Performance and Development Accreditation

Element 3: Customised Individual Teacher / SSO Development Plans

In 2005 Bulleen Heights School as part of a phase 2 Innovations and Excellence cluster school began to focus more strategically on targeted professional learning. In acknowledgement of this commitment to the middle years of schooling and the previous and ongoing early year’s initiatives, Customised Individual Teacher and SSO Development Plan templates were developed to plan and record the professional learning initiatives of staff.

Through the Performance and Development review process it became evident that staff were moving through a calendared cycle with only cursory consideration to personal and school based goals. This was supported by staff survey results low engagement and learning and the need for more role clarity. In 2005 a support document Professional Learning in an Effective School, was developed to enhance the targeted professional development. This document identified all teacher classes separately within the document which allowed teachers to be more familiar with the professional standards of their colleagues. This package was clearly linked to the school’s AIP and the professional standards required by the VIT.

The two documents, Customised Individual Teacher Development Plan and the Professional Learning in an Effective School were introduced to staff through professional learning afternoons. Workshops identified the school targeted initiatives, the VIT dimensions of teaching, the DoE professional standards applicable to each teacher class and the use of the customised individual teacher development plan to address school and individual needs. These documents are both linked to the School Strategic Plan and the Annual Implementation Plan. An awareness-raising of these documents within the school with each staff member having a copy provided a pathway for conversations regarding a collective responsibility for school improvement alongside individual development.

A further extension from these initiatives was the development of role statements for all teachers and SSOs. This supported the requirement for role clarity and also worked to improve the element of empathy given that everyone was clearer in regard to the components of each others job. The relationship between the role statements, performance standards and the individual customised development plans was clearly articulated and became working documents as evidenced by the increased professional language and conversations that staff members in a variety of forums have begun to have.

Survey data indicates these documents have significantly supported teachers in the first instance of having a plan and the provision of guidelines to support the planning, development and actioning of the plan. Teachers have indicated that the plan has contributed to their’s and the school’s improvement and it has provided a toll for reflective analysis of their own teaching. Staff members have indicated that they feel supported through all
processes of the plan and should they be considering career advancement or change, that this plan will have a positive effect in supporting those aspirations.

Leading teachers and PCOs also developed role statements and systems views which created further clarity of their individual and collective roles. These roles and systems views have been discussed at department meetings and are available on the school server for access by all staff. Formal and informal professional learning has taken place between leading teacher and the principal class. This has led to further formal leadership courses being undertaken and action research that has supported and informed the leading teacher and principal practice.

A significant proportion of the staff members at BHS are school services officers and in response to this a school survey was developed based on the teacher survey to gain their reflections of all elements of PDCA. Our SSOs also have Individual SSO Development Plans and data indicates that these plans have had a significant impact upon their roles and responsibilities within our school community. The survey results indicate that 90% of SSOs have a plan and 80% believe that it supports them to be effective in their respective roles which are diverse. Mirroring teacher results 72% of staff now have their plans aligned to school priorities and 82% articulate that they feel supported in the implementation of these plans.

Element Summary from PDCQ for Teachers

Element 3: Customised Individual Teacher Development Plans

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<th>Actual Result</th>
<th>Expected Result</th>
<th>Threshold Achieved</th>
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