PURPOSE

The Performance and Development Framework exists to ensure all staff have access to effective, continuous and constructive feedback throughout their careers in order to support the improvement of professional practice as a powerful means of improving student learning outcomes. Based on strong evidence that better appraisal, coaching and feedback leading to targeted development can improve performance, the Performance and Development Framework will support staff in their desire to grow and develop professionally.

INTENTION

The Performance and Development Framework has several intentions including:

• Refining the performance and development processes and expectations for all staff
• Highlighting the importance of a performance and development culture in all schools
• Identifying what is required to build a comprehensive and effective approach to high performance and development
• Describing the characteristics of an effective performance and development growth cycle
• Focussing staff on continuous performance appraisal, growth and improvement
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• Lighting the Way through Faith and Learning: Vision & Strategic Direction (2015)
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"I have come that they may have life and have it to the full". John 10:10

The shared mission of Catholic Education is to create vibrant Catholic school communities where every student finds meaning and purpose in their life through experiencing continual growth in faith and improvement in learning.

Creating Catholic communities of faith and learning is contingent upon forming and supporting committed, skilled and dynamic staff. The universal church recognised this when it said, "the achievement of (the) specific aim of the Catholic School depends…. on the people who work there" (The Catholic School, 1977, n.43).

The Catholic Bishops of NSW and ACT similarly recognised the need for extensively formed and well-equipped staff to lead and sustain Catholic schools into the future. In their 2007 Pastoral Letter, Catholic Schools at a Crossroads, the Bishops invited "all those involved in Catholic education to join us in choosing and supporting leaders and staff for our schools who will effectively embrace the mission…. particular attention must be given to succession planning, leadership formation and the preparation of Catholic teachers" (p17).

PREAMBLE

It is a requirement that all staff in Catholic Education in the Diocese of Wollongong participate in the Performance and Development process as outlined in the Framework.

The development of the Performance and Development Framework is influenced by:

• Contemporary educational research which highlights the significance of building staff capacity in order to more effectively meet student need and improve learning outcomes. Australian Research argues that, "high performing systems around the world know that improving the effectiveness of teaching is the way to lift school performance" (Grattan Institute, 2014).
• The release of the Australian Teacher Performance and Development Framework which calls for the creation of a performance and development culture in all Australian schools.
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A PERFORMANCE AND DEVELOPMENT CULTURE

Research demonstrates that a successful approach to effective performance and development relies on creating a strong and supportive professional culture. For a growth and development culture to flourish, it is important to identify and continually focus on ensuring the following cultural elements are given priority. Whilst the element descriptions below are most pertinent for teaching staff, all staff have a significant role in developing a positive school culture that promotes growth in faith and improvement in learning.

<table>
<thead>
<tr>
<th>FOCUS ON STUDENT OUTCOMES</th>
<th>Improving teaching is not an end in itself. It is directed at improving outcomes for students, with an emphasis on:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Student learning</td>
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<td></td>
<td>• Student engagement</td>
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<td></td>
<td>• Student wellbeing</td>
</tr>
<tr>
<td></td>
<td>• Using data to inform teaching</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EFFECTIVE TEACHING</th>
<th>To focus on improving teaching, it is necessary to have a clear vision of what effective teaching looks like. Within our schools effective teaching, is directed by the Australian Professional Standards for Teachers and the Diocesan Learning and Teaching Framework.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Australian Professional Standards for Teachers:</td>
</tr>
<tr>
<td></td>
<td>• Outline what teachers should know and be able to do at four career stages</td>
</tr>
<tr>
<td></td>
<td>• Present the elements of effective teaching within the domains of professional knowledge, professional practice and professional engagement</td>
</tr>
<tr>
<td></td>
<td>• Provide a common language for a shared understanding of effective teaching.</td>
</tr>
<tr>
<td></td>
<td>The Diocesan Learning and Teaching Framework (DLTF):</td>
</tr>
<tr>
<td></td>
<td>• Enables teachers to engage in the process of creating and reflecting on learning and teaching practices and environments</td>
</tr>
<tr>
<td></td>
<td>• Provides a common language for a shared understanding of effective pedagogy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEADERSHIP</th>
<th>The critical role of the Principal/leader is to create a positive culture of challenge and support to enable effective teaching and improved teacher practice by:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Leading high quality teaching and learning</td>
</tr>
<tr>
<td></td>
<td>• Promoting a shared commitment to improvement</td>
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<tr>
<td></td>
<td>• Recognising leadership from those with and without formal leadership positions</td>
</tr>
<tr>
<td></td>
<td>• Acknowledging that teachers have a powerful role to play in their own and others’ development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FLEXIBILITY</th>
<th>Each school has a unique context, therefore implementation of the Performance and Development cycle needs to be flexible without compromise to the intent and quality of the process. A flexible approach to performance and development cycle including frequency would take into account:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Teacher/Staff career stage</td>
</tr>
<tr>
<td></td>
<td>• Accreditation requirements</td>
</tr>
<tr>
<td></td>
<td>• Responsibility for supervision</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COHERENCE</th>
<th>Staff will engage in the performance and development cycle as an integral part of their work, rather than a separate and additional process. The Performance and Development process will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• be consistent with the school’s improvement agenda</td>
</tr>
<tr>
<td></td>
<td>• reflect a commitment to continual learning as part of their work</td>
</tr>
<tr>
<td></td>
<td>• comply with diocesan policy, guidelines and frameworks</td>
</tr>
</tbody>
</table>
**THE PERFORMANCE AND DEVELOPMENT CYCLE**

The Performance and Development cycle provides a structure for professional learning, growth and improvement for all staff. Within the performance and development cycle, there are three distinct yet interdependent phases, containing four essential elements.

Whilst the cycle is expected to occur annually, flexibility to meet the individual learning and development needs of staff is to be applied. (For example Early Career teachers may engage in the cycle each term)

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**REQUIRED DOCUMENTATION**

<table>
<thead>
<tr>
<th>Key Phase</th>
<th>Performance &amp; Development Process</th>
<th>Requirements / Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLANNING</td>
<td>Reflection and Goal Setting</td>
<td>• Performance and Development Plan (PDP)</td>
</tr>
<tr>
<td>IMPLEMENTING</td>
<td>Professional Practice and Learning</td>
<td>• Two observation Reports</td>
</tr>
<tr>
<td>REVIEWING</td>
<td>Feedback and Review</td>
<td>• Mid-cycle self-assessment Reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Completed PDP with documented evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Written PDP facilitator’s Report</td>
</tr>
</tbody>
</table>
KEY PHASES OF THE PROCESS

1. Reflection and Goal Setting

**Essential element:**
All staff have a set of documented and regularly reviewed goals related to both performance, development and growth and ways of measuring progress towards them, that are agreed to with the Principal or PDP facilitator.

**Reflection will include:**
- Focus on professional growth and improvement
- Self-reflection on practice informed by evidence and feedback and understanding of contemporary research and practice
- Professional conversation about practice and performance with PDP facilitator.

**Goals will:**
- Be developed within a coaching culture
- Reference relevant Standards, Diocesan Frameworks and/or Role Description
- Be measurable
- Be informed by evidence and feedback
- Be regularly reviewed, including a mid-cycle self-assessment and professional dialogue.

2. Professional Practice and Learning

**Essential element:**
All staff are supported in working towards their goals, including through access to high quality professional learning.

**High quality professional learning is effective when it is:**
- Relevant, collaborative and growth focused
- Contributing to the further development of knowledge, skills and capabilities
- Based on improving practice to meet student needs
- Aligned to the priorities and resources of the school
- Negotiated.

**Potential sources of observable evidence include:**
- Evidence of impact on student outcomes/ teacher practice
- Feedback from mid-cycle conversation with PDP facilitator
- Direct observation of teaching/leadership/practice
- Feedback from direct reports/colleagues/PDP facilitator
- Student/ Parent feedback
- Self-assessment
- Evidence of participation in professional learning and reflection on its impact.

3. Feedback and Review

**Essential element:**
All staff receive and seek regular formal and informal feedback on their performance. This includes a formal review against their performance and development goals at least annually, with verbal and written feedback being provided.

**Effective feedback is:**
- The shared responsibility of individuals, teams, colleagues and PDP facilitators
- Timely, frequent and growth focused
- Used to inform further development during the next cycle
- Honest and constructive
- Best delivered within a coaching culture.
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