

Government Response to the Education, Tourism, Innovation and
Small Business Committee Report No. 40

Update: Managing the performance of teachers in Queensland state schools

September 2018



Queensland
Government

Introduction

In 2015, the Department of Education (the department) implemented a new version of its Annual Performance Review (APR) process for teachers, which supports career and capability development to ensure teaching practices focus on success for every student. The Queensland Audit Office (QAO) undertook an audit in 2016/17 to assess whether the APR process improves teaching quality in public schools. The QAO produced a report titled *Managing the performance of teachers in Queensland state schools* (Report 15: 2016/17) located at Attachment 1, which centred on six recommendations for the department:

- 1. Improves the self-reflection and goal-setting phase of the annual performance review process (APR) for teachers**
 - aligning it to current and future-planned teacher classification levels
 - requiring school leaders and their teaching staff to comment on, agree, and sign-off on the teacher's self-reflection of their performance and their development goals.
- 2. Explores the potential for providing school principals and school leaders with a more flexible annual performance development plan template**
 - better alignment of teacher development goals to individual school context and priorities.
- 3. Provides teachers with more resources to compose measurable development goals, with clear links to the type of evidence that will be required to indicate goal success**
- 4. Considers defining and communicating its meaning of unsatisfactory performance**
 - this will enable the department, school leaders and teachers to have a shared understanding of performance expectations.
- 5. Formally evaluates the effectiveness of its programs for state schools**
 - the evaluation should test that the department can objectively assess, in a timely manner, how effective its communications and change strategies are for delivering the intended change.
- 6. Assesses through its formative evaluation process the scale of the issue that schools are time-constrained to effectively implement the annual performance review process**

The Education, Tourism, Innovation and Small Business Committee (the committee) recommended the department provide a written update on its implementation of the report recommendations by 28 September 2018. The Minister for Education and Minister for Industrial Relations supported this, noting that a departmental working group would discuss the issues and develop a formal implementation plan addressing the report recommendations.

Approach

The following approach has been undertaken by the department to respond the QAO report recommendations:

- Development of a project plan to provide a framework for a considered response to the report recommendations.
- Consultation with key stakeholders

- A working group was formed, with representatives from Organisational Transformation and Capability, State School Performance, HR Business Partnering and school leaders. The working group met regularly and provided valuable insights into the report findings and input into changes required to department APR collateral to address the issues raised.
 - The Queensland Teachers' Union (QTU), as a key stakeholder to the teaching profession, contributed to and endorsed updates to revised materials.
 - Formative research was conducted with teachers and school leaders seeking input on the draft brochure and determining other forms of support which could improve their experience of the APR process.
- Revision and enhancements to a suite of APR documents and intranet improvements aligned to report recommendations.
 - Commitment to change management, to prepare Queensland state schools for implementation of the revised materials from Term 1, 2019.

Response to recommendations

Recommendation 1: Improve the self-reflection and goal setting phase of the APR for teachers

Enhancements aligned to this recommendation include:

- An update to the annual performance development plan template (Attachment A). Changes include a refreshed self-reflection and goal setting phase for teachers, space for 'comment on', 'agreement with' and 'sign-off of phase one (reflection and goal setting).
- A revised step-by-step guide for teachers and for school leaders (plan supervisors) (provided as Attachment B and C). Specific changes include:
 - Incorporating reference to the teacher self-assessment tool (TSAT) developed by the Australian Institute for Teaching and School Leadership (AITSL) to enable self-reflection against the Australian Professional Standards for Teachers (APST) at graduate, proficient, highly accomplished and lead teacher careers stages.
 - Links to on-line learning hubs such as the department's on-line learning platform and AITSL. These online resources provide information about the development of measureable goals, the APR process, coaching and performance conversations.

Recommendation 2: Explores the potential for providing school leaders with a more flexible annual performance development plan template

Minor amendments have been made to the annual performance development plan template as discussed above. Much consultation has indicated that enablers to implementation of the APR are not related to the template.

The revised Joint Statement (Attachment D), step-by-step guide for teachers and school leaders (plan supervisors) (Attachments B and C) provide more clarity and context for aligning teacher development goals to individual school context and priorities.

Recommendation 3: Provide teachers with more resources to compose measurable development goals, with clear links to the type of evidence that will be required to indicate goal success.

Resources to compose measurable development goals and evidence required to indicate goal success have been clarified and enhanced within the updated step-by-step guides for teachers and school leaders (plan supervisors) in Attachment B and Attachment C. Links to the department's on-line learning platform and AITSL resources are also provided in the guides.

Several options for on-line tools to assist with developing measurable goals are being considered and may be trialled. These tools could assist with pre-populating fields linking goals to the APST, relevant professional learning activities and evidence.

Recommendation 4: Considers defining and communicating its meaning of unsatisfactory performance (MUP)

The Employee Relations unit of the department has commenced a project to review the current MUP processes. This project scope will include:

- a review of the current definition of MUP as per the recommendations within the report
- a revised terms of reference (TOR) for MUP
- benchmarking of the department's MUP process against state and federal jurisdictions and
- recommendations to enhance existing processes.

Progress to date has included the development of a draft TOR and the commencement of benchmarking activities. Based on the results of benchmarking, relevant communication and training strategies will be developed. Project completion dates are currently being finalised.

The department and the QUT currently meet for ad hoc Board of Review (BOR) meetings to discuss MUP matters. During 2017:

- 10 BOR meetings were conducted
- 13 new matters were discussed, and
- 58 matters were updated.

As at May 2018, one new matter has been discussed and seven matters updated.

Recommendation 5: Formally evaluates the effectiveness of its programs for state schools

To date two formative evaluations on the annual performance review for teachers have been conducted. These formative evaluations were conducted during December 2015 (at the 1 year mark) and March 2017 (at the 2 year mark).

A third evaluation plan, utilising a similar approach to the first two evaluations, is outlined in Attachment E. Scheduled for implementation in 2020 after a full implementation cycle of the revised materials, data sources will include a survey conducted with teachers and principals, an analysis of on-line templates and relevant School Opinion Survey data items. The evaluation aims to demonstrate how the objectives of the APR for teachers have been met.

Recommendation 6: Assesses through its formative evaluation process the scale of the issue that schools are time-constrained to effectively implement the annual performance review process

Through formative research, teachers and school leaders were asked what could be improved to enhance their experience of the APR process for teachers (or in their role as plan supervisor). The feedback received further supports the current amendments. School leaders nominated process and resource issues, rather than time, when asked what would most assist them in their role as plan supervisor.

Planning time, access to relevant professional learning, and coaching or mentoring at the school were supports nominated by teachers.

Next Steps – Change Management

The revised changes to the APR process for teachers will be implemented by the Department of Education. A formal project will be established to introduce the changes.

Attachments

Attachment A – Updated annual performance development plan template

Attachment B – Updated Step-by-step guide for teachers

Attachment C – Updated Step-by-step guide for school leaders or plan supervisors

Attachment D – Revised APR Joint Statement (the department and QTU)

Attachment E – Draft evaluation plan

Annual Performance Development Plan for teachers

Before completing, teachers and their supervisors should read and develop a clear understanding of the following documents:

- [Queensland State Schools Annual Performance Review process for teachers – A step-by-step guide for teachers](#)
- [Queensland State Schools Annual Performance Review process for teachers – A step-by-step guide for school leaders \(plan supervisors\)](#)
- [Australian Professional Standards for Teachers](#)

The Annual Performance Development Plan (APDP) needs to be developed in alignment with the [Australian Professional Standards for Teachers](#).

Name: _____ Role: _____

School: _____ Teacher Classification (Graduate / Proficient / HAT / Lead): _____

Agreement date: _____ Final review date: _____

Template not to be altered or modified in any way



Relevant school priorities (from the school's Annual Implementation Plan):

Phase 1 – Reflection A self-assessment tool is recommended to determine areas of strength and areas for development.			
Domains of teaching	Standards	Areas of strength	Areas for development
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 effective 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		
Comment (teacher)			
Comment (supervisor)			
Signature and date (teacher)		Signature and date (supervisor)	

Phase 1 & 2 – Goal setting, professional practice and learning These should be framed through reflection on areas of strength and areas for development within the Australian Professional Standards for Teachers.				
Focus areas for improvement As per reflection	Up to 3 agreed performance development goals Refer to SMART goals framework – Specific, Measurable, Achievable, Relevant, Time-phased	Actions to develop capability Be specific about what actions you intend to undertake and the support and professional learning you will require.	Indicators of success What will you/others see if your goal is achieved? Refer to Documentary Evidence Guides .	Reflections, comments and notes on professional practice and learning During this phase, the teacher's APDP is put into action during day-to-day work and is supported by professional learning to achieve goals.

Optional

Career aspirations	Career goals	Actions to develop capability	Indicators of success

Template not to be altered or modified in any way

Phase 3 – Feedback and review (final review) Review of performance against planned goals			
Focus areas for development	Agreed performance development goals	Performance outcome (achieved, ongoing, not achieved)	Comment
Teacher overall comment			
- What has been a significant area of growth or success in my teaching practice and why? - What have been some of the challenges in my teaching focus and why? - What areas do I need to focus my teaching on next? - What are my strengths and how can I build on them? - What support and professional development do I need to further my teaching performance and development? (Optional) What are my career aspirations and what pathways are available to me?			
Comment (teacher)			
Comment (supervisor)			
Signature and date (teacher)		Signature and date (supervisor)	

Template not to be altered or modified in any way

Queensland State Schools Annual Performance Review Process for Teachers

Step-by-step guide for teachers



Queensland State Schools Annual Performance Review Process for Teachers: step-by-step guide for teachers

The Annual Performance Review (APR) Process for teachers in Queensland state schools aims to:

- grow the capability of the teaching and leadership workforce
- strengthen the performance-focused culture in schools
- align professional learning to personal, school and system priorities.

It is mandatory for all Queensland state school teachers employed in a permanent capacity or under temporary arrangements of one term or longer to have an Annual Performance Development Plan (plan).

All teachers, regardless of their employment arrangement, will have access to professional learning and support for the duration of their engagement.

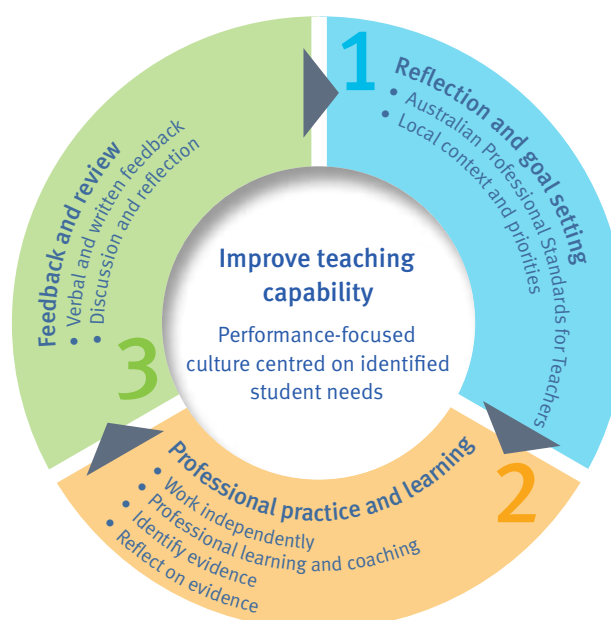
Overview of the process

All Queensland state school teachers require a plan. Your school principal is responsible for implementing the process, but may nominate another school leader (such as a deputy principal or head of department) to supervise your plan.

The APR process is implemented over 12 months and can start at any time during the school year. The three phases are:

1. Reflection and goal setting
2. Professional practice and learning
3. Feedback and review.

Consider commencing the APR process in Term 2 so that you and your students have a chance to settle into the year.



The APR process is based on the Australian Teacher Performance and Development Framework which includes the following elements:

- All teachers will have a set of up to three documented and regularly reviewed goals related to both performance and development, and ways of gauging progress towards them that have been agreed with the principal or delegated supervisor.
- All teachers will be supported in working towards their goals, through access to professional learning.
- Evidence collated to reflect on teacher performance and development will come from a range of sources and may include data showing impact on student outcomes, observation of teaching and evidence of collaboration with colleagues.
- All teachers will receive regular formal and informal feedback and coaching including a formal review against their goals, with verbal and written feedback and coaching being provided to the teacher. Formal feedback can occur up to four times within a 12-month cycle.
- <https://www.aitsl.edu.au/tools-resources/resource/australian-teacher-performance-and-development-framework>

Annual Performance Review Process for Teachers

Teacher

- Reflect on your practice to identify your strengths and areas for development
- Develop your focus areas
- Agree on up to 3 measureable goals

- Identify professional learning actions
- Identify evidence to indicate your success
- Work towards your goals through your professional learning actions and collate evidence of your success
- Seek and receive formal and informal feedback from your plan supervisor

- Reflect on your goals, collated evidence towards these goals and complete your performance review with your plan supervisor

Reflection and Goal Setting

Professional Practice and Learning

Feedback and Review

- Reflect on the teacher's practice
- Develop a shared understanding and agree on areas of strength and development, and focus areas
- Highlight school priorities to inform goal development
- Agree on up to 3 measureable goals
- Annual performance development plan, tip-sheets, webinars and other resources

- Identify relevant professional learning actions and evidence to indicate success
- Support the teacher's professional learning
- Provide formal and informal feedback and coaching to the teacher

- Conduct a performance review, providing the teacher with feedback on their progress

Plan supervisor

Resources:

www.aitsl.edu.au

- Teacher Self-Assessment Tool
- Australian Professional Standards for Teachers
- Performance and development toolkit for teachers
- Coaching toolkit for teachers

bit.ly/APRedStudio

- Practical performance conversations online course
- Annual performance development plan, tip-

sheets, webinars and other resources

www.qeli.qld.edu.au

- In-school coaching and leadership program

<http://education.qld.gov.au/staff/development/performance/engaging-schools/teachers.html>

- Joint statement
- Step-by-step guides
- Annual performance development plan

Research is unambiguous...effective performance and development relies on creating a strong and supportive culture in a school

Australian Teacher Performance and Development Framework

Phase 1: Reflection and goal setting

Reflect on your practice to identify your strengths and areas for development

The cycle begins with reflecting on your teaching practice and identifying your strengths and areas for development. Your plan supervisor may also observe and reflect on your practice.

Self-reflection is your foundation for setting goals. A self-assessment tool is recommended to assist you to identify your areas of strength and areas for development.

Consider your performance against the Australian Professional Standards for Teachers. The Standards describe what you are expected to know and be able to do at four career stages: Graduate, Proficient, Highly Accomplished and Lead. Most teachers

A template and supporting materials are available online to guide the development of the plan: **bit.ly/APRedStudio**

The Australian Institute for Teaching and School Leadership (AITSL) has developed an optional Teacher Self-Assessment Tool (TSAT) **www.aitsl.edu.au** to support your reflection.

The TSAT is framed against the Australian Professional Standards for Teachers (the Standards). **http://www.aitsl.edu.au/australian-professional-standards-for-teachers**. Use of this tool is optional and any results generated are not required to be shared.

are likely to reflect on their performance against the Proficiency level of the Standards.

Both you and your plan supervisor can comment on, and sign to indicate agreement on, your strengths and areas for development.

Develop your focus areas

The next step is to identify and record, with your plan supervisor, your focus areas for learning and development. Your goals will be developed from the focus areas you have recorded.

At this time you may also like to reflect on your career aspirations. If you wish, you can record these on the plan and build these aspirations into your goals.

Your plan supervisor may observe and reflect on your practice and provide you with feedback and coaching.

Your plan supervisor may acknowledge teaching excellence by providing feedback where your performance appears to be at or approaching these higher levels. In agreement with your plan supervisor, you may reflect against the Highly Accomplished and Lead Teacher Standards as a career aspiration.

The APR process is separate to voluntary national assessment and certification against the higher career stages of the Standards.

Teachers assessed through voluntary national assessment as meeting either the Highly Accomplished or Lead Teacher Standard are required to develop their plan at that career stage.

Goals are to be based on your school's shared view of effective teaching derived from the Standards and, in most instances, reflect the priorities of your school (for example, boost student literacy outcomes, improve student attendance).

Agree on up to 3 measurable goals

When developing goals from your focus areas, consider your practice and feedback on your practice provided by your plan supervisor. Also consider your school plan, your career aspirations and priorities set by and for teams of teachers within your school

You can develop up to three goals within any plan. Each goal should relate to the domains, standards or individual descriptors of the APST.

Record any relevant school priorities on your plan.

The SMART approach to developing goals is a useful model, resulting in goals that are specific, measurable, achievable, relevant and time-phased.

How do I know my goals are SMART?



› Formulating SMART goals will help you to ensure they are targeted and achievable

› Your goals are SMART if you can answer “yes” to the following questions:

Specific	Is your goal formulated in a way that you and others understand what is to be achieved?
Measurable	Is it possible to tell at any point in time if your goal has been achieved or not? Does your goal clearly link to the types of evidence you will collect throughout the review period?
Achievable	Is your goal a stretch, but also realistic?
Relevant	Does the achievement of your goal have meaningful and positive implications for your own teaching practice, student outcomes and the overall goals of your school?
Time-phased	Is the time in which this goal should be achieved clear?

Source: AITSL, ‘How can I ensure I get the most out of my goal setting?’, p.9.

Identify what professional learning actions you will undertake to develop your capability to achieve these goals. Also identify indicators of success, so that you and your supervisor know your goals have been achieved. Examples of professional learning actions and evidence to indicate your success are discussed in further detail in Phase 2.

The plan will form the basis for ongoing formal and informal performance discussions between you and your supervisor throughout the 12 month cycle and guide you as you work towards your goals.

Phase 2: Professional practice and learning

Identify professional learning actions

For each goal consider the professional learning actions you will need to undertake to achieve these goals and what evidence will indicate your success.

Professional learning should be based on changing your practice to meet student needs. Your access to professional learning will be based on the priorities and resources of your school.

Professional learning activities may include collegial sharing with peers or teaching teams, peer or supervisor observations, professional conversations, readings, events, mentoring, coaching, case discussion, learning communities and online courses.

Identify evidence to indicate your success

Teaching generates a range of evidence that can inform meaningful reflections of practice. While portfolios of evidence are not necessary for the plan, you do need to identify and agree upon appropriate evidence so that you and your plan supervisor know you have reached your goals.

The Standards acknowledge that student outcomes include student learning, engagement in learning and personal wellbeing. These outcomes can be measured in a variety of ways so be sure to avoid simplistic approaches that tie evaluation of teaching to single outcome measures.

See the AITSL Performance and Development toolkit for teachers for resources on goal setting, how to evidence progress against goals and examples of evidence.

<https://www.aitsl.edu.au/tools-resources/resource/engaging-in-p-d-resources-complete-set>

Work towards your goals through your professional learning actions and collate evidence of your success

During this phase, work towards your goals (either independently or in a team) by completing the professional learning actions documented in your plan.

Research shows that observation of classroom teaching, linked to timely and useful feedback that focuses on improvement, is a particularly useful tool for teacher development. Classroom observation and feedback should be aligned to your goals and conducted in accordance with the joint statement on collegial engagement in classrooms.
<http://education.qld.gov.au/staff/development/performance/library/documents.html>

Evidence to indicate success may include:

- evidence of the impact of teaching on student outcomes
 - direct observation of teaching
 - evidence of impact on colleagues and the school as a whole
 - student feedback
 - peer feedback
 - parent feedback
 - teacher self-assessment
 - collaboration and communication
 - professional learning and teacher reflection on its impact.
- <https://www.aitsl.edu.au/tools-resources/resource/documentary-evidence-examples>**

Seek and receive formal and informal feedback from your plan supervisor

Over the 12 month cycle, your plan supervisor will support you to undertake your professional learning and provide you with formal and informal feedback and coaching to help keep you on track. Consider your plan a living document and refer to it regularly. Goals can be adjusted if your circumstances change (for example, a change of school or change of school direction).

Anyone who is impacted by your teaching practice such as other teachers, students and parents can provide you with feedback on your teaching practice. Informal opportunities for feedback can be as valuable as formal feedback. Consider asking colleagues for feedback when opportunities arise.

Formal feedback conversations should not occur more than four times within the 12-month cycle.

Phase 3: Feedback and review

Reflect on your goals, collated evidence towards these and complete your performance review with your plan supervisor

A formal performance development review with your plan supervisor will be conducted towards the end of the cycle. Reflecting on your goals and using the multiple sources of evidence you have collated throughout the cycle, during this formal review your supervisor will provide feedback on your progress towards your goals.

Expectations may not be met for a range of reasons, for example contextual changes within a student cohort. Your plan supervisor may also provide feedback where the evidence indicates that your performance has exceeded expectation against the agreed goals or has not met expectations. Use the outcomes of this process to inform the next cycle of the process.

Your plan supervisor may also provide feedback where the evidence indicates that your performance has exceeded expectation against the agreed goals or has not met expectations. Use the outcomes of the process to inform the next cycle of the process.

The APR process is separate and distinct from managing unsatisfactory performance.

<http://ppr.det.qld.gov.au/corp/hr/management/Pages/Managing-Unsatisfactory-Performance---State-School-Teachers.aspx>

Queensland State Schools Annual Performance Review Process for Teachers

Step-by-step guide for plan supervisors



Queensland State Schools Annual Performance Review Process for Teachers: step-by-step for plan supervisors

The Annual Performance Review (APR) Process for teachers in Queensland state schools aims to:

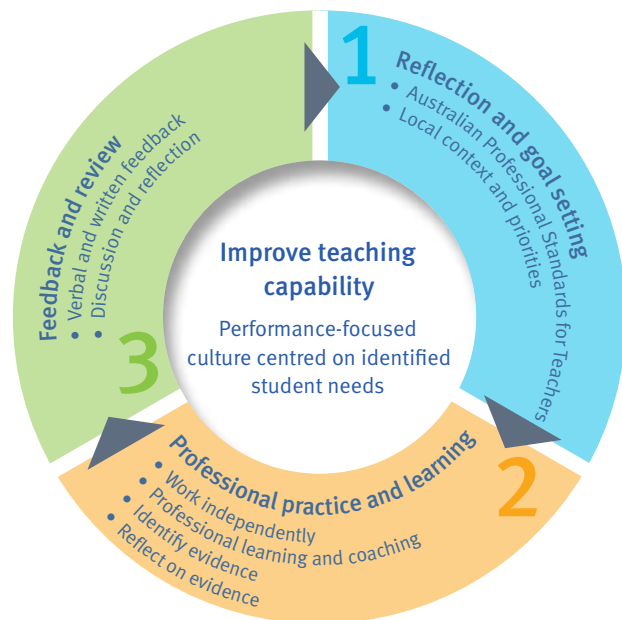
- grow the capability of the teaching and leadership workforce
- strengthen the performance-focused culture in schools
- align professional learning to personal, school and system priorities.

It is mandatory for all Queensland state school teachers employed in a permanent capacity or under temporary arrangements of one term or longer to have an Annual Performance Development Plan (plan).

All teachers, regardless of their employment arrangement, will have access to professional learning and support for the duration of their engagement.

Overview of the APR process

All Queensland state school teachers require a plan. Your school principal is responsible for implementing the APR process, but may nominate another school leader (such as a deputy principal or head of department) to supervise your plan.



The APR process is based on the Australian Teacher Performance and Development Framework which includes the following elements:

- All teachers will have a set of up to three documented and regularly reviewed goals related to both performance and development, and ways of gauging progress towards them that are agreed to by the principal or delegated plan supervisor.
- All teachers will be supported in working towards their goals, through access to professional learning.
- Evidence collated to reflect on teacher performance and development will come from a range of sources and may include data showing impact on student outcomes, observation of teaching and evidence of collaboration with colleagues.
- All teachers will receive regular formal and informal feedback and coaching, including an annual formal review against their goals, with verbal and written feedback and coaching being provided to the teacher. Formal feedback can occur up to four times within a 12 month cycle.
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Teacher

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Plan supervisor

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www.aitsl.edu.au

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- Coaching toolkit for teachers

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- Practical performance conversations online course

- Annual performance development plan, tip-sheets, webinars and other resources

www.qeli.qld.edu.au

- In-school coaching and leadership program
<http://education.qld.gov.au/staff/development/performance/engaging-schools/teachers.html>
- Joint statement
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- Annual performance development plan

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Australian Teacher Performance and Development Framework

The APR process is implemented over 12 months and can start at any time during the school year. The three phases include:

1. Reflection and goal setting
2. Professional practice and learning
3. Feedback and review.

Consider commencing the APR process in Term 2 to get a chance to know new starters in your school and students a chance to settle into the year.

A template and supporting materials are available online to guide the development of the plan: bit.ly/APRedStudio

Phase 1: Reflection and goal setting

Reflect on the teacher's practice

Collegial engagement in classrooms provides teachers with feedback to assist reflection on, and improvement in, their professional practice. See the joint statement here: bit.ly/APRedStudio

As plan supervisor, reflect on the teacher's practice. Consider the teacher's practice against the Australian Professional Standards for Teachers (the Standards). The Standards describe what teachers are expected to know and be able to do at four career stages: Graduate, Proficient, Highly Accomplished and Lead. Most teachers are likely to reflect on

their performance against the Proficient career stage of the Standards.

Teachers may choose to use a self-assessment tool to assist them to identify their areas of strength and areas for development. Use of a self-assessment tool is optional and any results generated are not required to be shared.

Also encourage the teacher to reflect on their career aspirations. There is an option to record these reflections and build these aspirations into their goals.

The Australian Institute for Teaching and School Leadership (AITSL) has developed a Teacher Self-Assessment Tool (TSAT) (<http://www.aitsl.edu.au/>) to support the teacher's reflection.

The TSAT is framed against the Standards (<http://www.aitsl.edu.au/australian-professional-standards-for-teachers/>).

Agree on areas of strength and development

In conversation with the teacher you are supervising, come to a shared understanding of their strengths and areas for development. You can both comment on and sign to indicate agreement with the teacher's strengths and areas for development.

Next, consider several focus areas for development. It is from here that goals will be formed.

Highlight school priorities to inform goal development

The school priorities will provide the teacher with context in which to formulate their goals. An overview of relevant school priorities can be recorded on the teacher's plan to frame the teacher's goals. For example, school priorities may include boosting student literacy outcomes, improve student attendance. Consider goals outside the school's priorities where it is agreed that these will contribute to the teacher's overall development and competence across the domains of teaching.

Agree on up to 3 measurable goals

Identify up to three measurable goals with the teacher. Goals are to be based on the school's shared view of effective teaching derived from the Standards, school priorities and the areas in which the teacher could improve. Each goal should relate to the domains, standards or individual descriptors of the APST.

SMART goals resources can be found here: bit.ly/APRedStudio

The SMART approach to developing goals is a useful model, resulting in goals that are specific, measurable, achievable, relevant and time-phased.

Phase 2: Professional practice and learning

Identify relevant professional learning actions and evidence to indicate success

Working with the teacher you are supervising, identify and agree on relevant professional learning actions so the teacher can develop their capability in the chosen area. The focus of professional learning is on improving practice to meet student needs. Access to professional learning will be informed by school priorities and the school's resources.

You will also need to identify indicators of success so you both know when the goals have been achieved.

The plan will form the basis for ongoing formal and informal performance discussions between you and the teacher you are supervising. Formal feedback can occur up to four times within a 12 month cycle.

Teaching generates a range of evidence that can inform meaningful reflections of practice. While portfolios of evidence are not necessary for the plan, identify and agree upon appropriate evidence to indicate that the teacher has reached their goals and agree how the teacher will obtain the evidence.

The Standards acknowledge that student outcomes include student learning, engagement in learning and personal wellbeing. These outcomes can be measured in a variety of ways so be sure to avoid simplistic approaches that tie evaluation of teaching to single outcome measures.

Sources of evidence to indicate success may include:

- evidence of the impact of teaching on student outcomes
- direct observation of teaching
- evidence of the teacher's impact on colleagues and the school as a whole
- student feedback
- peer feedback
- parent feedback
- teacher self-assessment
- collaboration and communication
- professional learning and teacher reflection on its impact

Research shows that observation of classroom teaching, linked to timely and useful feedback that focuses on improvement, is a particularly useful tool for teacher development. Within the APR process classroom, observation and feedback should be aligned to teacher goals and conducted in accordance with the joint statement on collegial engagement in classrooms. <http://education.qld.gov.au/staff/development/performance/library/documents.html>

Support the teacher's professional learning

During this phase, support the teacher to work towards their goals (consider teams of teachers working towards the same goal) through providing access to professional learning to achieve the documented learning actions.

Professional learning activities may include collegial sharing with peers or teaching teams, observations, professional conversations, readings, events, mentoring, coaching, peer observation, case discussion, learning communities and online courses. Access to professional learning will be based on the priorities and resources of your school.

Provide regular formal and informal feedback and coaching to the teacher

Provide the teacher with frequent feedback and coaching throughout the cycle of the plan to help keep them on track. Consider the plan a living document. Goals can be adjusted if circumstances change (for example, a change of school or change of school direction).

Formal feedback conversations can occur up to four times within the 12-month cycle (for example, once a term).

Encourage the teacher to also seek informal feedback (for example, from peers).

Timely and improvement-focused feedback supports teachers' efforts to improve their practice. It guides choices about professional learning and informs reflection on and revision of performance development goals. Feedback and coaching resources can be found here:

AITSL feedback resources <https://www.aitsl.edu.au/teach/improve-practice/feedback>

AITSL Coaching resources <https://www.aitsl.edu.au/lead-develop/develop-others/coach-others/coaching-resources>

Learning Place bit.ly/APRedStudio

QELi In-school Coaching and Leadership <https://programs.qeli.qld.edu.au/in-school-coaching-and-leadership-1/>

Phase 3: Feedback and review

Conduct a performance review, providing the teacher with feedback on their progress

The process includes ongoing formal and informal feedback and coaching throughout the 12-month cycle. Reflection on teacher performance will come from multiple sources such as data showing impact on student outcomes, feedback based on direct observation of teaching and evidence of collaboration with colleagues.

Conduct a formal performance development review with the teacher you are supervising towards the end of the 12-month cycle. Use a range of sources of evidence collated throughout the cycle, and provide the teacher with feedback on their progress towards their goals.

Expectations may not be met for a range of reasons, for example, contextual changes within a student cohort. You may provide the teacher with feedback where the evidence indicates that their performance has exceeded expectations against the agreed goals or has not met expectations. Use the outcomes of the process to inform the next cycle of the process.

The APR process is separate and distinct from managing unsatisfactory performance.

<http://ppr.det.qld.gov.au/corp/hr/management/Pages/Managing-Unsatisfactory-Performance---State-School-Teachers.aspx>

A joint statement from the Department of Education and the Queensland Teachers' Union

June, 2018

The Annual Performance Review Process for Teachers

The Department of Education and the Queensland Teachers' Union are committed to the Annual Performance Review process for teachers, to ensure that all teachers have a current annual performance development plan to support their capability development.

The Annual Performance Review process for teachers is aligned with the *Australian Teacher Performance and Development Framework* (the Framework) and is the mechanism through which teachers receive feedback and support to develop and refine their teaching practice. The performance and development cycle occurs to ensure continual improvement in teaching and, in turn, enhanced student outcomes including student learning, engagement in learning and personal wellbeing.

The Annual Performance Review process for teachers comprises three distinct phases:

1. Reflection and goal setting
2. Professional practice and learning
3. Feedback and review.

Schools will implement the three phases with staff over a 12-month cycle and have flexibility to determine when the cycle commences.

The *Australian Professional Standards for Teachers* (the Standards), used in conjunction with the Annual Performance Review process for teachers, offer a frame through which developing performance planning and conversations can occur.

According to the Australian Institute for Teaching and School Leadership (AITSL), the Standards define the work of teachers and make explicit the elements of high quality, effective teaching in 21st century schools that will improve educational outcomes for students. The Standards describe what teachers are expected to know and be able

to do across the career stages: Graduate, Proficient, Highly Accomplished and Lead.

It is anticipated that most teachers in Queensland state schools will focus on either the Graduate or Proficient stages of the Standards. The Highly Accomplished and Lead career stages provide aspirational scope for teachers to engage in voluntary national certification. Teachers who are not seeking certification may consider focusing on a particular area or areas of practice at these aspirational levels.

Phase 1: Reflection and goal setting

The Annual Performance Review process for teachers begins with setting up to three measureable goals. According to the Framework, goals should take into account the teacher's own reflection on their teaching practice informed by evidence and feedback (such as observation of the teacher's practice), the school strategic plan and individual context, and goals or priorities set by and for teams of teachers within the school.

Working towards agreed goals will include consideration of professional practice and learning actions and the collation of evidence to indicate progress towards goal success.

Phase 2: Professional practice and learning

According to the Framework, professional learning actions and activities to develop teacher capability are to be relevant, collaborative and future focused.

Professional learning should be based on changing teacher practice to meet student needs. Access to professional learning is to be negotiated based on the priorities and resources of the school and teachers should be supported to access high quality professional learning.

Professional learning activities may include collegial sharing with peers or teaching teams, observations, professional conversations, readings, events, mentoring, coaching, peer observation, case discussion, learning communities, and online courses.

Teachers and plan supervisors (principals or their delegates) will need to ensure that they can identify ways of measuring progress towards their goals and reflect on identifying and collating evidence that provides insight into the effectiveness of their practice.

Teaching generates a rich and varied range of evidence that can inform meaningful reflections of practice and support teacher development. Teachers will collate, analyse and use evidence to inform discussion and evaluation of learning, enhance teaching practice and support teacher development.

Evidence collated for reflection on performance and development will align to the teacher's goals and be jointly agreed between the teacher and their plan supervisor (principal or delegate).

When collating evidence relating to the impact of teaching on student outcomes, it is important to avoid simplistic approaches that tie evaluation of teaching to single outcome measures.

The Standards acknowledge that student outcomes include student learning, engagement in learning and personal wellbeing, and that these can be measured in a variety of ways, including teacher self-assessment, direct observation of teaching (see *Joint statement on collegial engagement in classrooms*) and analysis of a range of student data (see *Joint statement on purpose and use of data in schools*). Evidence of collaboration with colleagues may also be collated to inform and support teacher development towards agreed goals.

Leigh Pickering

Assistant Director-General Human Resources
Department of Education

Throughout the second phase of the process, the plan supervisor (principal or delegate) will provide ongoing formal and informal feedback and access to professional development and coaching for staff throughout their 12-month teacher performance review cycle based on the priorities and resources of the school. Formal feedback conversations should not occur more than four times within the 12-month cycle.

Phase 3: Feedback and review

In phase three, a formal performance and development review will occur and include reflection on a teacher's progress toward their goals established during phase one, using the range of evidence identified over the performance and development cycle.

Expectations may not be met for a range of reasons, including contextual changes within a student group. The plan supervisor (principal or delegate) may provide feedback to the teacher where the evidence indicates the teacher's performance has exceeded or not yet met expectations against the agreed goals. This feedback may inform the next cycle of the process.

The Annual Performance Review process for teachers is separate and distinct from procedures for the management of unsatisfactory performance.

This joint statement should be read in conjunction with the joint statements between the Department of Education and the Queensland Teachers' Union in relation to:

- collegial engagement in classrooms
- purpose and use of data in schools

The joint statements are located at:

<http://education.qld.gov.au/staff/development/performance/engaging-schools/teachers.html>

Graham Maloney

General Secretary
Queensland Teachers' Union



Attachment E

Draft Evaluation Plan for the Annual Performance Review (APR) for Teachers

June 2018



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1.0 Evaluation context

1.1 The Annual Performance Review for teachers

The Annual Performance Review (APR) for teachers was implemented in Term 1, 2015. APR processes were also introduced later in 2015 for heads of program, and for principals and deputy principals. The APR process was implemented to ensure that every school teacher and leader is performing at their best. The budget over three years for all APR processes to 2017/2018 was \$9.8 million.

In 2016, the Queensland Audit Office (QAO) assessed:

- the design and implementation of the Annual Performance Review (APR) process
- the culture and process for managing teaching performance and development
- communicating and evaluating the APR process.

The Auditor-General's report, Managing the performance of teachers in Queensland state schools [Report 15: 2016-17] recommended that the Department of Education (DoE):

- improves the self-reflection and goal-setting phase of the annual performance review process for teachers
- explores the potential for providing school principals and school leaders with a more flexible annual performance development plan (APDP) template
- provides teachers with more resources to compose measurable development goals, with clear links to the type of evidence that will be required to indicate goal success
- considers defining and communicating its meaning of unsatisfactory performance



- formally evaluates the effectiveness of its programs for state schools
- assesses through its formative evaluation process the scale of the issue that schools are time-constrained to effectively implement the annual performance review process.

The DoE agreed to provide a response to the Education, Tourism, Innovation and Small Business Committee (ETISB Committee) by 28 September 2018.

1.2 Purpose

The purpose of the evaluation of the APR for teachers is to assist the Department to:

- demonstrate how the objectives of the APR for teachers have been met
- demonstrate the impact of these investments in the short, medium and long term
- meet commitments to the QAO in response to the Managing the performance of teachers in Queensland state school report.

This evaluation plan describes the third in a series of evaluations to examine whether planned outcomes of the APR for teachers were achieved, to identify potential unintended impacts (positive and negative) and identify whether the program has contributed to planned outcomes.

This document sets out a brief evaluation methodology and outlines a data plan. A range of data sources will be used to inform the evaluation including:

- a survey conducted with teachers and principals
- an analysis of on-line templates
- relevant School Opinion Survey data items.

The APR for teachers is one of a range of initiatives targeted at improving teacher practice. Many factors contribute to teacher quality and student performance. There is also a likely time lag between changes in teacher practice and student outcomes. Attributing direct cause in changes to teaching practice and student outcomes to any single initiative is not possible given the



inter-related nature of continuous improvement initiatives, and the many factors, other than teaching quality that influence student outcomes.

It is anticipated that the revised templates and support materials for the APR for teachers will be implemented in schools from Term 1, 2019. The APR process for teachers is conducted over a 12 month period and can be commenced at any stage during the year. To ensure that sufficient principals and teachers have had the opportunity to use the revised materials, it is recommended that the next evaluation be scheduled for a period over twelve months after the revised materials have been implemented. For example, March 2020.

1.3 Scope

This evaluation plan (Appendix 1) builds on the two previous evaluations conducted on the APR for teachers completed in:

- December 2015 (formative evaluation report at the 1 year mark)
- March 2017 (formative evaluation report at the 2 year mark).

The following table sets out the inclusions and exclusions of the evaluation scope:

Inclusions	Exclusions
Impact of the program on Queensland state schools.	Impact of the program on the non-state schooling sectors.
Collection of data at school and regional level including: • opinion surveys across school stakeholders • targeted surveys.	Regional comparisons of some measures will not be possible.
Analysis of data through a range of collection strategies (as described in Appendix 1).	Attribution of system wide improvements in teaching practice and student outcomes to the APR for teachers.



1.4 Audience and communication

1.4.1 The key audience/stakeholders for the evaluation

Audience/ stakeholders	Potential use of the evaluation findings	Issues
QAO and the ETISB Committee, Minister	Evidence to demonstrate program monitoring recommendations	Government response to the QAO audit requirements
Executive Directors, Program managers	Identify activities to enhance implementation and change	Impact on teaching quality Workforce management
School leaders and teachers	Make decisions about the investment of local resources (time, money)	Impact on teaching quality Workforce management

1.4.2 Communication during the evaluation

Progress on this evaluation will be communicated to stakeholders during the evaluation using the following mechanisms:

Stakeholder	Information required	Timing	Mechanism
Executive Directors, Minister	Evaluation plan	June/July 2018	Briefing/Report
QAO and the ETISB	Evaluation plan	28 Sept 2018	Written update (Report)
School leaders and teachers	Purpose of evaluation Progress of evaluation Opportunities to participate	Jan 2020	Emails Web conferences Engage with HR BPs or other regional staff



1.4.3 Communication of findings

The evaluation findings are expected to be communicated to stakeholders through the publication of updates to the Department website.

2.0 Evaluation design

2.1 Program evaluation outline

A plan of the program evaluation illustrating the core questions, measures of success, inputs and outcomes can be found at Appendix 1.

2.2 Evaluation questions

The core evaluation question to be addressed (articulated in the original evaluation framework) is:

How is a culture based on continuous improvement and professional dialogue developed to ensure we support every teacher and school leader to perform at their best?

The following sub-evaluation questions include those asked of APR evaluations to date and those questions based on the QAO recommendations:

- Were teachers satisfied with the APR process?
- Does the APR process promote continual improvement, self-reflection and professional dialogue?
- How is a consistent process delivered across the state?

Measures will include:

- awareness of the APR process
- reflection of goals against the Australian Professional Standards for Teachers
- completion of measureable goals
- completion of the APR process



- engagement with the APR process
- APR process recommended to colleagues
- reported observable changes in practice
- APR process embedded in schools.

2.3 Privacy and ethical considerations

This proposal will be conducted soundly and fairly according to professional evaluation standards including:

- utility: serve the information needs of the intended users/audiences
- feasibility: be realistic, prudent, diplomatic and frugal
- propriety: act legally, ethically and with regard for the welfare of those individuals and those affected
- accuracy: reveal and convey technically accurate information.

This evaluation will be performed under the principles and practices of the Public Sector Ethics Act 1994¹. All information gathered and presented in the course of this evaluation will be in line with the Information Privacy Act 2009², which governs the collection, storage, maintenance, access, use and disclosure of personal information held by state government agencies.

Collection, analysis and publication of data will be classified in accordance with the DoE information security classification framework.

Ethical issues have been considered using the checklist in Appendix 2.

¹ Public Sector Ethics Act 1994 - www.legislation.qld.gov.au/LEGISLTN/CURRENT/P/PublicSecEthA94.pdf

² Information on the department's privacy practices - <http://education.qld.gov.au/home/privacy.html>



3.0 Evaluation governance

3.1 Evaluation management structure, costs and timelines

Evaluation governance will be undertaken by Executive Director, HR Business Partnering, Safety and Wellbeing (or delegate).

Major milestones	Date
Evaluation plan reviewed by the working group.	14 - 30 May 2018
Draft plan included as part of the update to the Education, Employment and Small Business parliamentary committee addressing the QAO recommendations.	30 June 2018
Summative evaluation survey instruments finalised	Jan 2020
Summative evaluation conducted	Mar 2020
Summative evaluation report	April 2020
Findings communicated and adjustments made	May 2020

Appendix 1: Program Evaluation Outline and Data Plan (from original design)

CORE QUESTION 1: How does the department develop a culture for teachers and school leaders based on continuous improvement and reflective dialogue to ensure we support staff to perform at their best?

Deliverables - Revised resources (or links to resources) to assist with implementing the process for self-reflection, professional dialogue and goal-setting - Revised template for consistency and feedback dialogue		Activity Outcomes - Revised APR template and supporting documents available for use online - Teachers and school leaders are engaging with the APR process - Teachers and school leaders identifying measureable goals - APR process provides ongoing professional dialogue (formal/informal feedback) - Observable changes in teacher practice and school leadership - APR process embedded as tool for continuous improvement		
Activity - Annual Performance Review (APR) for teachers				
Fidelity: Targeted review data from schools that have been using the process for at least 12 months and have accessed training or online resources, and have provided training to their staff.				
Timeframe	Measures of Success	Data Collection Strategy	Sample Size/ Type	Type
Data collection scheduled for Mar 2020	Teachers are aware of the APR process. <i>(Target: 70%)</i> Teachers are reflecting on their practice against the Australian professional standards for teachers (APST). <i>(Target: 70%)</i>	Survey of teachers.	n=350 teachers (across each region and primary, secondary, special ed, distant ed)	Quantitative
	Teachers identify measureable performance and development goals, as per the agreed APR process, collaboratively with their supervisor. <i>(Target: 70%)</i> Teachers are completing all three phases of the APR process. <i>(Target 65%)</i> Principals are implementing all phases of the APR process. <i>(Target 75%)</i>	Targeted review: Analysis of APR template identifies measureable performance and development goals aligned to APST.	n=150 teachers and n=50 principals (across each region and primary, secondary, special ed, distant ed)	Quantitative
	Teachers and school leaders recommend the APR process to colleagues. <i>(Target: 65%)</i> Teachers and school leaders agree that: - the APR process has positively contributed to their PD <i>(Target teachers: 65%)</i> - is important for supporting the teaching profession <i>(Target teachers: 75%, school leaders 85%)</i> - will support improvement of student outcomes <i>(Target teachers: 65%, school leaders 85%)</i>. School Opinion Survey data items: - they are satisfied with the opportunities available for career development <i>(Target: 75%)</i> - they access to quality professional development <i>(Target: 75%)</i> - staff at their school are actively involved in developing performance discussions <i>(Target: 75%)</i> - my school encourages coaching and mentoring activities <i>(Target: 80%)</i>.	Survey of teachers / school leaders: Percentage of teachers / school leaders who agree with statements. School opinion survey data items.	n=350 teachers (across each region and primary, secondary, special ed, distant ed) n=150 principals (across each region and primary, secondary, special ed, distant ed) School Opinion Survey sample as scheduled	Quantitative
	There is observable evidence of ongoing formal and informal review and feedback between teachers and principals/delegates (plan supervisors). <i>(Target: 65% records complete)</i> Observable changes in teacher and school leader behaviours in classroom practice/school leadership due to goal-setting action planning. <i>(Target: 70% note observable changes: Self-assessment tool*)</i>	Targeted review: Analysis of APR template identifies ongoing in/formal review and feedback is noted. Evidence of self-reported progression through the APST identified by teacher self-assessment tool (TSAT) developed by AITSL	n=150 teachers and n=50 principals (across each region and primary, secondary, special ed, disant ed)	Qualitative/ Quantitative
	Is there an embedded use of the APR process for continuous improvement of teacher and school leader practice? <i>(Target: 70% agreement)</i>	Survey of principals and school leaders to determine extent to which APR is embedded as the vehicle for continuous improvement of teacher practice.	n=350 teachers and n=150 principals (across each region and primary, secondary, special ed, distant ed)	Quantitative

* The Teacher self-assessment tool (TSAT) developed by AITSL presents questions appropriate to the level of the user and to gauge performance against the Australian Professional Standards for teachers and the descriptors across the career stages. The report will enable the user to self-assess against the APST. It contains a self-assessment of strengths and areas for development mapped against the APST and the career stage descriptors.



Appendix 2 – Ethics checklist

ETHICAL PRINCIPLES	
This check list draws on the Australasian Evaluation Society Guidelines for ethical conduct in evaluation http://www.aes.asn.au/	
Merit and Integrity	The evaluation is justified by the potential benefit or contribution to knowledge in early childhood education and care, schooling, training or pathways to employment and tertiary education.
Justice	The evaluation will provide a fair and non-discriminatory opportunity for individuals to participate ensuring target groups are not over-researched.
Benefit	The benefits of the evaluation outweigh any risks of harm or discomfort to participants, especially children or vulnerable people. Feedback on the evaluation findings will be provided to participants.
Respect	The evaluation will recognise the value of human beings, their welfare, beliefs, perceptions, customs and cultural heritage. The design and conduct of the evaluation will be appropriate and respectful of participants as individuals and as members of any collective group.
ETHICAL PRACTICES	
Informed consent	Potential participants should have enough information (in appropriate language and presentation) to be fully informed about the purpose and likely use of findings from the evaluation, privacy of their personal information and risks involved. Informed consent of participants must be explicitly sought for the use of any data where identification is possible.
Voluntary participation	Consent to participate must be voluntary and eligibility to receive services must not hinge on participation. All individual participants have the right to decline to participate and they can withdraw their consent at any time without penalty. Evaluation team members must obtain permission from school and/or community leaders before entering schools and/or Indigenous communities.
Equity of participation	The evaluation should ensure that there is a representative sample of participants. The use of an interpreter or support person to provide information and scaffold the consent from those with language, literacy or ability needs might be required.
Privacy and confidentiality	The evaluation must comply with relevant legislation to ensure privacy and confidentiality of data and records and preserve anonymity of participants by de-identifying characteristics of participants, schools or locations.
Data management	Evaluation data and information must be securely stored and protected including during transportation. Unless specific consent is sought, names will be removed as part of the data management process to preserve anonymity and confidentiality of participants, schools, training institutes and locations.
Protection from harm	The evaluation team must endeavour to protect participants from physical, psychological, emotional and other forms of harm or disclosure risks at all times during or after the evaluation study.
Conflict of interest	The evaluation team, including any external consultants, must declare any potentially perceived conflicts of interest that might impact on the evaluation or the study's participants.
Feasibility	The evaluation should minimise the demands on time, effort, inconvenience and disruption to participants. It must also be practical, cost-conscious of resources, transparent, realistic of what can be achieved and timely to ensure the evaluation's usefulness.
Accountability	Each evaluation is owned by an accountable Executive Management Group (EMB) member. All evaluations must have appropriate governance to regularly monitor progress and endorse the evaluation activities and artefacts of the evaluation. Risks are to be identified and managed according to the DET risks management approach. http://ppr.det.qld.gov.au/corp/governance/Pages/Risk-Management.aspx