Creating and strengthening a performance and development culture in schools post accreditation

A System Approach to School Improvement

An ongoing focus on strengthening Performance and Development Culture (P&D Culture) practices contributes to schools’ and networks’ internal capacity for continuous improvement. Within this context, the eInstructional Model and the P&D Culture Revised Self Assessment Framework (Revised Framework) assist school leaders to use existing processes and structures to lead conversations about the quality of instructional practice in their schools.

Background

The original Self Assessment Framework (original Framework) was designed for schools to assess their P&D Culture and practice and to support them to achieve accreditation. At the end of 2009, 98.4% of schools had achieved accreditation. The focus has now shifted to supporting schools to embed and strengthen P&D Culture practices, enabling a culture of continuous improvement that is:

- focused on improving staff practice and student outcomes
- inclusive of all staff, teaching and non-teaching
- responsive to Department priorities and initiatives
- part of regular school and network accountability and improvement processes.

Feedback from schools, regional and central office staff and P&D Culture Reference Schools contributed to the development of the Revised Framework.

Purpose

A continuous focus on P&D Culture will:

- facilitate the improvement of student outcomes
- support a professional working and learning environment for all staff
- increase schools’ internal capacity to engage in ongoing improvement
- support the implementation of the eInstructional Model and increase the quality and consistency of instructional practice within and across schools, networks, regions and the system.

The Revised Framework is designed to:

- support the implementation of the eInstructional Model using the elements of P&D Culture
- monitor and enhance schools’ ongoing P&D Culture and practice post accreditation
- identify areas for the improvement of individual and organisational practice to enhance student outcomes
- include all members of staff in a P&D Culture.

Guidelines

The dedicated P&D Culture page in the School Level Report enables schools to monitor their P&D Culture progress. This data, combined with a self assessment against the Revised Framework, will assist schools to identify strategies and actions for strengthening their P&D Culture post accreditation. These strategies and actions can then be included in the school or network Strategic Plan or Annual Implementation Plan.

When using the Revised Framework, it is important to consider the following:

- The five Elements remain consistent with the original Framework.
- Level 1 of the Revised Framework was previously Level 4, the accreditation standard, in the original Framework.
- Levels 2 and 3 provide P&D Culture practices to support schools to strengthen their P&D Culture beyond the accreditation standard.
- The Revised Framework is not an exhaustive list of P&D Culture practices but aims to capture the significant actions schools undertake on a journey of continuous improvement.
- An ‘on-balance’ judgement is recommended when determining a school’s level for each Element.
- Online resources are available to assist schools to use the Revised Framework.

Contact Details

School Improvement Branch
Email performance.development.culture@edumail.vic.gov.au

Glossary of Key Terms

System Frameworks are frameworks and models developed by the system that articulate and facilitate high quality practices: for example the Effective Schools Model, The Developmental Learning Framework for School Leaders, eInstructional Model, ePotential ICT Capabilities Resources and the Victorian Essential Learning Standards (VELS).

Student voice is evident when students are active participants in their education. They have the opportunity to communicate ideas and opinions, have the power to influence change and to contribute in meaningful ways.

School Level Report (SLR) summarises the performance of Victorian government schools across a range of outcome measures spanning Student Learning, Student Engagement and Wellbeing, and Student Transitions and Pathways. Data in the SLR are benchmarked against statewide outcomes and relevant percentile ranges.

Principles of Highly Effective Professional Learning are demonstrated when professional learning is:
- focused on improving student outcomes
- focused on and embedded in teacher practice
- informed by the best available research
- collaborative, involving reflection and feedback
- evidence-based and data informed to guide improvement and to measure impact
- ongoing and integrated within the operation of the system
- an individual/collective responsibility at all levels of the system.
## Performance and Development Culture Revised Self Assessment Framework

<table>
<thead>
<tr>
<th>Element</th>
<th>Maturity Measures</th>
<th>Level 1 ACCREDITATION LEVEL This school:</th>
<th>Level 2 This school:</th>
<th>Level 3 This school:</th>
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<tbody>
<tr>
<td>1. Induction into the school or into a new role</td>
<td>Extent to which the school provides effective induction and mentoring support</td>
<td>• has a comprehensive and current set of induction materials for teachers • ensures that all new teachers are provided with effective induction support which includes mentoring • provides initial training for teachers involved in mentoring and induction • monitors and evaluates induction support on a regular basis • ensures that induction support and mentoring are aligned with VIT and Department guidelines</td>
<td>• has a comprehensive and current set of induction materials and processes for all staff on commencement • continuously monitors and responds to feedback from inductees • articulates expectations arising from the school's Strategic Plan and Annual Implementation Plan • provides up-to-date documented curriculum programs • provides ongoing professional learning for mentors • develops processes and resources to support transition into new roles • facilitates understanding of system frameworks, policies and resources • has induction and mentoring processes for staff that work across a network</td>
<td>• has all staff contributing to induction and mentoring support • differentiates induction support based on the needs and roles of inductees • connects inductees and mentors through virtual and physical networks • provides opportunities for inductees to observe and apply system frameworks in practice • collaborates to create common processes for the induction and mentoring of staff that work across the network • provides feedback to the system to inform pre-service education and training</td>
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<td>2. Multiple sources of feedback on practice</td>
<td>Extent to which the school uses multiple sources of feedback to inform individual, team and collective practice</td>
<td>• ensures that all teachers receive feedback from at least 3 sources including student learning outcomes data • uses multiple sources of feedback to inform teacher development • evaluates forms of feedback used</td>
<td>• uses multiple sources of feedback to inform the practice of all staff • develops and provides training in the use of protocols for peer observation and feedback • identifies available data sets and how they can be used effectively for different audiences and purposes • provides training in the effective use of data to inform improvement strategies • supports staff to use system provided online assessment tools • engages in conversations about school level data with the school community</td>
<td>• evaluates the impact of feedback on individual, team and collective practice • uses system frameworks to guide peer observations, select the type of data to be collected and frame feedback to inform practice • has established structures and processes that enable regular observation and feedback • demonstrates improved student outcomes based on research and data</td>
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<td>3. Individual performance and development plans aligned to school goals</td>
<td>Extent to which individuals have a performance and development plan aligned to school goals and informed by feedback</td>
<td>• has current, individual performance and development plans for all teachers, informed by multiple sources of feedback • aligns individual teacher performance and development plans to school goals and improved student outcomes • regularly reviews and updates individual teacher performance and development plans</td>
<td>• articulates the link between school goals and performance and development plans and establishes performance and development processes for all staff • uses system frameworks as a focus for performance and development • fosters collaborative practice through the inclusion of team goals • engages the school community in the development of school goals and in school planning and self evaluation • provides training for staff who are responsible for leading performance and development processes</td>
<td>• ensures consistency of expectations of performance and development processes across the school • encourages individuals to self assess against system frameworks to determine development goals • encourages individuals to support the achievement of colleagues' performance and development goals</td>
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<td>4. Quality professional learning</td>
<td>Extent to which a professional learning strategy reflects individual, team and collective development needs</td>
<td>• ensures that all teachers participate in a structured professional learning program, which is explicitly linked to both individual needs and to school goals • provides professional learning at both group and individual level • links professional learning to career and succession planning and teachers' future aspirations • ensures that professional learning programs reflect the Principles of Highly Effective Professional Learning • effectively develops and implements professional learning policy and guidelines • evaluates professional learning programs on an annual basis • can demonstrate skill or knowledge transfer into the classroom</td>
<td>• ensures that all staff participate in a structured professional learning program which is explicitly linked to both individual needs and school goals • develops a whole-school professional learning strategy • engages all staff with system frameworks to develop a shared understanding of effective practice • supports individual staff to reflect on the impact of professional learning on their practice • has structured processes for staff to share the outcomes of professional learning • incorporates internal and external expertise to enhance professional learning • uses findings from action research to inform individual and collective practice</td>
<td>• develops the expertise of staff to design and lead professional learning • provides regular opportunities for staff to consider educational research and theory and the implications for individual and collective practice • differentially allocates resources to provide targeted professional learning to achieve school goals • uses system frameworks to differentiate professional learning opportunities • delivers professional learning using a variety of modes • contributes to and engages in professional learning across the network and region • implements a succession strategy that builds leadership capacity across and beyond the school</td>
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<td>5. Belief that the school has a performance and development culture</td>
<td>Extent to which individuals feel that the school has the internal capacity to engage in ongoing improvement</td>
<td>• teachers feel that the school supports individual professional growth and development</td>
<td>• engages a belief that all students and staff are capable of learning and developing • supports individual growth and development for all staff • ensures leaders model the professional learning and accountability practices they seek to promote in staff members • encourages and supports informed risk-taking so that staff can refine their practice • structures discussions around common challenges and issues and develops agreed plans of action • reviews and adapts structures and processes to maximise continuous improvement • ensures the whole school community is aware of and can articulate the school's vision and values • ensures student outcomes are central to decisions made in the school</td>
<td>• provides a forum for new ideas and values the opinions and contributions of the whole school community • demonstrates that the whole school community contributes to the school's vision, values and strategic planning • demonstrates that the school community contributes to and supports whole school decisions and approaches • seeks and values student voice and contribution • has an expectation that staff develop leadership capabilities • has a common approach to instructional practice • takes collective responsibility for assisting individuals to achieve their performance and development goals • demonstrates collective responsibility for the learning of all students • supports the sharing of expertise beyond the school</td>
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