

Catholic Education Archdiocese of Brisbane

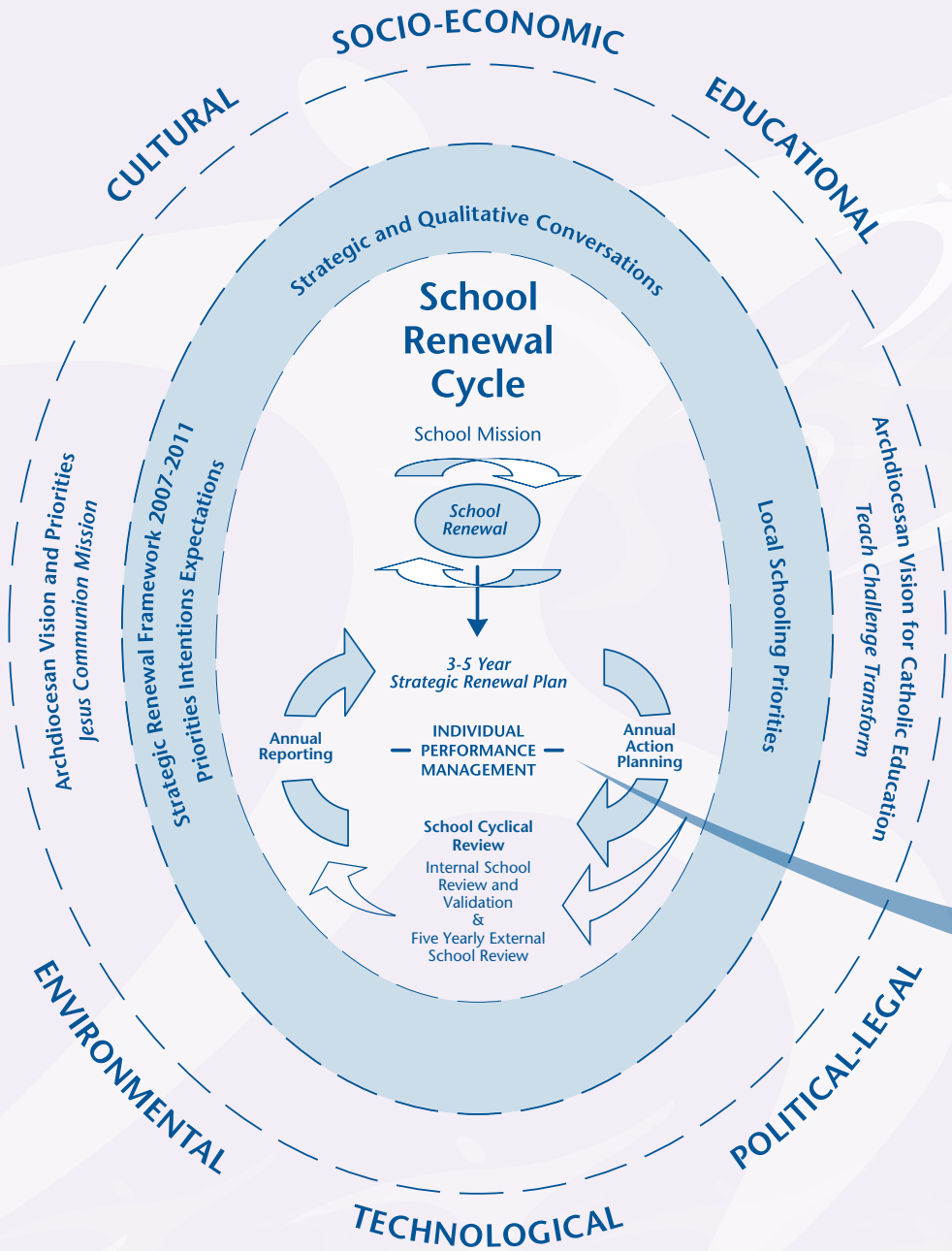
**PERFORMANCE &  
DEVELOPMENT  
PROGRAM**

**THE TEACHER**



Catholic  
Education  
Archdiocese of Brisbane

**Teaching Challenging Transforming**



## Introduction

***'The Church's central mission is the promotion of God's Kingdom. In this task the Catholic School has a unique role to play and the Catholic School teacher has a privileged position in assisting students to knowledge of the truth which alone brings freedom.'***

*Archbishop John Bathersby, Celebration and Challenge,  
The Teacher in the Catholic School, 1998.*

The *Performance & Development Program* is designed to support teachers in their commitment to professionalism, affirm teachers as professionals, and improve student outcomes and thus contribute to the overall growth and renewal of their school.

## Context

Brisbane Catholic Education's commitment to enhanced learning outcomes for students is expressed in the Strategic Renewal Framework which incorporates the School Renewal Cycle. Individual Performance Management and Development is a key part of this Renewal Cycle. The cyclical school-based *Performance & Development Program for Teachers* reflects the *Annual Action Planning – Annual Reporting* cycle.

Thus the *Performance & Development Program* is firmly embedded in and integral to the context of each school's strategic renewal processes and the Strategic Renewal Framework.



### Teacher Performance and Development Program

Annual  
Review

Goal  
Setting

Professional  
Learning Plan

The *Performance & Development Program* is informed by and integrated with Brisbane Catholic Education's *Code of Conduct, The Role of the Teacher in a Catholic School*, and the Queensland College of Teachers *Professional Standards*.

It is a key element of Brisbane Catholic Education's broader process of attracting and retaining quality teachers. This includes areas such as: *selection, induction, professional learning and succession planning.*

It is not a substitute for the Unsatisfactory Performance or Misconduct Processes which are clearly documented on the Brisbane Catholic Education K Web site. It is not to be utilized for disciplinary purposes.

## **Rationale**

The *Performance & Development Program - (P&DP)* is based upon a developmental understanding of individual growth and learning. It is grounded in a belief that the skills, understandings and competencies of teachers should be affirmed and strengthened.

The *P&DP* is also based on the belief that the development of the teacher is facilitated by reviewing and identifying opportunities for growth.

The *P&DP* is firmly embedded in the strong commitment by the teacher as part of the school community to provide quality Catholic education and the accountability that naturally flows from that commitment.

The *P&DP* supports teachers in their engagement with ongoing professional learning consistent with the Queensland College of Teachers requirements for renewal of registration and Brisbane Catholic Education's accreditation requirements.

Thus opportunities will be provided for all teachers to be formally supported in their efforts to identify strengths, grow and learn.

## **Characteristics of the Performance & Development Program**

The *P&DP* will:

- Link to the key result areas of *The Role of the Teacher in a Catholic School*
  - ✓ Mission/Ethos - Have an understanding of, commitment to and support for the values and ethos of the Catholic school and the mission of the Catholic Church.
  - ✓ Professional Practice - Demonstrate, develop and maintain both effective practices in learning and teaching and positive relationships with students and colleagues.

- ✓ Professional Engagement - Foster and develop appropriate professional relationships with parents, carers and the wider school community.
- ✓ Professional Learning - Commit to maintain currency of professional knowledge and skills and participate in the school renewal processes.
- provide the opportunity for the individual to identify strengths, develop goals for the future and commit to their professional growth and learning as a teacher who is a member of a team and school staff
- allow for the development of the professional learning plan
- be recognised as authentic
- be consistent with the school's *Strategic Renewal Plan* and the *QCT Standards*
- be manageable in terms of its use of time and other resources

## Overview of the Performance & Development Program

Regular reflective practice, goal setting, review and professional learning, as part of an overall *Performance & Development Program (P&DP)*, is seen as an effective means of assisting teachers in achieving individual professional and organisational goals.

The principal is responsible for ensuring that this performance and development process is conducted in the school. The management and co-ordination of the process within the school may be delegated by the principal to a senior staff member. Depending on the size of the teaching staff, the conduct of the annual review and goal setting may be undertaken in a variety of ways which might include the use of appropriate staff in leadership and middle management roles. The principal is responsible for ensuring that the process is consistent and that relevant review and goal setting documentation is held at school level.

The *Performance & Development Program* is a process which consists of two key elements:

1. Teacher's Goal Setting and Annual Review
2. Teacher's Professional Learning Plan

## 1. Goal Setting and Annual Review

Goal Setting and Annual Review is part of an ongoing professional conversation that requires the teacher to develop appropriate professional goals in consultation with the principal or their delegate.

### Purpose:

Goal Setting and Annual Review is designed to:

- a. facilitate self reflection and review of the teacher's practice and work role – their strengths and achievement of personal professional goals during the previous 12 months against the key result areas of the role;
- b. utilise strengths based practices and in alignment with the school's goals, assist the teacher in identifying professional learning goals for the year ahead.
- c. enable the teacher to update their Professional Learning Plan; and
- d. provide support for the teacher as they undertake professional learning.

### Process:

- a. As part of Goal Setting and Annual Review, the teacher and the principal/delegate will:
  - confirm their shared understanding of the role description as articulated in the *Role of the Teacher in a Catholic School*;
  - discuss the teacher's strengths and areas for development
  - establish professional goals for the teacher;
  - explore how professional learning can support the teacher in their role as a member of the school community and in attaining their professional goals; and
  - endorse the teacher's Professional Learning Plan.
- b. Throughout the year, the teacher and the principal/delegate will, as necessary, collaboratively:
  - monitor progress in the achievement of the teacher's professional goals;

- monitor the teacher's achievements against the key result areas targeted in their *Professional Learning Plan*;
  - meet as necessary to discuss any issues which may arise during the year.
- c. Annual goal setting and review records will be kept by the teacher and the principal/delegate.

## **2. The Professional Learning Plan**

The *Professional Learning Plan* is a living document.

### **Purpose:**

The teacher's Professional Learning Plan is designed to:

- a. identify the teacher's individual strengths and areas for development, professional learning goals and the professional learning opportunities that would assist the teacher in achieving them
- b. assist the teacher to meet the Continuing Professional Learning requirements of the Queensland College of Teachers and Brisbane Catholic Education accreditation requirements.
- c. take into account the resources available to support the teacher in the implementation of their plan
- d. allow the teacher to monitor progress towards the achievement of goals.

### **Structure:**

In the light of the discussion at the *Goal Setting and Annual Review* meeting the teacher will develop their *Professional Learning Plan* which will:

- a. specify areas for future enhancement and recommendations for professional learning as identified in the goal setting and review process;
- b. encompass the spiritual, emotional, intellectual and physical dimensions of the teacher's growth and renewal;

- c. identify activities such as further study or formation which would be appropriate for the teacher in the context of their role;
- d. determine appropriate developmental strategies and opportunities which will assist the teacher with career development;
- e. be a concise plan of action to support the professional learning needs of the teacher; and
- f. be presented to the principal/delegate for endorsement or further discussion.