PERFORMANCE AND DEVELOPMENT CULTURE

Waverley Meadows Primary School

THE JOURNEY BEGINS

- Term 3 2005
- Leadership team measured level of P&D culture through the self assessment grid as individuals first
- Leadership team collated this data
- Shared results with teachers
- Teachers completed self assessment grid

THE JOURNEY CONTINUES

- Teachers shared results in team meetings
- Overall results shared in staff meeting to determine eligibility to pursue accreditation
- Process of accreditation outlined to staff including the gathering of artefacts
- Located self assessment grid on staffroom wall for staff and School Council reference
- Leadership team attended P&D Culture Expo in April 2006 to draw support from accredited schools
- Leadership team members were responsible for one element in order to support teachers in furthering their understanding of each element

THE JOURNEY CONTINUES

- P&D Culture became an agenda item for each staff meeting throughout 2006 where leadership rotated presentations related to their designated element.
- Began to gather evidence readily available for each element while concurrently seeking other documents to further support the elements -

DoE PUBLICATIONS

- Accessed publications to support the journey:
  - 'Professional Learning in Effective Schools', 'Induction in Effective Schools', 'Advancing Professional Practice in Schools', 'Accreditation Readiness Questionnaire', 'Teacher Questionnaire', 'Building Culture: A Framework for School Improvement' (O'Mahoney, Barnett, Matthews)
- www.sofweb.vic.edu/blueprint/

STRENGTHS

- Identified the strengths from the self assessment framework:
- Element 3 – Customised individual teacher development plans based on individual development needs, student learning and school priorities.
- Element 4 – Quality professional development to meet individual development needs
CHALLENGES

- Identified the challenges from the self assessment framework:
- Element 1 – Induction for teachers new to the school
- Element 2 – Use of multiple sources of feedback on teacher effectiveness for individual teachers and teams of teachers

ELEMENT 1: INDUCTION FOR TEACHERS NEW TO THE SCHOOL

- School tours to familiarise new teachers with resources, location of amenities etc

ELEMENT 1 CONTINUED

- VIT mentor training for both mentors and graduate teachers
- Additional time release for graduate teachers to allow VIT requirements to be addressed including common release time
- School community notified of new teachers to the school – through Council and newsletters
- I&E graduate PLT

ELEMENT 1 ACTIONS

- Developed an Induction and Mentoring Policy
- Developed induction program proforma to evaluate the effectiveness of the induction process
- Part time teachers require further induction support

ELEMENT 2: USE OF MULTIPLE SOURCES OF FEEDBACK

- Personal and professional development individual plans – teaching and non-teaching allows for reflection and feedback
- Principal’s knowledge of classroom practices and teacher effectiveness through collegiate relationships
- Scheduled PLT meetings

ELEMENT 2 CONTINUED

- Planning days that provide time for 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
ELEMENT 2 CONTINUED

School Level Report:
- AIM
- VELS teacher judgements
- Prep-2 reading results
- Staff Opinion Survey
- Student Attitude to School Survey
- Parent Opinion Survey
- Attendance data

ELEMENT 2 CONTINUED

- School developed surveys eg parent survey to determine satisfaction of the New Student Reports and Student Portfolios
- Staff/Team meeting minutes
- Literacy assessment schedule-designated assessment to inform teaching and student learning

ELEMENT 2 CONTINUED

- 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
- Sharing Parent Opinion Survey results with School Council to obtain further feedback

ELEMENT 2 CONTINUED

- Exploration of Principles of Learning and Teaching during 2006 followed by component mapping undertaken in 2007 for all teaching staff
- Further embed peer coaching as an integral part of professional development
- Support teachers to be able to deconstruct and analyse data to inform future teaching

ELEMENT 3: CUSTOMISED INDIVIDUAL TEACHER DEVELOPMENT PLANS

- Staff performance and development plans are personalised
- Staff manual supports the development of plans through included curriculum documents
- Professional conversations between PLT members and between individual teachers and the Principal for mid and end cycle reviews

ELEMENT 3: CUSTOMISED INDIVIDUAL TEACHER DEVELOPMENT PLANS CONTINUED

- Principal values the individual’s professional and unique growth
- Expectation that staff undertake reflection on practice and progression prior to meeting with Principal
- Leadership team provides direction and practical advice for their team related to their individual plans
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<th>ELEMENT 3: CUSTOMISED INDIVIDUAL TEACHER DEVELOPMENT PLANS CONTINUED</th>
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<td>○ Teachers raised awareness of professional standards through plan development and implementation</td>
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<td>○ Customised plans are further galvanised through the use of the peer coaching tool</td>
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<th>ELEMENT 4: QUALITY PROFESSIONAL DEVELOPMENT</th>
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<td>○ Revised Professional Learning Policy</td>
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<td>○ Policy and practice reflects the seven Principles of Highly Effective Professional Learning</td>
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<td>○ Recognition of the extensive collegiate pedagogical knowledge within the school – indicated through the use of peer coaching</td>
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<td>○ Designated Professional Development coordinator to support the bridging of goals and targets of the school and the individual practitioner</td>
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<td>○ Strategic professional readings provided regularly at staff meetings to support shared professional language and understandings</td>
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<td>○ PLT meetings that focus on pedagogy, contemporary teaching practices and student learning and welfare</td>
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<td>○ School based professional learning is recognised as potentially more effective than external PD</td>
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<td>○ Participation in cluster, network and regional PD to support classroom effectiveness – for both sharing and receiving information eg EMR Learning Exchange/Knowledge Bank</td>
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<td>○ Development of a data base on the school intranet that describes and locates resources for colleagues based on external PD attended</td>
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<td>○ Critically analysing established conventions or strategies</td>
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<td>○ Teachers deliberately abandon practices that are ineffective, drawing on strategies that address identified student needs</td>
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<td>○ Cluster educator supports planning days to add further professional knowledge</td>
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<td>○ Development and use of common planning proformas to support shared professional knowledge, interaction and the reflection process</td>
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<td>○ Whole school planning days are recognised as professional learning opportunities through reflection on practice, evaluation of programs and professional growth</td>
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**ELEMENT 4: QUALITY PROFESSIONAL DEVELOPMENT CONTINUED**

- Component mapping of the PoLT in 2007 has further supported and directed the professional learning of teachers in order to sustain professional growth and development – 2 curriculum days devoted to deconstructing the PoLT data and undertaking PD of modules 2 & 3.

**ELEMENT 5: BELIEF BY TEACHERS THAT THE SCHOOL HAS A PERFORMANCE AND DEVELOPMENT CULTURE**

- 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.

**ELEMENT 5: BELIEF BY TEACHERS THAT THE SCHOOL HAS A PERFORMANCE AND DEVELOPMENT CULTURE**

- Distributed leadership is the preferred model across the school where staff roles are clear and supportive of our P&D culture.

**THE FUTURE**

The journey continues to reach and embed **Level 5**

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