This document sets out 'proposed performance requirement' and 'statement of achievement' against the professional standards applicable for the classroom teacher. Ultimate responsibility for the performance assessment outcome rests with the Principal. However, a Principal may assign the process to a nominee with the exception of the final assessment decision. The standards used in this document are drawn from the Victorian Institute of Teaching Standards of professional Practice for full registration, Dec 2003. The Principal will consider the 'statement of achievement' and other relevant information in relation to each professional standard and make a decision, based on the balance of evidence, about whether the classroom teacher has satisfied all the standards.
<table>
<thead>
<tr>
<th>Professional Practice Standards (VIT)</th>
<th>Goals inclusive of AIP Key Improvement Strategies and Charter Priorities/Targets</th>
<th>Evidence: qualitative and quantitative</th>
</tr>
</thead>
</table>
| **Teachers know how students learn and how to teach them effectively.**  
  - You draw on the body of knowledge about learning and contemporary research into teaching and learning to support their practice  
  - You know the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process  
  - You know how to engage students in active learning;  
  - You know how classroom and program design, use of materials and resources and the structure of activities impact on learning. |  
  - I will use a variety of groupings – teacher directed, student choice and random to draw on students’ prior knowledge and understanding.  
  - I will use ICT including the Interactive Whiteboard to actively engage students (particularly boys) in their learning |  
  - Integrated Unit Planner  
  - Literacy Week/Term Planners  
  - Mathematics Week/Term Planners  
  - Rubrics |
| **Teachers know the content they teach.**  
  - You have a sound, critical understanding of the content, processes and skills they teach  
  - You can articulate the key features and relevance of their content to their students and others, and can demonstrate how it is applied  
  - You know the methodologies, resources and technologies which support learning of the content, processes and skills they teach  
  - You are familiar with curriculum statements, policies, materials and programs associated with the content they teach. |  
  - I will plan units of work using an Integrated Unit Planner with the Module C team using VELS which includes assessment, thinking skills and PoLT.  
  - I will use the English Developmental Continuum, the Literacy Professional Learning Resource and the Mathematics Developmental Continuum to use latest ideas in the planning and teaching of knowledge and skills. |  
  - Integrated Unit Planners  
  - Documented use of these resources - Integrated Unit Planner, Team Meeting minutes, Staff Meeting minutes |
### Teachers know their students.

- You know the learning strengths and weaknesses of your students and are aware of the factors that influence their learning.
- You are aware of the social, cultural, and religious backgrounds of the students they teach, and treat students equitably.
- You develop an understanding and respect for their students as individuals, and are sensitive to their social needs and the way they interact with others.
- You know the importance of working with and communicating regularly with students’ families to support their learning.

- I will identify individual needs of my students and group them for Literacy and Numeracy to maximise their learning.
- I will use knowledge gained from being part of the Enhancing Relationships in Schools Research program to further develop the positive learning environment in my class.

### Teachers plan and assess for effective learning.

- You use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for your students.
- You plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all your students.
- You monitor student engagement in learning and maintain records of their learning progress.
- You select assessment strategies to evaluate student learning, to provide feedback to students and their parents/guardians and to inform further planning of teaching and learning.

- I plan to improve Literacy and Numeracy levels at the completion of Year 1. The targets are:
  - Reading: **85% of students at or above expected VELS levels**
  - Writing: **85% of students at or above expected VELS levels**
  - Speaking & Listening: **85% of students at or above expected VELS levels**
  - Number: **85% of students at or above expected VELS levels**
  - Measurement: **85% of students at or above expected VELS levels**

- I will use a variety of assessment types – As, Of, For as noted in the Module C Integrated Unit Planners to evaluate student learning. I will also use the reading videos in the English Continuum to assist with moderation of students’ progress in reading.

- Literacy and Numeracy groupings and how they have altered over the year.
- VELS assessment and added on value
- Rubrics

- VELS assessment and added on value
- Integrated Unit Planner
- Moderation – Team meeting minutes
### Teachers create and maintain safe and challenging learning environments.

- You develop a positive learning environment where respect for individuals is fostered and where learning is the focus.
- You provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning.
- You use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning.
- You establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom.

- I will further develop PoLT principle 2.1 *The teacher encourages and supports students to take responsibility for their learning* by providing learning activities when students have some choice in the activities they complete.
- I will follow Module C agreed rules and consequences consistently to establish and maintain clear expectations for students.

### Teachers use a range of teaching practices and resources to engage students in effective learning.

- You communicate effectively with students to make their learning programs explicit, to build rapport, and to support their learning.
- You provide and manage opportunities for students to explore ideas and develop knowledge and skills, through discussion and group activities.
- You use and manage a range of teaching and learning strategies, technologies, activities and resources.
- You provide meaningful feedback to students and their parents/guardians about their developing knowledge and skills.

- I will use and manage a range of teaching and learning strategies, technologies, activities and resources through incorporating a wider use of the Interactive Whiteboard each week in Literacy and Numeracy to
- I will provide parents and students with portfolios of their work to show the development in their learning. I will also use rubrics which provide clear guidelines and meaningful feedback to students.

### Integrated Unit Planner

- Module C agreed rules and consequences
- School values
- Reduction in use of consequences

### Literacy Weekly/Term Planners

- Mathematics Weekly/ Term Planners

### Rubrics

- Portfolio range
### Teachers reflect on, evaluate and improve their professional knowledge and practice.

- You regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching;
- You work collaboratively with other members of the profession and engage in discussion of contemporary issues and research to improve professional practice;
- You identify their own professional learning needs and plan for and engage in professional development activities;
- You develop organisational and administrative skills to manage their non-teaching duties effectively.

<table>
<thead>
<tr>
<th>Teacher Performance and Development Plan</th>
<th>I will further develop PoLT principle 3.2 The teacher utilises a range of teaching strategies that support different ways of thinking and learning using an Action Research Plan with the Module C team to further develop the students as confident writers.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I will invite a peer to peer coach me at least once a term to improve my teaching practice.</td>
</tr>
<tr>
<td></td>
<td>I will provide timetables for Specialists, Yard Duty, Numeracy Testing, Planning Days and Peer Coaching time in lieu so the school operates efficiently and effectively.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Performance and Development Plan</th>
<th>VELS assessment data in Writing and added on value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Completion of Action Research Plan</td>
</tr>
<tr>
<td></td>
<td>Team minutes, grids on U-Drive</td>
</tr>
<tr>
<td></td>
<td>Timetables</td>
</tr>
</tbody>
</table>

### Teachers are active members of their profession.

- You contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers;
- You work effectively with other professionals, parents/guardians and members of the broader community to provide effective learning for students;
- You promote learning, the value of education and the profession of teaching in the wider community;
- You understand and fulfil their legal responsibilities and share responsibility for the integrity of their profession.

<table>
<thead>
<tr>
<th>Teacher Performance and Development Plan</th>
<th>As the secretary of School Council and Convenor of the Education Committee I plan to continue to work effectively with parents to further develop students’ learning by providing effective programs and equipoment and develop and update policies.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As a Reference School and as a member of the Leadership team I plan to present our school’s Performance and Development Culture journey to other schools to enable them to attain Level 4 accreditation for Performance and Development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Performance and Development Plan</th>
<th>Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Council minutes</td>
</tr>
<tr>
<td></td>
<td>Self assessment, Strategic Plan</td>
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<tr>
<td></td>
<td>P &amp; DC open mornings agendas</td>
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<td></td>
<td>Peer Coaching</td>
</tr>
</tbody>
</table>

### Personal Professional Learning and Development Focus
**Mid-cycle review**
The mid-cycle review is an opportunity to monitor progress and provide formal feedback on the teacher’s performance to date. It is also possible to amend plans where this is necessary due to changes in school circumstances. Comments are to be provided by the principal (or nominee) and the classroom teacher and the page signed and dated.

**Note:** Where it is considered likely that the teacher may not meet one or more of the standards at the end of cycle assessment the teacher must be advised, in writing, at least three months prior to their salary progression date.

**Principal’s (or nominee’s) comments:**

**Classroom teacher comments:**

**End-cycle review:** the teacher must meet the eight standards of teaching to achieve a successful performance outcome.

- Standards of Professional Practice met [ ]
- Standards of Professional Practice not met [ ]

Principal’s or nominee’s signature: ___________________________ Date: ____________

Incremental Progression to: ___________________________ as of: ____________

Teacher’s signature: ___________________________ Date: ____________

At the completion of the review cycle a copy of this document will be provided to the teacher and the original placed on the teacher’s personal file.