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><strong>Professional Practice Standards (VIT)</strong></th>
<th><strong>Goals inclusive of AIP Key Improvement Strategies and Charter Priorities/Targets</strong></th>
<th><strong>Evidence : qualitative and quantitative</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers know how students learn and how to teach them effectively.</strong></td>
<td><strong>PoLT 3.3 – The teacher builds on students’ prior experiences, knowledge and skills.</strong>&lt;br&gt;<strong>PoLT 2.2 – The teacher uses strategies that build skills of productive collaboration.</strong>&lt;br&gt;<strong>ICT- Integration of these resources into our daily program</strong>&lt;br&gt;• Interactive Whiteboards&lt;br&gt;• Laptops&lt;br&gt;• Complete the e-potential on-line survey</td>
<td><strong>Unit planners</strong> will be evaluated based on the students’ acquired knowledge which will be evidenced via oral presentations and more formal published pieces such as KWLs, Powerpoint and Microsoft Publisher.&lt;br&gt;<strong>ICT skills</strong> enhanced. Student (boy) imported family photos to support piece of writing. (<strong>Success for Boys</strong>- will capitalize on the interest shown as a peer tutoring skill.)&lt;br&gt;<strong>ICT skills</strong> shared through group interaction (observed in the production of publisher brochures advertising the Library services of Monash). <strong>e-potential results</strong> will assists in the formulation of further PD</td>
</tr>
</tbody>
</table>
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.

### Numeracy Coordinator

- EYN on-line testing - successfully transfer the school data to the on-line website.
- In-service the staff following any Numeracy PD attended.
- Further my understanding of the Maths Continuum within the Student Learning website P-10 curriculum.
- Sharing professional reading.
- Purchasing materials/texts and accessing websites to complement & support our Numeracy Program via the IWB.

### Peer Coaching

- Utilising my training as peer coach to support and provide feedback to my graduate.
- To be observed at least once a term related to identified areas of need within my teaching style or data relating to students.

Teachers know their students.

- You know the learning strengths and weaknesses of their 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.

### PoLT 1.3 – The teacher uses strategies that promote students’ self-confidence and willingness to take risks with their learning.

- Writing - planned into daily program.
- Guided writing – introducing variety of genres.
  - Informative
  - Narrative
  - Reports
  - Procedures
  - Persuasive Creative – poetry

### National Literacy and Numeracy Testing 2008

- Writing focus.

An improvement on the AIM results for 2007 in writing. Within the NAP criteria for assessment I am expecting our Year 3s to be within the state (national) mean.

### EYN on-line interview

Using ongoing/formative assessment to facilitate planning for Numeracy in P-4.

Implementation of ideas and techniques introduced during my in-services.

Compile a list of valuable numeracy sites on the “U” Drive. Focus will be on Interactive sites.

Staff will be requested to enter any they have discovered and a brief description. eg Rainforest Maths, Allison Easther- comprehensive site P-6. Excellent extension activities- students may work on own level.

Peer Coaching

Producing documentation based on observed practices and saving these to “U” Drive.

Utilising my peer coaching to modify my teaching and planning.
Students’ families to support their learning.

Enhancing Relationships in School
Implementing program within Level 3
Involving my class and myself in the individual interviews and the collection of data.

Teachers plan and assess for effective learning.

- You use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students
- You plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their 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.

PoLT 3.3 – The teacher builds on students’ prior experiences, knowledge and skills.

Unit Planners
- Assessing students’ knowledge using a range of thinking tools such as Think, Wink, Decide.
- Planning a range of meaningful learning opportunities for our students
  - Activities eg excursions, incursions, quizzes, data collecting, surveys.
  - Resources such as internet websites, magazines, maps, posters and literature.

Homework
Students’ own words based on their writing
A choice of words based on blends- reinforced by Easiteach Literacy program
Activities based on Unit of work- family oriented such as data collection and family quizzes based on information in our “Did You Know?” component of our homework.

Reading
Running records
Formal assessment based on WMPS assessment schedule.

Unit plans will be evaluated based on the students’ acquired knowledge which will be evidenced via oral presentations and more formal published pieces such as KWLs, Powerpoint and Microsoft Publisher.
All activities and resources will be evaluated by
- Easy accessibility
- Student engagement
- Quality of information eg current information – information in Library texts is often outdated and obsolete.

Reports: June and December
Interviews: February and June
**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.

**Student Code of Conduct** - reinforcing the behaviour and expectations that we as WMPS school members (students & staff) expect from each other.

**PoLT 2.2 – The teacher uses strategies that build skills of productive collaboration.**

Mentoring graduate teacher.

**Enhancing Relationships in School**

Implementing program
- Conflict resolution
- Cultural diversity

**Focus** on a small group of students to assess their reaction and participation in the program. Are there observable results in the playground re conflict resolution?

- Observable improvement in interactions between class members in Module
- Observable improvement in interactions between class members in Yard.

**Enhancing Relationships in School**

Data observed and feedback from core team and university team.

Observing and recording anecdotal evidence of the program’s effectiveness.

**Focus group**
- List of pre & post behaviour observed by staff & students.
- Access data?

**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.

**2.2 – The teacher uses strategies that build skills of productive collaboration.**

**Teamwork**
- Daily/ weekly team planning meetings.
- Equitable allocation of responsibilities within the level.

**Teamwork**

Sharing of knowledge and expertise resulting in a harmonious working atmosphere in the module. This will be reflected in our
- Unit planning
- Open night
- Reports
- School concert
- Use of ICT facilities
<table>
<thead>
<tr>
<th>Teachers reflect on, evaluate and improve their professional knowledge and practice.</th>
<th>Peer Coaching</th>
<th>Mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>• You regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching;</td>
<td>• Utilising my training in the capacity as a coach</td>
<td>• Guiding and encouraging development by fostering initiative within the school and PD which will benefit them professionally.</td>
</tr>
<tr>
<td>• You work collaboratively with other members of the profession and engage in discussion of contemporary issues and research to improve professional practice</td>
<td>• Avail myself of the opportunity to be observed at least once a term.</td>
<td>• Respecting and sharing ideas gleaned through these inservices.</td>
</tr>
<tr>
<td>• You identify their own professional learning needs and plan for and engage in professional development activities;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• You develop organisational and administrative skills to manage their non-teaching duties effectively.</td>
<td></td>
<td></td>
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<tr>
<th>Student Learning website- P-10 curriculum</th>
<th>Parent interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiarising myself and colleagues of the excellent resources available on the site and the interactive activities available in digilearn.</td>
<td>Encouraged parents to contribute open conversations regarding their or my anecdotal records and observations in our reading folders.</td>
</tr>
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</table>

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<th>Reports</th>
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<tr>
<td>Planning and implementing lessons using the site &amp; digilearn. Assessing their suitability and educational potential. Create folders within e-mail favourites to record valuable sites.</td>
<td>: June and December</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interviews</th>
<th>Feedback from parents</th>
</tr>
</thead>
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<td>February and June</td>
<td></td>
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<td>Producing documentation based on observed practices and saving these to “U” Drive</td>
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<tr>
<td>• Review data and any suggestions received to improve that aspect of my teaching</td>
<td>• Review data and any suggestions received to improve that aspect of my teaching</td>
</tr>
<tr>
<td>• Respect data received from peer coach</td>
<td>• Respect data received from peer coach</td>
</tr>
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<tr>
<th>Mentoring</th>
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</thead>
<tbody>
<tr>
<td>• Successful VIT registration</td>
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</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.

### Level 3 coordinator
- Facilitate meetings within Level 3 to plan and assess programs within the school and our level.
- Initiate PD which will complement and enhance our units of work.
- Mentoring colleagues in a productive manner—by respecting all opinions and fresh ideas.

**ERIS Core team member**
- Facilitate successful implantation of ERIS program in Level 3.
- Provide feedback to core and university teams.

**Numeracy coordinator**
- EYN on-line interview: Implementation and coordination.

### Personal Professional Learning and Development Focus

<table>
<thead>
<tr>
<th>Numeracy</th>
<th>ERIS</th>
<th>Literacy- focus on Writing</th>
</tr>
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<tbody>
<tr>
<td>Interactive websites</td>
<td>EYN on-line interview</td>
<td></td>
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</table>

- Evaluation of Unit Planners
- Carefully choose PD which will enhance not only me professionally but the school. Encourage others in my team to attend PD and share their knowledge during team/staff meetings.
- Ensure PD is recorded on the school “U” drive.

**ERIS Core team member**
- An observable change in the attitudes of our students in the areas we will cover this year dealing with cultural diversity.
- Positive feedback from the ERIS team regarding our students’ feedback.

**Numeracy coordinator**
- All P-4 students assessed on-line successfully.
- Data produced to be instrumental to the planning of numeracy program in our Levels.
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.