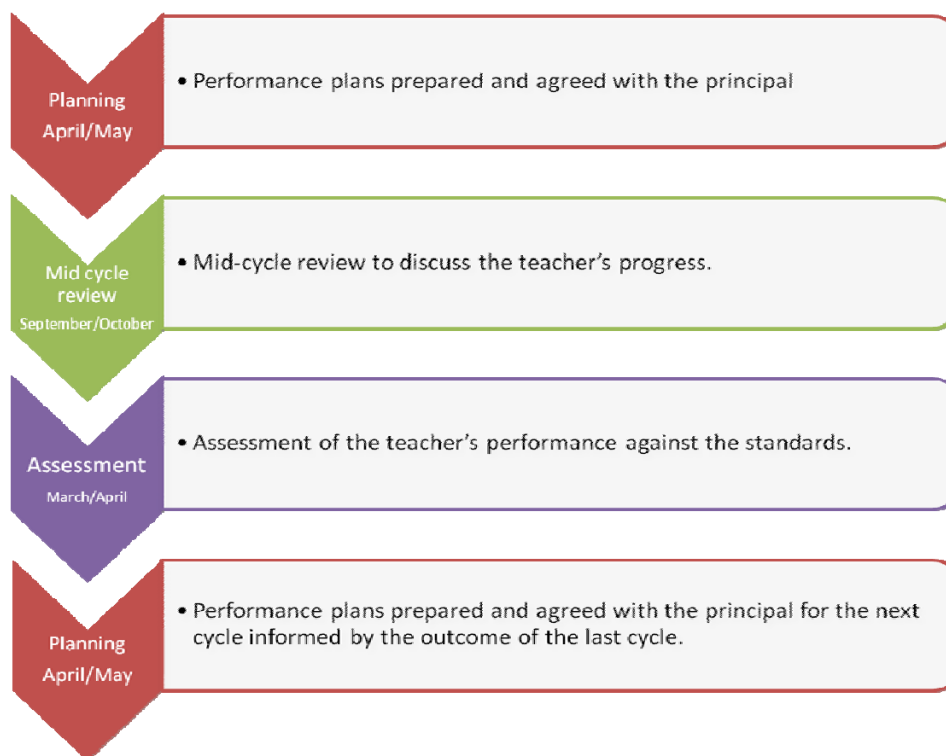
The [Victorian Government Schools Agreement 2008](#) introduced the [paraprofessional class](#). Former instructors were translated to this classification. Further work is to be undertaken to develop this classification. In the interim, performance and development arrangements for paraprofessionals should be modelled on the classroom teacher guidelines, applying the classroom teacher or leading teacher guidelines in the context of the roles and responsibility of the paraprofessional.

PERFORMANCE AND DEVELOPMENT CYCLE

The performance and development arrangements for employees provide a framework for:

- review of performance
- feedback that supports ongoing learning and development
- a supportive environment for improving performance where the required standards are not met.

Performance and development is a continuous cycle for all employees, commencing on 1 May each year and concluding on 30 April in the following year as illustrated below:



Commencement of the cycle

Teachers should develop their performance plans and reach agreement with the principal by the end of May each year. This process will involve feedback and discussion with the principal including:

- the professional standards relevant to the teacher's level
- the standard of performance expected in relation to the teacher's experience
- how this expectation of performance relates to the teacher's role for the performance and development cycle
- in the case of leading teachers the identification of intended outcomes against each professional standard
- in the case of classroom teachers the identification of proposed performance requirements against each professional standard
- the teacher's performance and development during the previous cycle
- the learning outcomes of those students for whom the teacher is responsible
- identification of areas for improvement and professional development needs in the next cycle
- the school's progress in achieving school strategic plan goals and priorities as these relate to the teacher's role.

Leading teachers – intended outcomes

Leading teachers should identify intended outcomes and reach agreement with the principal on these outcomes. The intended outcomes specify what a leading teacher expects to achieve in relation to each of the professional standards. Intended outcomes should align with the goals and priorities in the school strategic plan and Government targets as they relate to the role of the individual teacher in the school. The indicators for each professional standard set out in the appendix to this guide will assist in the identification of intended outcomes in the plan.

In developing intended outcomes the leading teacher should discuss with the principal:

- the particular responsibilities of his/her role
- the school context i.e. locally determined priorities
- Government and Department policy and targets relevant to his/her role in the school
- any other improvement areas that are central to his/her role.

Leading teachers are encouraged to seek advice and support from their principal, and other members of the leadership team, in relation to the achievement of intended outcomes in their performance plan and appropriate professional development to support the achievement of these outcomes. The principal should provide ongoing feedback and support to the leading teacher.

It is expected that the intended outcomes in the leading teacher's performance plan will specify improvement in particular areas and, where appropriate, achievement targets. It is appropriate

that targets relevant to the role of the leading teacher, set as part of the school's planning and accountability processes, are incorporated into the leading teacher's performance plan.

Classroom teachers – proposed performance requirements

Classroom teachers should identify proposed performance requirements and reach agreement with the principal on these performance requirements. The proposed performance requirements specify the way in which a classroom teacher expects to demonstrate that the professional standards have been met. The proposed performance requirement for each standard should be determined in the context of the role and responsibilities of the classroom teacher. The indicators for each professional standard set out in the appendix to this guide will assist in the identification of proposed performance requirements in the plan.

In developing the proposed performance requirement for each standard, the classroom teacher should discuss with the principal:

- the teacher's role and responsibilities
- the school context, i.e. locally determined priorities as they relate to the teacher's role
- Government and Department policy and targets relevant to the teacher's role in the school.

Classroom teachers are encouraged to seek advice and support from their principal, and members of the leadership team in relation to the proposed performance requirements and appropriate professional development to support the achievement of these requirements.

In relation to an expert teacher at the maximum salary point, the principal and the expert teacher may agree to tailor the performance and development process to encompass the expert teacher's career development needs, professional improvement goal/s that may involve undertaking a professional development program or course, or an agreed focus on an aspect of the expert teacher's role that will support his or her ongoing learning and growth.

Performance plans for teachers who move to a new school during the performance and development cycle should be reviewed and amended accordingly in the context of the new school. Performance plans for teachers who commence in a position after 1 January in a year, and who do not have eligible service at that level in the performance and assessment cycle, should be developed from the date of commencement in the position through to 30 April of the following year.

Advancement from *graduate teacher* to *accomplished teacher* is subject to the teacher satisfying the professional standards required of an *accomplished teacher*. Advancement from *accomplished teacher* to *expert teacher* is subject to the teacher satisfying the professional standards required of an *expert teacher*.

Professional development

Professional development is an integral part of a teacher's performance and development cycle. Professional development undertaken by a teacher is an important link between his or her individual performance in the classroom and the school's commitment and capacity to operate as an effective organisation able to systematically improve the learning outcomes of its students.

As part of the performance and development process, professional development needs and proposed action for the next performance and development cycle should be identified to support the teacher's ongoing learning and development and capacity to undertake his or her role effectively. In the case of a leading teacher, identifying professional development to be undertaken that improves his/her capacity to undertake the leadership role is important.

Discussion with the principal in relation to professional development planning may focus on:

- support that will assist the teacher to meet the professional standards, including any outcomes/achievements identified in the performance plan
- school-based development opportunities and activities, particularly those with a focus on improving teaching and learning strategies
- statewide and regional professional development initiatives specifically targeted to the staff member at a particular stage of development
- the teacher's perceptions of his or her level of knowledge and skills in relation to the role
- perceived areas of need in terms of knowledge, skills or behaviour
- results of 360° feedback and other appraisal that may have been undertaken through leadership programs.

Action proposed for professional development areas identified may encompass participation in appropriate programs and activities, leading or presenting at professional development programs or activities, opportunities for accessing support from a mentor or critical friend, whole-school improvement activities, online training and professional reading.

The professional development component of the performance and development process is the means by which teachers focus on their own development needs in the context of improving teaching and learning practices in the school. In completing the professional development outcomes and achievements for the year, a teacher should indicate ways in which his/her learning is being applied in the role.

Mid-cycle review

A formal mid-cycle meeting should take place that provides an opportunity for discussion about the teacher's performance. Progress towards achieving the outcomes specified in the performance plan in terms of meeting the applicable professional standards should be discussed. In the light of this discussion, there is an opportunity to refine expected outcomes identified in the performance and development plans. Any changes should be agreed between the principal and the teacher.

Where there are concerns about the performance of a teacher, the mid-cycle review is an opportunity to discuss these concerns and develop support strategies to assist the teacher to improve his or her performance.

Notification requirements

Where there are concerns about the performance of a teacher and to ensure that the teacher has an opportunity to improve performance, he or she must be advised in writing no later than 31 January (or 31 March if the teacher has less than six months' eligible service) prior to the assessment of performance where it is considered that one or more of the professional standards may not be met and that salary progression may not occur if improvement does not take place.

Preparing for assessment

Towards the end of April the following year, teachers should complete the relevant sections of the performance plan setting out their achievements/outcomes.

Evidence of achievements/outcomes must be verifiable. Both quantitative and qualitative measures can be used to provide evidence of achievements/outcomes.

Evidence to support the achievements/outcomes should be attached to the plan as necessary. Some achievements/outcomes will be able to be verified without the need for the teacher to provide additional evidence. In some cases the principal may ask a teacher to provide supporting evidence in relation to the one or more achievements/outcomes in the plan.

Professional development outcomes should be included in the 'outcomes achieved' component of the plan for leading teachers and in the 'statement of achievement' for classroom teachers against the relevant professional standards when the performance and development plan is completed each year.

Performance assessment

The principal has ultimate responsibility for approving the assessment of each teacher.

The principal will consider the achievements/outcomes and other relevant information in relation to each standard and make a decision, based on the balance of evidence, about whether the teacher has satisfied all the standards.

Data will not be considered in isolation, and no one piece of data will determine that a standard has not been met. All measures for achievements/outcomes will be considered in the context of the school's circumstances and other factors that may impact on student achievement.

All professional standards must be met to achieve a satisfactory assessment.

Alternative arrangements for assessment can be agreed where a teacher is absent at the time of assessment or where there has been insufficient time for an assessment due to factors such as movement from one school to another or resumption from extended leave.

Teachers will be advised of the outcome of the assessment of their performance plan through a scheduled discussion with the principal at which they will be provided with comprehensive and constructive feedback on their performance and, where relevant, school performance.

This discussion should also focus on specific areas for improvement and appropriate outcomes for the next performance cycle and assist the teacher in developing a new performance plan, including appropriate professional development action.

Where the teacher does not participate in the performance and development process his or her performance will be assessed against the applicable professional standards. This assessment will be based on consideration of all relevant information in relation to the teacher's performance against the standards.

Outcomes

Towards the end of April each year, teachers will be advised of the outcome of their performance assessment, either that:

- all of the professional standards have been met,
- or**
- one or more of the professional standards have not been met.

Teachers will be advised of the outcome of their performance assessment through a scheduled discussion with the principal where the teacher will be provided with comprehensive and constructive feedback on his or her performance. This discussion should also focus on specific areas of strength and areas for improvement and appropriate professional development to be undertaken in the next performance cycle.

Where a teacher does not meet one or more of the professional standards, the principal and/or other designated staff will work with the teacher to identify the factors affecting his or her performance. Action taken to support a teacher to improve his/her performance should be tailored to the teacher's particular circumstances, address the causes of the unsuccessful performance assessment and be determined in consultation with the teacher.

Appropriate action may include implementing strategies such as providing a mentor for the teacher, referral to appropriate professional development programs, or appropriate staff working with the teacher to improve understanding in a particular area of school management or operations.

All teachers, including those at the maximum salary of their classification, must have a performance assessment outcome recorded.

SALARY PROGRESSION

Eligible service

An employee with four or more months' eligible service in any particular progression cycle is eligible for salary progression. Eligible service includes all periods of paid leave and any periods of unpaid leave that have been approved to count as service. Approved teaching experience undertaken during a period of leave without pay will be included as eligible service for salary progression purposes subject to the provision of a statement of service.

An employee promoted within the four-month period prior to 1 May is not eligible for salary progression in that year. However where the employee had been in receipt of higher duties at the higher level within that year's performance cycle that higher duties period will be included as eligible service.

Progression

Where an eligible employee progressing through their classification is assessed as meeting all of the relevant professional standards salary progression will occur.

An employee acting in a higher position may progress at the higher level (in addition to progression at their substantive level if not at the maximum) provided the employee has four months' eligible service at the higher position.

The payroll system will automatically process salary progression for all eligible employees in the first pay period on or after 1 May of each year unless the notice requirements set out below are satisfied.

Non-progression

An employee progressing through his/her respective classification (i.e. leading teacher, classroom teacher or paraprofessional) who is assessed as not meeting all of the professional standards will not receive salary progression in that year provided that the employee has been:

(1) notified in writing of:

- the standards of performance that are expected;
- the areas of the employee's performance that do not meet the required standards; and
- the consequences of continued or repeated failure to meet these standards.

The notice must be provided in writing no later than 31 January (or 31 March if the employee has less than six months eligible service).

(2) given the opportunity to enable improvement in performance to the required standard.

Where the performance of an employee commencing a period of extended leave or changing schools is considered not satisfactory the principal should provide that employee with the notice set out above prior to the commencement of leave or movement to the other school.

Failure to advise an eligible employee in accordance with the notification requirements will result in salary progression for that employee regardless of the outcome of that employee's performance assessment.

Graduate teachers

Graduate teachers who commence first employment at subdivision G-1 after 1 January in any year are not eligible for salary progression in that year and will be paid a lump sum on progression to G-2 in the following year in accordance with clause 16(5)(e) of the [Victorian Government Schools Agreement 2008](#).

Probation and/or VIT registration processes

A teacher participating in the full registration process of the [Victorian Institute of Teaching](#) and/or undergoing a [probationary](#) period is not required to participate in the normal performance and development process. At the conclusion of the full registration process and/or a probationary period, the performance and development process will commence.

Where an employee is eligible for salary progression prior to the conclusion of the full registration process and/or a probationary period, his or her performance should be assessed for the purposes of salary progression. In this case the principal will assess the employee's performance during the relevant period of employment. Where any prior employment was not at that school the principal should consult with the principal(s) of the other school(s) regarding the employee's performance.

Where the performance of an employee makes it probable that the full registration process and/or a probationary period will not be completed satisfactorily the person should be provided with notification in accordance with the [Victorian Government Schools Agreement 2008](#) where this may also result in salary progression not being granted.

UNSATISFACTORY PERFORMANCE

When it is considered that an employee's performance is unsatisfactory, the [unsatisfactory performance procedures](#) should be implemented. The purpose of the unsatisfactory performance procedures is to improve the employee's performance to the required standards. It is important that an employee be given the opportunity and appropriate support to improve his or her performance. The performance and development arrangements, including any salary progression, will be suspended during any period that an employee is the subject of unsatisfactory performance procedures.

GRIEVANCES

Employees may lodge a grievance in accordance with the relevant [Ministerial Order](#) under the *Education and Training Reform Act 2006* against any aspect of the performance and development process.

Information can be obtained from the registrar, Merit Protection Boards, telephone 9651 0290 or at www.mpb.vic.gov.au

APPENDIX: PROFESSIONAL STANDARDS AND INDICATORS OF PERFORMANCE

Within the overall requirement that teachers meet the position responsibilities set out in Schedule 2 of the *Victorian Government Schools Agreement 2008*, the indicators for the professional standards can be used to assist principals in determining whether the standards have been met. The indicators are neither mandatory, nor exhaustive, but serve as a guide in assessing whether or not standards have been met.

Graduate teacher

Professional standard: *Know how students learn and how to teach them effectively.*

This standard may be demonstrated by:

- drawing on the body of knowledge about learning and contemporary research into teaching and learning to support teaching practice
- knowing the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process
- knowing how to engage students in active learning
- knowing how classroom and program design, use of materials and resources and the structure of activities impact on learning.

Professional standard: *Know the content they teach.*

This standard may be demonstrated by:

- having a sound, critical understanding of the content, processes and skills they teach
- articulating the key features and relevance of content to students and others, and demonstrating how these are applied
- knowing the methodologies, resources and technologies which support learning of content, processes and skills taught
- familiarity with curriculum statements, policies, materials and programs associated with the content that is taught.

Professional standard: *Know their students.*

This standard may be demonstrated by:

- knowing the learning strengths and weaknesses of their students and awareness of the factors that influence their learning
- awareness of the social, cultural, and religious backgrounds of the students they teach, and treating students equitably

- developing an understanding and respect for their students as individuals, and sensitivity to their social and emotional needs and the way they interact with others
- knowing the importance of working with and communicating regularly with students' families to support their learning.

Professional standard: *Plan and assess for effective learning.*

This standard may be demonstrated by:

- using their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students
- planning for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students
- monitoring student engagement in learning and maintaining records of their learning progress
- selecting assessment strategies to evaluate student learning, to provide feedback to students and their parents/guardians and to inform further planning of teaching and learning.

Professional standard: *Create and maintain safe and challenging learning environments.*

This standard may be demonstrated by:

- developing a positive learning environment where respect for individuals is fostered and where learning is the focus
- providing a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning
- using and managing the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning
- establishing and maintaining clear and consistent expectations for students as learners and for their behaviour in the classroom.

Professional standard: *Use a range of teaching practices and resources to engage students in effective learning.*

This standard may be demonstrated by:

- communicating effectively with students to make their learning programs explicit, to build rapport, and to support their learning
- providing and managing opportunities for students to explore ideas and develop knowledge and skills, through discussion and group activities
- using and managing a range of teaching and learning strategies, technologies, activities and resources

- providing meaningful and ongoing feedback to students and their parents/guardians about their developing knowledge and skills.

Professional standard: *Reflect on, evaluate and improve their professional knowledge and practice.*

This standard may be demonstrated by:

- regularly reflecting on and critically evaluating their professional knowledge and the effectiveness of their teaching
- working collaboratively with other members of the profession and engaging in discussion of contemporary issues and research to improve professional practice
- identifying their own professional learning needs and planning for and engaging in professional development activities
- developing organisational and administrative skills to manage their non-teaching duties effectively.

Professional standard: *Are active members of their profession.*

This standard may be demonstrated by:

- contributing to the development of school communities that support the learning and wellbeing of both students and fellow teachers
- working effectively with other professionals, parents/guardians and members of the broader community to provide effective learning for students
- promoting learning, the value of education and the profession of teaching in the wider community
- understanding and fulfilling their legal responsibilities and sharing responsibility for the integrity of their profession.

Accomplished teacher

Professional standard: *Demonstrate a high level of knowledge of relevant curriculum areas, student learning processes and resources, and can apply it in implementing programs which enhance student learning.*

This standard may be demonstrated by:

- high level understanding of the principles of teaching and learning and the educational context and ability to apply this understanding to improve student learning
- effective implementation of teaching programs in accordance with the Victorian Essential Learning Standards, VCE, where appropriate, and school curriculum policy

- high level of knowledge of specific programs relevant to the teacher's classroom responsibilities eg. early years, middle years, later years, 'e' learning, and integration of these into classroom teaching as appropriate.

Professional standard: *Demonstrate high-quality classroom teaching skills and successfully employ flexible and adaptive approaches and constructive strategies to allow students to reach their full potential.*

This standard may be demonstrated by:

- implementation of a range of teaching strategies which provide for structured teaching, maximisation of time on task and opportunity for each student to learn and experience success
- establishment of a teaching style which challenges and supports all students to do their best by engaging and motivating students and taking positive steps to improve the quality of students' learning
- provision of targeted assistance to students failing to make progress.

Professional standard: *Successfully apply assessment and reporting strategies that take account of relationships between teaching, learning and assessment.*

This standard may be demonstrated by:

- ongoing monitoring of student progress linked to achievement of Victorian Essential Learning Standards
- implementation of structured assessment of students in accordance with the Department's assessment and reporting requirements
- completion of student reports in accordance with Department and school policy.

Professional standard: *Respond effectively to emerging educational initiatives and priorities.*

This standard may be demonstrated by:

- effective contribution, in the context of the teacher's role, to the implementation of school strategic and annual implementation goals and priorities, including implementation of teaching and learning strategies which support the achievement of school goals and priorities
- integration of school and Department initiatives and priorities into classroom teaching, as appropriate.

Professional standard: *Demonstrate high-level communication skills and professional behaviour when interacting with parents or guardians, students and colleagues.*

This standard may be demonstrated by:

- consistently demonstrated high level communication skills when interacting with staff, students, parents and members of the broader school community
- establishment of effective working relationships with other staff members.

Professional standard: *Successfully organise and manage aspects of the wider school program.*

This standard may be demonstrated by:

- active support for the implementation of school priorities through participation in the development of school policies and programs
- undertaking additional responsibilities to classroom teaching which may include subject and/or student coordination roles and/or school organisation roles, or other responsibilities appropriate to the role
- engaging parental and community involvement in the school.

Professional standard: *Demonstrate improved teaching and performance skills through critically evaluating professional practices.*

This standard may be demonstrated by:

- effective participation in school-based professional learning, area/learning level meetings, parent/teacher activities, curriculum development and evaluation meetings relevant to the teacher's classes, and/or student management meetings
- undertaking school-based and/or external professional development focused on improved teaching and learning strategies
- engaging in critical reflection on own teaching practice that improves the quality of the teacher's teaching and learning.

Professional standard: *Provide high-level professional assistance to other teachers in classroom related areas.*

This standard may be demonstrated by:

- provision of high level support to other teachers to enable improvements in the quality of teaching and learning through collegial interaction, mentoring and/or other appropriate action
- effective supervision and training of student teacher(s).

Expert teacher

Professional standard: *Demonstrate a comprehensive knowledge of relevant curriculum areas.*

This standard may be demonstrated by:

- high level knowledge of curriculum area(s) in order to teach effectively
- comprehensive and up-to-date knowledge of exemplary practice in teaching techniques relevant to the curriculum area(s) and students taught
- high level knowledge of policies and programs relevant to the teacher's classroom responsibilities, e.g. early years, middle years, later years, e-learning.

Professional standard: *Demonstrate and model excellent teaching and learning skills.*

This standard may be demonstrated by:

- implementation of consistent and highly effective lesson plans and sequences of lessons to meet students' individual learning needs
- consistent and highly effective use of a range of strategies for teaching and classroom management which provide for structured teaching, maximisation of time on task and opportunity for each student to learn and experience success
- establishment of a teaching style which challenges and supports all students to do their best by engaging and motivating students and taking positive steps to improve the quality of students' learning
- provision of targeted assistance to students failing to make progress
- enhancing the teaching and learning practices across the school through effective mentoring for classroom teachers, collegial interaction and provision of support and advice as appropriate.

Professional standard: *Demonstrate a productive contribution to the school program.*

This standard may be demonstrated by:

- effective implementation of school policies and promotion of the values of the school
- positive articulation of education beliefs, learning programs, teaching practices
- high level communication skills and modelling behaviour which leads to positive and constructive team work
- effectively undertaking responsibilities appropriate to the role of an expert teacher
- engagement of parental and community involvement in the school and working cooperatively with colleagues, parents and students to develop a supportive school environment

- responsiveness to emerging educational needs and priorities at the school level.

Professional standard: *Demonstrate a significant contribution to the development, implementation and evaluation of curriculum programs and policy, and respond to initiatives that enhance student learning.*

This standard may be demonstrated by:

- significant contribution to the development, implementation and evaluation of strategic curriculum goals and priorities
- significant contribution to school policy/program review
- high level knowledge of school and Department initiatives which enhance student learning and integration of these into the teacher's classroom teaching, as appropriate.

Professional standard: *Demonstrate a high level of commitment to student welfare within the school.*

This standard may be demonstrated by:

- effective use of teaching, learning and classroom management strategies which support the engagement of all students
- positive interaction with students, parents and staff including outstanding rapport and empathy with students
- effective implementation of school policies related to student welfare and discipline
- working effectively with other staff to ensure a coordinated and consistent approach to student welfare in the school
- engagement of parents in their children's learning
- adherence to school health and safety requirements.

Professional standard: *Demonstrate strong ongoing professional learning.*

This standard may be demonstrated by:

- taking responsibility for own on-going professional development and applying outcomes to improve own teaching and learning
- active participation in school-based and external professional development focused on improved teaching and learning strategies
- engaging in critical reflection on own teaching practice that improves the quality of the teacher's teaching and learning
- sharing knowledge with colleagues on effective teaching and learning strategies.

Leading Teacher

Professional standard: *Demonstrate exemplary teaching and learning performance.*

This standard may be demonstrated by:

- effective implementation of teaching programs in accordance with the Victorian Essential Learning Standards, VCE and school curriculum policy
- implementation of a range of teaching strategies which provide for structured teaching, maximisation of time on task and opportunity for each student to learn and experience success
- establishment of a teaching style which challenges and supports all students to do their best by engaging and motivating students and taking positive steps to improve the quality of students' learning
- provision of targeted assistance to students failing to make progress
- ongoing and systematic monitoring and feedback of student progress and structured assessment in accordance with the Department's assessment and reporting requirements

Professional standard: *Demonstrate a strong commitment to personal leadership growth.*

This standard may be demonstrated by:

- identifying and undertaking appropriate leadership professional development, including opportunities within the school for further development of leadership skills
- active participation in regional network/s and other activities/programs which support the professional growth of leading teachers.

Professional standard: *Provide high-level educational leadership in the school community and beyond.*

This standard may be demonstrated by:

- active support for and promotion of the school's educational vision in the school community and beyond
- undertaking a leading role in the development and implementation of school strategic goals and priorities
- thinking and acting strategically in response to research findings and statewide and own school data
- modelling of highly effective teaching and classroom management strategies for colleagues

- promotion of and participation in activities, programs and initiatives that support improved student learning outcomes, including at the school, local network, regional and where appropriate, statewide level.

Professional standard: *Build and maintain effective teams and develop cooperative working relationships that promote excellence in teaching and learning within the educational and broader community.*

This standard may be demonstrated by:

- undertaking a leading role in facilitation of team cohesion within the school
- working effectively with other members of the school leadership team
- active support to staff to improve the quality of teaching and learning through mentoring, collegial interaction and critical reflection on practice
- active support for the establishment of a culture of continuous learning and improvement in the school
- active support for the implementation of diversity strategies which support staff to feel motivated, valued and positive in their work
- effective fulfilment of delegated responsibilities for review of staff performance, where appropriate
- productive interaction with neighbouring schools, including participation in relevant network activities
- effective contribution to the establishment and maintenance of links with community organisations and individuals which maximise students' learning opportunities and which facilitate provision of services to support students.

Professional standard: *Initiate, plan and manage significant change in response to new educational directions, and manage the planning, development, implementation and evaluation of curriculum policy and programs.*

This standard may be demonstrated by:

- undertaking a leading role in the development and achievement of strategic curriculum goals and priorities
- undertaking a leading role in relation to the achievement of Department initiatives and priorities and related activities, in the context of the leading teacher's role.

Professional standard: *Demonstrate a high level of ability to articulate educational issues and perspectives in communication with colleagues and others.*

This standard may be demonstrated by:

- high level leadership skills in undertaking the leading teacher role and position responsibilities
- consistently demonstrated high level communication skills when interacting with staff, students, parents and members of the broader school community
- active participation in school networks as appropriate to the role of the leading teacher.