Waverley Meadows PS

Performance and Development Culture

Key points for each element:

Element one:
- School Manual that is provided to and discussed with all staff at the beginning of each new year – inclusive of key curriculum documents eg. Strategic Plan, Annual Implementation Plan, I&E action plan, ISDES plan, You Can Do It Scope and Sequence schedule, Integrated Units Scope and Sequence plan etc. The school manual is an organic, evolving publication that is brought to each staff meeting where it is added to and redundant documents removed.
- Developed an Induction and Mentoring Policy
- Developed induction program proforma to evaluate the effectiveness of the induction process which informed further amendments

Element 2:
- Personal and professional development individual plans – teaching and non-teaching allows for reflection and feedback
- Whole school planning days that provide time for professional learning teams to reflect deeply on previous term’s teaching- structured documents & prompts for reflection -term reflection informs next stage of planning
- Feedback from peer coaching – capacity building specific to individual teacher
- School Level Report: focussed deconstruction and interrogation of the following data sets to elicit feedback to inform effectiveness of teaching practices :AIM, VELS teacher judgements, Prep-2 reading results, Staff Opinion Survey, Student Attitude to School Survey, Parent Opinion Survey, Attendance data
- Use of rubrics and criteria –specific assessment – peer, self and teacher assessment
- Facilitated student focus groups to deconstruct student attitude survey to further inform classroom practice and dynamics 2005, 2006 & 2007
- Exploration of Principles of Learning and Teaching during 2006 followed by component mapping undertaken in 2007 for all teaching staff – analysis of the results of the teacher and student component mapping as a whole school, as teams and as individuals. This has been supported by 2 curriculum days resulting in the implementation of team action research projects, allowing the cyclical nature of research to continually provide feedback related to identified areas of challenge.

Element 3:
- Staff performance and development plans are personalised
- Professional conversations between PLT members and between individual teachers and the Principal for mid and end cycle reviews
- Teachers raised awareness of professional standards through plan development and implementation
Customised plans are further galvanised through the use of the peer coaching tool
Revised Performance and Development Professional Review templates to be implemented in 2008 that better reflect the school’s culture of distributed leadership, role and responsibility clarity and goal congruence.

Element 4:
- Revised Professional Learning Policy
- Policy and practice reflects the seven Principles of Highly Effective Professional Learning
- Recognition of the extensive collegiate pedagogical knowledge within the school – indicated through the use of a formal peer coaching model
- Designated Professional Development coordinator to support the bridging of goals and targets of the school and the individual practitioner
- Strategic professional readings provided weekly at staff meetings to support shared professional language and understandings
- PLT meetings that focus on pedagogy, contemporary teaching practices and student learning and welfare rather than administrivia.
- School based professional learning is recognised as potentially more effective than external PD with this belief reflected in the organisation and allocation of budgets
- Participation in cluster, network and regional PD to support classroom effectiveness – for both sharing and receiving information eg contributing to EMR Learning Exchange/Knowledge Bank
- Development of a data base on the school intranet that describes and locates resources for colleagues based on external PD attended
- Teachers deliberately abandon practices that are ineffective, drawing on strategies that address identified student needs
- Development and use of common planning proformas to support shared professional knowledge, interaction and the reflection process
- Whole school planning days are recognised as professional learning opportunities through reflection on practice, evaluation of programs and professional growth

Element 5:
- Continual focus on students as the core purpose of our work
- The P&D Culture accreditation process has been opportunistic for the teachers to improve clarity and organisation in relation to professional accountability
- On line P&D Culture survey results were affirming of the team, collegiate approach to our teaching.
- Distributed leadership is the preferred model across the school where staff roles are clear and supportive of our P&D culture.