ESSENDON KEILOR COLLEGE

Application for Performance and Development Accreditation

ELEMENT 3: CUSTOMISED INDIVIDUAL TEACHER DEVELOPMENT PLANS

Background: The PDCQ survey results show 90% of staff have recognized that the College Review process provides them with an effective customised individual development plan. As indicated previously the College has in place a process that allocates a critical friend to each teacher and provides structured staff meeting time to assist teachers and critical friends to meet. Many of the critical friends mentor the members within their team and they are therefore familiar with their work and can engage in meaningful dialogue. Most of the critical friends are Leading Teachers and their mentoring role has been presented as a major leadership responsibility enabling them to expand their profession expertise and develop skills in Sergiovani’s human, cultural and symbolic leadership domains. Training and resources have been provided in Leading Teacher meetings for all critical friends.

The Performance and Development Review Document (see Attachment 6)

All staff have been provided with the pro forma and assisted by their critical friend to complete the document over the course of the year. The design of the document took into account staff concerns as raised in the consultation process. The acknowledgement of staff professionalism and the change from meeting standards to a professional growth focus for review, was greatly appreciated by teachers across the College. The review pro forma simply provides scope for teachers to identify targeted areas for improvement, outline the data sets that would be used to demonstrate improvement, detail their team involvements and projects, and outline appropriate professional development support. Teachers also requested the opportunity to include the work undertaken in their areas of responsibility as part of the Review process.

PDCQ Results

The results indicate 91.2% of staff members agree their plans have been assisted by guidelines provided by the College as indicated above. The high level results in feedback from colleagues and students, and from learning outcomes from students (80%–93%), may have been achieved because teachers are confident the data used in the review process is completely confidential. I believe that the high score on their analysis of their teaching in relation to a set of standards, reflects that teachers consider that they have demonstrated that they have met DE&T’s professional standards for many years and that they now have the opportunity to progress to more meaningful targets under the P&D process. The review pro forma does indicate that in some cases the process might include consideration of the Dimensions of Learning and the professional standards appropriate to the teacher’s classification. This has been used with teachers early in their careers, and in some cases when new to the school. The high response rate for the remaining questions under this element reflects the effectiveness of the review process. Each teacher has a focus on using data to improve effectiveness in the classroom. The College has nominated P&D Culture and Improving Student Performance as the Charter priorities and this alignment together with the College processes has led to a strong performance in this area.

Staff Opinion Survey Data

Unfortunately the response rate for the staff opinion survey has dropped to 55% since the survey has been delivered on line. Many staff have had considerable difficulty accessing the survey due to large numbers of teachers at the College, the number of schools in the region, and the limitations of the DE&T’s website. The 2006 result for professional growth is at the statewide benchmark and this represents an increase from 3% in 2004 to 18% in 2006. The result for appraisal and recognition is at the 75th percentile and has improved from 14% in 2004 to 28% in 2006. The results for the measures, individual and school morale, supportive leadership, role clarity, and the engagement and learning measures are all at, or above, statewide benchmarks for secondary schools. This is an excellent result for a multi-campus college that presents staff with the inevitable issues associated with size, complexity, communication, travel and cross college leadership.