

PROFESSIONAL STANDARDS

WILLMOTT PARK

STAFF P&D

Select 2-improvement goals from Professional Knowledge, Practice and Engagement

PROFESSIONAL	KNOWLEDGE
KNOW STUDENTS & HOW THEY LEARN	KNOW THE CONTENT & HOW TO TEACH IT
Cater for the intellectual, physical, social & emotional needs for all students Anecdotal notes Info received from 3WC's Accurate achievement records ILP's Liaise with support services/agencies Understand how students learn	<u>Specific subject or level content knowledge</u> Provide evidence of AusVELS content Moderation of progression points Level Curriculum moderation Cater for range of abilities – particularly extending talented students Integrating curriculum - Curiosity
Knowledge of research-based & cognitive stages of development Use research in planning T&L Stages of learning High level questioning	<u>Organise content</u> Provide evidence of following the school & team curriculum planning Evidence of following & implementing team plans Detailed weekly/daily planning – learning intention, learning activities, success criteria
Cater for diverse linguistic, cultural, religious & socio-economic backgrounds Evidence of encouraging respect & tolerance towards cultural groups Principals of cultural diversity	<u>Assess & report on learning</u> Follow school's A&R schedule Use school's prescribed assessment tools
Tailor curriculum for A&TSL students Wannick strategy & KELP ILP's Understanding of Dare to Lead principles	<u>Develop understanding & respect A&TSL culture</u> Curiosity curriculum Values education
Differentiate teaching & learning for learning styles & abilities Provide evidence of differentiation particularly in literacy & numeracy Modify teaching & learning for PSD students	<u>Literacy & numeracy - Provide evidence</u> Provide evidence of mandated sessions on the weekly timetable ICT & eLearning
ILP's Goal setting strategies ES program & effective PSD Explicit planning with ES support	Curiosity, CBL & the SAMR strategy Effective curriculum integration Mathematics eBooks

PROFESSIONAL	CREATE & MAINTAIN SUPPORTIVE & SAFE LEARNING ENVIRONMENTS	PRACTICE
<p>PLAN FOR & IMPLEMENT EFFECTIVE TEACHING & LEARNING</p> <p><u>Establish challenging Learning goals</u> Team & personal goals Monitor goals throughout the year Document targets & strategies</p>	<p>Support student participation Encourage students' participation in student forums. Student voice S.A.T. JSC</p>	<p>ASSESS, PROVIDE FEEDBACK & REPORT ON STUDENT LEARNING</p> <p><u>Use a variety of assessment tools</u> Aligned to WPPS assessment regime Formal/informal – for, as & of learning</p>
<p><u>Plan, structure & sequence learning - provide evidence</u> Team & personal weekly planning & implementing planned curriculum Comply with non-negotiables – e.g. timetable</p>	<p><u>Manage an orderly class environment</u> Refer to the "Secrets Underpinning Success" School behaviour management policy</p>	<p><u>Provide feedback to student on their learning</u> Response leads to improvement Goal focused & positive Realistic & objective</p>
<p><u>Use a variety of teaching strategies</u> Provide evidence of catering for different learning styles Demonstrated in weekly planning</p>	<p><u>Behaviour management (BM) strategies</u> Provide evidence of building healthy relationships with students Provide evidence of using a variety of BM strategies</p>	<p><u>Make consistent judgments</u> Provide evidence of making judgements against AusVELS Levels & progression points Moderation</p>
<p><u>Select variety of teaching & learning resources including ICT</u> Provide evidence of extensive integration of ICT in class to 'enhance' learning Use of IWB & devices</p>	<p><u>Maintain student safety</u> Use safety & teacher/student ratio guidelines Duty of care Yard duty attendance & records</p>	<p><u>Data interpretation</u> Provide evidence data used to improve T&L Collection of data to design T&L, feedback to students and reporting to parents</p>
<p><u>Use effective communication with students</u> Provide evidence of feedback to & from students Build positive relationships Effective behaviour management</p>	<p><u>Use & have students use ICT safety & responsibly</u> School user agreement policy</p>	<p><u>Report on student achievement</u> Minimum 4-times per year (2-written & 2-oral) AusVELS progression points Accurate documentation</p>
<p><u>Evaluate & improve teaching & learning programs</u> Moderation with colleagues</p>		
<p><u>Engage parents in the education process</u> Communication & forums Regular & documented meetings</p>		

PROFESSIONAL	ENGAGEMENT
<p>ENGAGE IN PROFESSIONAL LEARNING</p> <p><u>Identify PL needs</u></p> <p>Provide evidence of cumulative PL record</p> <p>Attend all mandated PL's</p> <p>PL aligned to school priorities & personal needs</p> <p><u>Engage in a PL program to improve T&L</u></p> <p>SSP & AIP priorities</p> <p>School workshops</p> <p>PL response to P&D review</p> <p>LITM</p> <p>P&DC program</p> <p><u>Engage with colleagues regularly to improve practice</u></p> <p>Provide evidence of moderating assessment with colleagues</p> <p><u>Apply PL to improve T&L in the classroom</u></p> <p>Provide evidence of PL implementation</p> <p>Sharing new strategies</p>	<p>ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS & COMMUNITY</p> <p><u>Meet professional ethics, responsibilities & code of conduct (CC)</u></p> <p>Refer to Code of Conduct principles</p> <p>Conduct self as a professional</p> <p><u>Comply with legislative, administrative & organisational requirements - Provide evidence</u></p> <p>Hours of duty – 7.6 hours</p> <p>Workplace 20mins prior to 8:50 bell</p> <p>Meeting attendance (EBA)</p> <p>Provide evidence of PL & VIT compliance</p> <p>Strategic team cooperative member</p> <p><u>Engage with parents</u></p> <p>Provide evidence of parent meetings</p> <p>Communication – diary, phone, email</p> <p>Attend parents evenings</p> <p><u>Provide evidence of engagement with professional networks</u></p> <p>Hume NETS</p> <p>LITM</p> <p>Professional associations</p>

2014-15 TEACHER PERFORMANCE & DEVELOPMENT

Team Goals will remain the same as for previous years based on cohort data from the previous year. These include Reading, Writing, Numeracy and Attendance. Team goals will only apply to the prep-6 teams and Deaf Facility.

Six individual improvement goals will be set around the attached P&D table - 2 from each:

1. Professional Knowledge (Blue columns)
2. Professional Practice (Green columns)
3. Professional Engagement (Yellow columns)

The goals should be **S M A R T**

S – Specific, **M** – Measurable, **A** - Achievable, **- R** - Relevant, **- T** – Timed

THE P&D CYCLE

April/May	Planning & goal setting
Sept/Oct	Mid-cycle Review to discuss progress
Mar/April	Assessment against goals & standards – this also determines incremental progression (or not)
April/May	P&D plans prepared & agreed for the next cycle informed by the outcome of the last cycle

For professional growth, it is important areas for improvement are identified. Here are some examples

Improvement Goal	Measure
Improve understanding as to how students learn	Demonstrated knowledge of research-based cognitive stages of development. This should be accompanied by supportive professional reading
Implement strategies that leads to an orderly class environment	Evidence of record keeping on student behaviour (RISC), communication with parents, use of school protocols, consultation with a 'school mentor' or colleagues
Enhance the integration of ICT in the class/program to support improved learning outcomes	Evidence in work program, student data indicating improvement, supporting research e.g. CBL & SAMR & inquiry learning workshops/PL (Jenni Wilson)
Differentiate Learning	Provide evidence in planning and during class observations
Provide feedback & communication with students	Evidence of individualised communication with students leading to improved learning & engagement
Report on student achievement	Reports delivered in a timely manner and of a high quality that reflect individual student achievement. Presented in a 'language' de-jargonised that both student and parents will find useful & relevant
Use a variety of assessment tools (that leads to improved learning outcomes for students)	Accurate, individualised & regular records kept from multiple sources – e.g. self-reflections, checklists, anecdotal, pre & post testing & formal tests e.g. Naplan
Engage with parents & community	Evidence of communication with parents/community – notes, letter, phone register, Class Newsletter, involvement in wider school community activities
Target PL to an improvement area	Provide evidence of specific PL and how this lead to improvement strategies in the classroom
Plan, structure & sequence learning (Good goal for newly appointed teachers)	Team & personal weekly planning, comply with non-negotiables (timetable for literacy & numeracy), differentiated lessons, preparation
Support other with their specific professional learning needs(good for experienced teachers)	Plan and provide opportunities for teachers to observe best practice in my classroom e.g. learning walks, specific mentoring. Outline when & where this has occurred and the impact on T & L in this school
Improve leadership skills (good for experienced teacher but not exclusively)	Provide evidence of a plan for leadership PL (e.g. LITM) and/or where you have accepted a leadership opportunity as a vehicle to develop your skills further. Document your journey of discovery & realisation

2014-15 TEACHER PERFORMANCE & DEVELOPMENT

Six individual improvement goals will be set around the attached P&D table - 2 from each:

1. Professional Knowledge (Blue columns) PK
2. Professional Practice (Green columns) PP
3. Professional Engagement (Yellow columns) PE

The goals should be S M A R T

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IMPROVEMENT GOAL	PK, S. M. A. R. T. MEASURE			Progress Sept/Oct	Progress Mar/Apr
	PP	OR	PE		
1.					
2.					
3.					
4.					
5.					
6.					

MID-CYCLE PROGRESS COMMENTS