Creating and Supporting a
Performance & Development Culture

Sample Application – Element 3 – Milgate PS

Element 3 Customised Individual Teacher Development Plans Based on Both Individual Development Needs and School Priorities

School Priorities are developed annually stemming from Student Achievement Data, Staff Surveys, Individual teacher, CSF Team and School Team feedback and Curriculum Reviews. Annual Priorities are identified and Action Plan for implementation developed. School Priorities are embedded in Annual Plans for Literacy and Numeracy Coordinator, School Teams goals, Whole School Professional Learning Program and School Organisational structures (timetable, roles and responsibilities, leadership opportunities) Teacher Development Plans are developed as part of the Annual Review Process. Plans to allow for personalised goals and personal professional learning related to those areas. Clear guidelines are provided for the development of Teacher Plans incorporating feedback from colleagues, self evaluation and personal analysis of teaching in relation to the VIT Professional Standards. Team Leaders act as reference throughout the annual process. All of the staff surveys agreed (81% to a major extent) that the school provided clear guidelines for developing these plans.

Mid Cycle interviews are held for all staff and discussion focus on progress towards meeting goals, highlight achievement and define action for the remaining period. End of Cycle interviews review the year with a focus on reflection on improvement and change to teaching practice, student learning improvements and contribution to the wider school program. Professional Learning (PL) undertaken is reviewed and evaluated. New goal areas for the coming review period are identified. Detailed paperwork at Beginning, Mid and End of Cycle periods provide documentation of discussion and assist action planning. 100% of staff surveyed agreed that the plans assisted self evaluation and reflection on teaching. (87% to a major extent)

Teacher Development Plans are sustainable primarily as teachers themselves (as per survey results and anecdotal feedback) believe they are useful to themselves to assist focus on particular important personal development focuses. Time is spent with individual teachers discussing and refining goal areas so that they are relevant, linked to school priorities and achievable. CSF Teams regularly include sharing of goals and Development Plan activities. Professional Learning Program includes opportunities for personal professional Learning activities and ‘Potpourri’ PL activities focus on identified PL requirements from TD Plans. All staff surveyed support the belief that personal plans are aligned with school priorities and will improve personal effectiveness as a teacher. (89% agree to a major extent)

Teacher effectiveness has improved alongside the development of Teacher Development Plans. Staff survey results indicate improvements in staff perceptions of their effectiveness as teachers. Staff feedback on relevance of professional learning and linking of the Charter and School Team activities has resulted in a more relevant PL program, a review of School organisation including focus of school. Survey results indicate a strong belief by
staff that implementation of their Plan will lead to improved student learning and better professional learning for them as educators. (82% of survey respondents report this to a major extent) There is also a strong belief that the opportunities for professional learning will have a positive affect on career prospects. (75% of survey respondents report this to a major extent)
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The following documentation is available to support this Element:

- Sample Teacher Performance Plans which include personal goals matching each professional Standard
- Sample Beginning, Mid and End of Cycle Review documentation
- Teacher Review Schedule
- Sample Staff Self Assessments
- Sample Staff Performance and Development Plans
- Feedback from Staff supporting process
- Notes from PD session focusing on goal writing
- Professional Learning Team Meeting minutes showing discussions of goals and plans
- School Priority list for 2005
- 2005 Staff and Parent Opinion Survey data
- PDCQ Survey results