

# BLUEPRINT

for government schools



Office of Learning and Teaching

## Self Assessment Framework

Creating and supporting a performance and development culture in schools

### Purpose

The Self Assessment Framework is designed to help you:

- Assess your school's Performance and Development (P&D) practice and culture
- Understand what you need to do to become accredited as a P&D school
- Develop a plan for moving towards accreditation as a school which has developed and sustained a performance and development culture

**An effective performance and development culture has been shown to have significant benefits for schools, such as:**

- **Improved student outcomes**, by identifying areas for the improvement of individual teacher's professional practice and providing targeted professional development to address these areas, and
- Creating a more **enriching, supportive and motivating environment for staff**.

### Guidelines

In working through this Self Assessment Framework, it is important to keep the following guidelines in mind:

- The Framework is intended solely for internal planning purposes
- Level 4 describes the standard required for accreditation
- It may take some time for your P&D practice to meet the accreditation level
- A Self Assessment Pack is available as a companion document to this Self Assessment Framework.

Knowledge&Skills  
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## Glossary of Key Terms

**Value added** – measure of the contribution of schools to improvements in student learning outcomes

**PD policy and guidelines** – description of the purpose, rationale, principles, process and desired outcomes of professional development in schools

**Professional development** – an ongoing process of inquiry into and reflection on a teacher's practice, punctuated by learning activities and programs designed to enhance their professional knowledge, skills and attitudes.

### Principles of Highly Effective Professional Learning

- focussed on improving student outcomes
- focussed on and embedded in teacher practice
- informed by best available research
- collaborative involving reflection and feedback
- evidence based and data informed to guide improvement and to measure impact
- ongoing – fully integrated within the operation of the school
- individual/collective responsibility at all levels of the school

## Key Contacts

### Innovations Branch

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## Accreditation Process – Next Steps

The accreditation process consists of two phases:

- Self assessment phase
- External verification phase

The completion of this Self Assessment Framework is the first step of the self assessment phase and is designed to help schools understand what they need to do to meet the accreditation standard.

Following the completion of the Framework schools are required to complete three further self assessment steps:

1. **school leadership team** to meet and complete a brief accreditation readiness questionnaire aimed at preparation for external verification and accreditation
2. at the point the leadership team assesses that it is close to accreditation, a **teacher questionnaire** is given to some or all teachers, to help the leadership team evaluate how teachers view the effectiveness of the school's performance and development practice
3. **school leadership team** compiles **documentation and evidence** of the school's performance and development practice, in preparation for external verification.

# Self Assessment Framework

Element	Maturity Measures	Level 1 This school:	Level 2 This school:	Level 3 This school:	Level 4 ACCREDITATION LEVEL This school:	Level 5 This school meets all Level 4 criteria plus:
<b>1. Induction for teachers new to the school</b>	Extent to which teachers new to the school participate in an effective induction and mentoring program.	<ul style="list-style-type: none"> <li>has no induction materials</li> <li>has an ad hoc induction process</li> <li>has no mentoring program</li> </ul>	<ul style="list-style-type: none"> <li>has limited induction materials</li> <li>has some new teachers participating in an induction program</li> <li>has initiated a mentoring program for beginning teachers</li> </ul>	<ul style="list-style-type: none"> <li>has a comprehensive set of induction materials</li> <li>conducts induction programs for most new teachers</li> <li>has a mentoring program which works well for some teachers</li> </ul>	<ul style="list-style-type: none"> <li>has a comprehensive set of induction materials, which are kept up to date</li> <li>ensures that all new teachers participate in an effective induction program, which includes mentoring</li> <li>provides training for staff involved in mentoring and induction</li> <li>monitors and evaluates the induction program on a regular basis</li> <li>ensures that induction and mentoring programs are aligned with VIT and DE&amp;T guidelines</li> </ul>	<ul style="list-style-type: none"> <li>adopts or develops new, innovative approaches to induction/mentoring</li> <li>uses research to guide the development of new practice</li> <li>measures outcomes of the induction program on teacher effectiveness</li> </ul>
<b>2. Use of multiple sources of feedback on teacher effectiveness for individual teachers and teams of teachers</b>	Extent to which the school uses multiple sources of data to guide teacher development, including value-added approaches, such as: <ul style="list-style-type: none"> <li>student outcomes data – academic, personal attributes; qualities as a learner (mandatory)</li> <li>student feedback</li> <li>parent feedback</li> <li>peer observation data</li> <li>attendance data.</li> </ul>	<ul style="list-style-type: none"> <li>has not used feedback data on an individual teacher basis for development purposes</li> <li>has not used or developed alternative data sources</li> <li>has used data on a 'once-a-year' basis, possibly as part of the annual review</li> </ul>	<ul style="list-style-type: none"> <li>has initiated the use of feedback data to guide teacher development</li> <li>has used alternative data sources on a limited basis</li> <li>has used data on a 'once-a-year' basis, possibly as part of the annual review</li> </ul>	<ul style="list-style-type: none"> <li>ensures that some teachers participate in the teacher feedback program that uses one or two of the data sources including student outcomes data</li> <li>strongly encourages greater teacher participation in the feedback program</li> <li>uses both individual and team data to guide teacher development</li> </ul>	<ul style="list-style-type: none"> <li>ensures that all teachers participate in a feedback program that uses at least 3 data sources including student outcomes data</li> <li>has institutionalised the use of multiple sources of data for teacher development</li> <li>evaluates its feedback program on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>is trialling new, innovative approaches to the use of teacher feedback</li> <li>uses research to guide the development of new practice</li> <li>measures impact of feedback program on teacher effectiveness</li> <li>is involving teachers in trialling or adopting value-added techniques for the collection of feedback data</li> </ul>
<b>3. Customised individual teacher development plans based on individual development needs, student learning and school priorities</b>	Extent to which each teacher has a development plan that links to their own development needs, school priorities and improved student learning. This plan includes consideration of feedback provided to individual teachers.	<ul style="list-style-type: none"> <li>has development plans in place for some teachers but many are well out of date and are not used</li> <li>has not linked teacher development planning to individual needs or school priorities</li> <li>has an ad hoc approach to development</li> <li>has not used feedback data to inform development planning</li> </ul>	<ul style="list-style-type: none"> <li>has development plans for some teachers, but not updated each year</li> <li>has customised development plans based on individual needs only for some teachers</li> <li>can demonstrate some use of data to guide development planning</li> <li>has development plans which are not linked to school priorities or student learning</li> </ul>	<ul style="list-style-type: none"> <li>has current development plans for all teachers updated each year</li> <li>updates plans annually but does not regularly review progress</li> <li>has a well-defined process for teacher development planning</li> <li>can demonstrate the linkage between individual plans and school priorities for some but not all teachers</li> </ul>	<ul style="list-style-type: none"> <li>has current, individually customised development plans for all teachers, informed by multi source feedback</li> <li>regularly reviews and/or updates individual teacher development plans</li> <li>aligns individual teacher development plans to school priorities and improved student learning</li> </ul>	<ul style="list-style-type: none"> <li>has an innovative process for developing customised plans</li> <li>frequently value-adding discussion about progress against development plans</li> </ul>
<b>4. Quality professional development (PD) to meet individual development needs</b>	Extent to which each teacher participates in professional development that helps improve their effectiveness as teachers and helps prepare them for future roles. <ul style="list-style-type: none"> <li>* Refer to the Principles of Highly Effective Professional Learning on back cover</li> </ul>	<ul style="list-style-type: none"> <li>has an ad hoc or reactive approach to PD, including internal and external PD</li> <li>has not targeted PD to specific groups or individuals</li> <li>has not linked PD activities to individual development plans</li> <li>has not linked PD activities to school priorities or student learning</li> </ul>	<ul style="list-style-type: none"> <li>some teachers participate in a structured PD program</li> <li>has begun to link PD activities and individual development needs</li> <li>has begun to link PD and school priorities</li> <li>has begun to tailor PD to the needs of specific groups</li> <li>has begun to develop PD policy and guidelines</li> </ul>	<ul style="list-style-type: none"> <li>ensures that all teachers participate in a structured PD program</li> <li>focuses its PD at both group and individual level</li> <li>links PD activities and school priorities</li> <li>links PD activities and individual development needs for some teachers</li> <li>has a school-based PD program which meets some of the criteria of the Principles of Highly Effective Professional Learning</li> <li>has developed PD policy and guidelines</li> </ul>	<ul style="list-style-type: none"> <li>ensures that all teachers participate in a structured PD program, which is explicitly linked to both individual needs and to school priorities</li> <li>has high quality PD at both group and individual level</li> <li>can demonstrate skill or knowledge transfer into the classroom and positive impact on students</li> <li>links PD to career and succession planning and teacher's future aspirations</li> <li>ensures that PD program reflects the Principles of Highly Effective Professional Learning</li> <li>effectively implements PD policy and guidelines</li> <li>evaluates PD programs on annual basis</li> </ul>	<ul style="list-style-type: none"> <li>adopts or develops new, leading-edge PD approaches</li> <li>uses research to guide the development of new practice</li> <li>can demonstrate and measure impact of PD on student learning</li> </ul>
<b>5. Belief by teachers that the school has a performance and development culture</b>	Extent to which teachers feel that the school culture is supportive of professional growth and development.	<ul style="list-style-type: none"> <li>has less than 25% of teachers who feel that the school supports their individual professional growth and development</li> </ul>	<ul style="list-style-type: none"> <li>has between 25% and 50% of teachers who feel that the school supports their individual professional growth and development</li> </ul>	<ul style="list-style-type: none"> <li>has between 50% and 75% of teachers who feel that the school supports individual professional growth and development</li> </ul>	<ul style="list-style-type: none"> <li>has between 75% and 90% of teachers who feel that the school supports individual professional growth and development</li> </ul>	<ul style="list-style-type: none"> <li>has more than 90% of teachers who feel that the school supports individual professional growth and development</li> </ul>