

# Performance and development plan

Teacher

## When you're at your best, everyone benefits

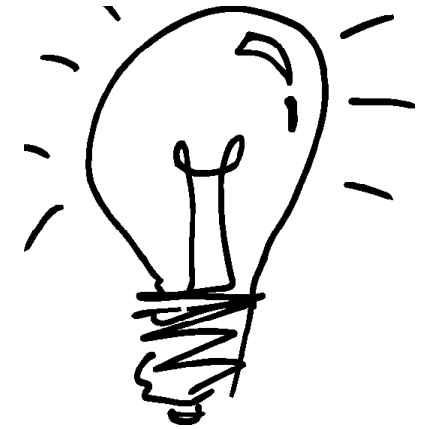
This working document should be updated every 6 months. Teacher and leader should work together on this plan. The teacher standards are used to inform the Performance and Development (P&D) process to support improvements in your teaching practice.

### Teacher Standards

- Professional Knowledge
  - 1. Know students and how they learn
  - 2. Know the content and how to teach it
- Professional Practice
  - 3. Plan for and implement teaching and learning
  - 4. Create and maintain supportive and safe learning environments
  - 5. Assess, provide feedback and report on student learning
- Professional Engagement
  - 6. Engage in professional learning
  - 7. Engage professionally with colleagues, parents/carers and the community

Use the standards in your career, behaviour and learning conversations. They will also inform how you will achieve your goals and help frame quality feedback to support your P&D process.

Please try and limit the amount of text to the fields provided. This will help to sharpen your focus and keep the emphasis on the conversation.



Date

Employee name

Leader name



## My Contribution

What are my goals for child/student achievement this year?

What impact will I have on the improvement of my school/preschool this year?

Goal 1	How will I achieve this goal?	Achieved	On track	Needs attention	Off track
Goal 2	How will I achieve this goal?				
Goal 3	How will I achieve this goal?				

Analyse your child/student data and school improvement targets and set specific and measureable goals for student achievement that are achievable and ambitious- stretch goals.

Consider the Challenges of Practice from your School Improvement Plan and describe the key elements of your practice that you will focus on this year to enable the achievement of your goals. You may also consider Standards 1-5 and other relevant curriculum, pedagogical and assessment frameworks to guide you.

Only update the progress status of each goal during six monthly review meetings.

Specific learning activities can be reflected under 'My Learning' on the following page.

## My Career

Short-term (up to 2 years)	Long-term (2-5 years)

Consider career pathways in line with the 'Highly Accomplished' or 'Lead' career stages in the teacher standards or talk to your leader about pathways into leadership. Think within and beyond your classroom, school/preschool or partnership. Consider roles that may have a system wide impact.

If you are an Early Career Teacher in the 'graduate' stage, your main focus will be on demonstrating your knowledge, practice and engagement aligned to the 'proficient' career stage. Participating in the [Early Career Development Program](#) will support you to achieve this within your first two years.

Specific learning activity relating to this section can be reflected under 'My Learning' on the following page.

## My Behaviour

What do I do really well and how will it help me achieve my goals?  
What do I need to start doing to increase my effectiveness?  
Which of my behaviours prevent me from being more effective in my role?  
- How will I manage those behaviours?

This is specifically aligned to Standard 7 (Engage professionally with colleagues, parents/carers and the community) and will consider all of the teacher standards from a behaviour perspective. It is about leveraging behavioural strengths and making adjustments that positively impact on your teaching practice, your interactions with others and your overall effectiveness.

## My Wellbeing

What action can be taken to enhance my wellbeing? Are there any work, health or safety considerations?

This is about the interaction between your role as a teacher, your health, your safety, your wellbeing and your personal responsibilities. Have a conversation with your leader about what action you will take to find the optimal balance that ensures the best outcome for you and your work.

## My Learning

What learning activities will I undertake to improve my professional practice, accomplish my student achievement goals and achieve my career aspirations?

This is specifically aligned to Standard 6 (Engage in professional learning) and will consider all of the teacher standards from an individual learning perspective. Plan actions that involve learning on the job, collaborative learning, undertaking research, observing practice or formal training.

## Our Agreement

What do I need from my leader to achieve my goals?  
Where will I source my feedback this year (e.g. classroom observation)?  
What evidence will I provide at my next review meeting?

Sign-off - Plan established and agreed	
Employee signature:	Date:
Leader signature:	Date:

# 6 Month

## Review comments

Update progress against established goals on page 2 during the 6 month review conversation. There is no requirement to classify or formally rate overall performance.



Use the [review conversation tool](#) to frame the 6 month review conversation.

Teacher and leader summary comments should be documented below and include specific comments indicating:

- progress towards achievement of goals
- any areas identified as needing attention or support
- any actions and associated timeframes for follow up.

### Teacher summary comments

### Leader summary comments

### Employee signature

### Date

The date of the 6 month review conversation must be recorded in the HRS, Staff Overview Module by the site manager, or delegated performance and development plan user.

### Leader signature

### Date

There is no requirement to upload this plan, however on finalisation, the plan should be printed, signed by both parties and filed in a secure location.



# 12 Month

## Review comments

Update progress against established goals on page 2 during the 12 month review conversation. There is no requirement to classify or formally rate overall performance.



Use the [review conversation tool](#) to frame the 12 month review conversation.

Teacher and leader summary comments should be documented below and include specific comments relating to:

- achievement against the goals in the performance and development plan
- how practice has changed and improved
- key learnings and focus areas for next year's performance and development plan
- the overall impact of the plan on student learning for the year.

### Teacher summary comments

### Leader summary comments

### Employee signature

### Date

The date of the 12 month review conversation must be recorded in the HRS, Staff Overview Module by the site manager, or delegated performance and development plan user.

### Leader signature

### Date

There is no requirement to upload this plan, however on finalisation, the plan should be printed, signed by both parties and filed in a secure location.

