

Performance & Development Review 2007
Focus: Learning together

Timeline

Staff Briefing Tuesday, March 6th

Beginning P&D Review

- Critical Friends assigned after staff consultation
- P&D Review process explained
- P&D Review proformas distributed and explained

By the end of Term 1 – beginning Term 2

First formal meeting with your critical friend

- Plan and document a program of professional growth using the guidelines set out in the proforma.
- After the first meeting with your critical friend you will begin to write up the proforma in the context of performance and development. The proforma is on the intranet if you wish to complete it on line. Hand written completion is acceptable. Expectations of Review should be able to be met through the normal work in classrooms, PLTs and KLAs.
- In the initial meeting your PD priorities should be discussed and your critical friend will document needs and requests and hand over to the P&D Co-ordinator. You will need to think about the strategies you will employ to address the 2007 priorities and what PD you may wish to undertake.
- The first stage of P&D Review should be completed by the end of Term 2

By the end of Term 3

Second formal meeting with your critical friend

At the Mid Cycle Review you will need to discuss the progress you are making and discuss with your critical friend the strategies you have used to address the College priority areas for 2007. Critical friends will give constructive feedback.

By the end of Term 4

Final meeting with critical friend- submission of completed proforma.

It is anticipated that everyone will be able to meet the requirements and that the evidence to support this will derive from daily practices rather than additional workload. P&D is not about judging performance but rather encouraging reflection upon practices and enhancing professional growth. I am confident that we will all benefit professionally from this approach.

Good luck and don't hesitate to ask me if you need any assistance.

Priorities for Performance & Development 2007

- **To sustain a Performance and Development Culture**
- **To enhance student learning and improve student achievement.**
- **To continue to improve student teacher relationships**

Before your first meeting with your critical friend reflect upon your current practices and think about specific goals and strategies that you might work on in 2007. The questions below might assist you with this preliminary session.

Priority: To sustain a Performance and Development Culture

- What kind of feedback would you like from your critical friend? How would you reflect upon the feedback?
- Would you be willing to survey a challenging class and reflect upon the results with a trusted colleague?
- Would you be prepared to undertake a collegiate activity with a colleague eg observe a colleague's class or be observed by a colleague and give or receive supportive feedback?
- What PD would you like to undertake that will enhance your professional growth?

Priority: To enhance student learning and improve student achievement

- What have you contributed as a member of a Professional Learning Team and /or a curriculum writing team and /or an SIE Action Research Team and/or the Literacy Team and/or the City Centre Team and/or a member of any other team? How has membership of this team (these teams) enhanced your teaching and led to improvement in student achievement?
- What data have you collected to assess your effectiveness in the classroom? Having looked at the data how have you made sense of it? What impact has it had upon your teaching and your students' learning?
- How can you demonstrate a wide teaching repertoire? How do you incorporate variety and student choice in units of work? How do you extend and challenge more able students?
- What strategies do you use to give rich feedback to students? How do you reward and recognise student achievement?

Priority: To continue to improve student teacher relationships

- What processes do you use to negotiate rights and responsibilities with your classes? How have you used these agreed rights and responsibilities to deal with behaviour issues when they have arisen?
- What strategies arising from formal or informal discussions with colleagues have you found useful in dealing with classroom management issues?
- When you have had issues with a student what strategies have you used to restore the relationship?
- Describe the range of strategies you use to deal with annoying classroom behaviours.
- Have you used the Ramon Lewis approach to post time out discussion or resolving a contentious issue with a student?
- What would be an appropriate strategy for you to gain feedback from students? How might you use data to improve your relationships with students?

The following suggestions should help you complete the proforma and plan your professional growth

Professional Projects

Your critical friend might use the **GROW** problem solving model to assist you with your action projects. The following questions might be asked:-

GOAL What is your goal? What do you want to achieve? What is the problem you wish to address? What would the situation look like if the problem was fixed?

REALITY What has been happening? Who is involved? What have you tried so far? What results did that produce? What could stop you from fixing this?

OPTIONS What options do you have? What else could you do? What suggestions do other people have? What are the benefits and costs of these options?

WILL What are you going to do? Will this action meet the goal? What barriers could you face in taking this action? How will those be overcome? Who needs to know? What support do you need? How will you get that support?

Feedback on performance (making sense of the data)

Examples of data you may collect, collate, analyse, reflect upon and act upon. You need to use at least three data sets.

Key questions to consider:-

What data was collected?

What was the intended purpose of collecting this data?

What conclusions did you draw from the data?

What strategies/action did you take as a result of the data?

- Samples of **assessment criteria sheets** for work requirements, which show a range of assessment methods and student feedback.
- Copies of **student feedback surveys** you have used and how your reflection on the results has informed classroom practice
- Samples of **data to indicate improvement** in student performance and or behaviour.
- **Feedback from colleagues** eg planning and development of curriculum, contributions in Curriculum Writing Teams, Professional Learning teams or Action Research Teams.
- **Action Research** you have engaged in either independently or with colleagues eg in a PLT.
- **Parent feedback**- this could be anecdotal but keep a record.
- Your own **reflective journal**. Personal reflection on professional knowledge and practice. This might focus on discussions within a PLT or observations you make about the progress of one of your classes.
- **Peer observation**, appraisal and feedback.
- Specific **case studies**: strategies you used to deal with a challenging student or class.
- **Restorative practices** you have used to improve relationships with students after Time Out and impact upon consequent behaviour.
- College/Campus data eg **Student Opinion Survey**

Involvement in Teams Supporting Performance and Development

- This is an opportunity to comment upon your work in a PLT or collegiate working group. A response to this criterion could be a group response rather than an individual one. The PLT leader may prepare this response and email it to you for inclusion in your P&D review.

Professional Development Planning

- **Priorities** will be discussed with your critical friend at the first meeting.
 - The P&D Co-ordinator will look for appropriate PD available.
- **Professional Development Journal**
 - Keep a record of all PD including in house PD (staff meetings, team meetings, PLT meetings etc)
 - Keep a reflective journal indicating how PD informed your practices or how you shared/ discussed it with colleagues.

Responsibility/ Leadership Positions

- This is an opportunity for those holding positions of responsibility to outline the work done, strategies tried and progress made.
- Contribution to the Life of the College is optional but everyone should be able to list all the many things they do over and above designated duties.

Professional Growth and Outcomes of Review

- At the end of the review cycle both you and your critical friend will have the opportunity to reflect upon your professional growth in 2007.
- In the final meeting some discussion of plans and focuses for 2008 will be discussed.

Collegiate Activity

Attached to the proforma is a separate template for you to use to record collegiate activities that you may have undertaken with a colleague. This is optional but may be a useful document to use.

- After completion of the P&D Review in December the proforma will be placed in your file.