Creating and Supporting a Performance and Development Culture is one of the flagship strategies of the Blueprint for Government Schools.

The 5 elements of the Performance and Development Accreditation process are:-

- Use of multiple sources of feedback that focus on improving teacher effectiveness to achieve improved student outcomes.
- Effective mentoring program.
- Customised teacher professional development plans
- Quality professional development
- A collective belief by staff that the school culture is supportive of personal and professional growth.

As a school that has reached accreditation level and has been selected by DEECD to be P&DC reference school to support other schools who are also moving further forward the Critical Friends program is continuing and progressing further than in previous years.

**USE OF MULTIPLE SOURCES OF FEEDBACK**

The accreditation level of this element required us to achieve:

- That all teachers participate in a feedback program that uses at least 3 data sources including student learning data.
- Has institutionalised the use of multiple sources of data for teacher development.
- Evaluates its feedback program on a regular basis.

However the level we are aiming at includes:-

- Is trailing, innovative approaches to the use of teacher feedback?
- Uses research to guide the development of new practices.
- Measures impact of feedback programs on teacher effectiveness.
- Is involving teachers in trailing or adopting value-add techniques for the collection of feedback data.

At Silverton we already use a variety of sources of feedback across the school. Some data is for specific sections of the school whilst other is across the school.

Examples of feedback sources used include:-

**Principal/ Assistant Principal Feedback**

- Teacher Reviews including booklets and meetings with Principal or Assistant Principal.
- Performance Plans
- Critical Friend program
- Teaching and Learning coaching program
- ICT Peer coaching.

**Peer Feedback**

- Graduate mentoring program.
- Induction program

**Student Achievement Data**

- Use of NAPLAN data grade 3 and 5.
- Reading Levels P-2
- Staffroom Display of Data
- On Demand Testing
• School based testing
  o PAT
  o Maths Interviews
  o BURT
  o Probe
  o Online Maths Interview P-2
• Use of School Level Report Data
  o Benchmarking P – 2
  o Teacher judgement of VELS levels

**Student Feedback**
• Grade 5 and 6 student’s survey “Attitude to School Survey.”
• Other school based student surveys
• POLT student surveys

**Surveys**
• Staff Opinion Survey
• Parent Opinion Survey
• School Organisational Health Survey
• Attitude To School Survey Grades 5 and 6.
• POLT survey. – Teacher Component mappings.
• ePotential survey.

Combining the understanding we have about good teaching practices gained through POLT and mentoring programs we are further developing our “Critical Friends” program. Teachers are paired together and given the opportunity to observe each other and make comments and suggestions based on what is good teacher effectiveness. Good teaching based on sound research is a key area to observe.

It is anticipated that teachers would observe each other on a minimum of 4 occasions each year with specific good practices to look for and make comments on. Teachers being observed will also be given the opportunity to indicate specific areas they would like comments on.

The success of such a program will greatly depend on the honesty, trust and quality of feedback that is being delivered. Through this teaching practices will change and lead to improved teaching effectiveness that will lead to improved student outcomes. At the end of the day the aim is to improve student outcomes and learning through more effective teaching practice.

**IMPLEMENTATION OF PROGRAM.**

1. Administrative Team will allocate Critical Friends.
2. Critical Friends will jointly determine time of observation.
3. Identified areas for observation will be noted.
4. Critical Friends will spend a minimum of 30 minutes observing a teacher.
5. Critical Friends will observe and make notations on checklist sheet of their observations.
6. Pairing will make time to discuss findings.
7. From observations targets will be put in place for next review.
8. A minimum of 4 observations will occur each year.
The following is a checklist of aspects of good teaching practices.

**Teacher identified Focus Areas to Observe.**

1. ..................................................  
2. ..................................................  
3. ..................................................

<table>
<thead>
<tr>
<th>Teaching Skill</th>
<th>Observations Noted</th>
<th>Comments / Questions</th>
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<td><strong>Classroom Environment</strong></td>
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<td><strong>Stimulating Learning Environment</strong></td>
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<tr>
<td>• Children’s work displayed</td>
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<tr>
<td>• Classroom layout (desks etc) OH&amp;S</td>
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<tr>
<td>o Movement / position of teacher</td>
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<td>o Teacher / student interaction.</td>
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<tr>
<td>o Student engagement.</td>
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<tr>
<td>o Student / student interaction.</td>
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<tr>
<td>o Classroom management techniques / strategies.</td>
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<tr>
<td><strong>Positive Role Model</strong></td>
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<td>• Praise and encouragement</td>
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<td>• Friendly relaxed tone</td>
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<td>• Humor</td>
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<td>• Listening skills</td>
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<tr>
<td>• Child focussed</td>
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<tr>
<td>• Attentive</td>
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<tr>
<td><strong>Building Relationships with children</strong></td>
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<tr>
<td>• Catering for individual children’ needs.</td>
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<td></td>
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<tr>
<td>• Determining interest &amp; background of children.</td>
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<tr>
<td>• Focus attention on individual children.</td>
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<tr>
<td>• Encouraging all to contribute.</td>
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<tr>
<td>• Responding positively.</td>
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<tr>
<td>• Promote students to take risks with their learning.</td>
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<td>• Value student’s effort and improvement.</td>
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<tr>
<td>• Recognition of student work.</td>
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</table>
Children’s Responses

- Establishing climate where differences of perspectives welcomed.
- Non judgemental.

Preparation, Planning & Organisation

- Curriculum Knowledge
  - Inquiry
  - Project Based
  - Play Based Learning
  - Rich Tasks
  - Valuable Learning Habits
  - VELS
  - Authentic Learning
  - Reflects Stages of Learning
  - Thinking Curriculum
  - Innovative Practices
  - Rubrics
- Catering for individual differences.
- Catering for different learning styles
- Clear focus for lesson
- Authentic Learning (Real Life)
- Students making choices about their learning.
  (STUDENT VOICE)
- Range of strategies used i.e.
  - ICT
  - Media
  - Chn Hobbies
  - Learner based
  - Student Interests / Backgrounds

Teaching Skills / Strategies

- Set the purpose
- Clear focus for lesson.
- Teacher – facilitator of imparting knowledge.
- Clear, purposeful instruction.
- Modelling
- Explanations and clarification.
- Children’s input
- Catering for individual differences.
- Whole / Part / Whole.
- Individual, Partner, Small Group.
- Co-operative learning strategies.
  - Think Pair Share
  - Jigsaw
- Relevant Content
- Set clear challenging and achievable goals.
- Sharetime / reflecting on learning
- Use of “Valuable Learning Habits” Language.
- Collaborative work.
- Problem solving.
- Open ended activities
- Challenging activities.
- Rich Tasks
- Project based work.
- Very limited use of worksheets.
- Flexibility (divert from original planning)
- Graphic Organisers
- Student Centered.
- Hands On Activities
- Independent Tasks.

**Questioning Techniques**

- Inclusive
- Open and closed
- Classroom management techniques.
- Targeted Questioning
- Think / Wait Time
### Assessment and Evaluation

- Assessment “for”, “of”, “as”, Learning
- Pre Assessment
- Checklists
- Formal Assessments
- Anecdotal Records
- Feedback
- Self Assessment
- Post Assessment
- Use of Rubrics
- Peer Assessment
- Reflection Time

### Creative Use of ICT

- IWB
- Cameras
- MP3/IPOD’s
- Radio Station
- TV Station
- Claymation
- Animation
- Data Loggers
- Digital Photography
- Movie Making
- Sound Recording
- Video Recording
- Podcasting
- Vodcasting
- Wikis
- Blogs
- Web Design
- Digital Learning Objects
- Netbooks
- Laptops
  - Other (List)