# How do I evidence progress against my goals?

Reflection and goal setting

Professional practice and learning

Ongoing feedback, reflection and review

Performance and Development

# Performance and development toolkit overview

| Reflection and goal setting | Professional practice and learning | Ongoing feedback, reflection and review |
|---|---|---|

**Resources**

> Getting started survey – How do I perceive performance and development at my school?

> What is my role in the performance and development cycle?

> How can I ensure I get the most out of my goal setting?

> Goal setting guide

**Resources**

> How does professional learning support my performance and development?

> How do I evidence progress against my goals?

> Examples of evidence

> How do I engage in classroom observation?

> Tips for collecting and documenting feedback

**Resources**
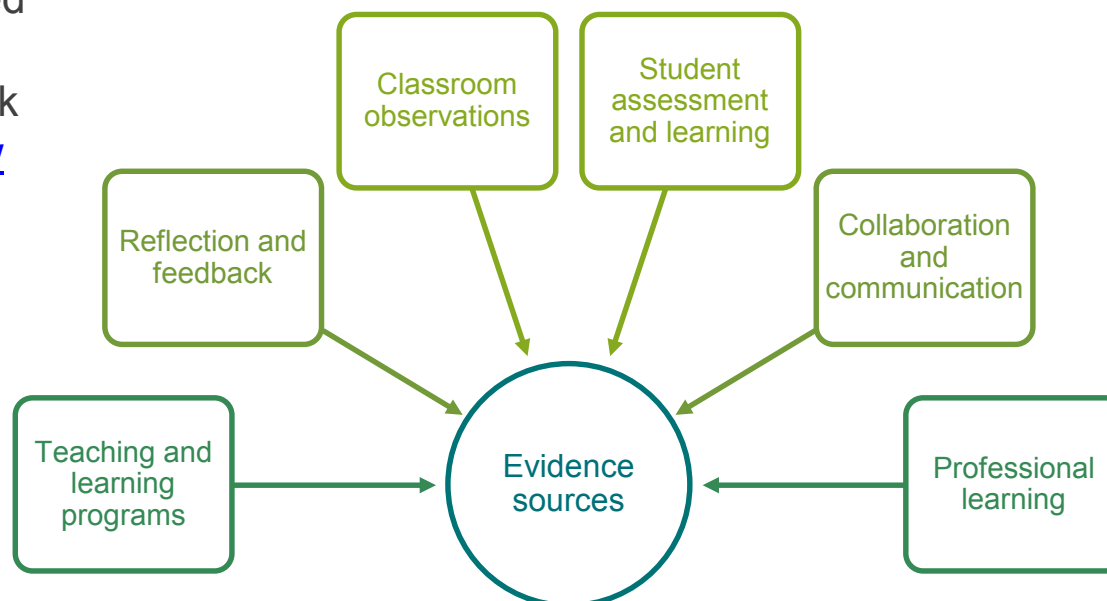
> How can I initiate ongoing formal and informal feedback?

> How can I support effective peer-feedback in my school?

> How do I reflect on my own goal achievement?

> How can I make the most of my performance and development review?

> Performance and development review guide

# Why is collecting evidence so vital?

> Evidence provides the basis for ongoing feedback, reflection and further development. It is an important tool that you can use to demonstrate your development to others

> Collecting and reviewing evidence helps you to understand your progress with respect to your performance and development goals throughout the cycle

> Importantly, it allows you to identify any additional or different action that is required in order to achieve your goals. Or alternately to recognise if there is a need to modify your goals

> Collection and analysis of evidence helps you to discuss what you have achieved as part of your annual performance review

# How can I track my progress?

> Collect data on your goal achievement from as many sources as possible on an ongoing basis. Sources of evidence you might consider
> Organise your evidence in a logical and accessible way so you can draw on it regularly

> Review the data collected to identify how it relates to your goals and to track your goal progress (How do I reflect on my own goal achievement?)
> Identify other actions or evidence required to achieve your goals



Classroom observations

Student assessment and learning

Reflection and feedback

Collaboration and communication

Teaching and learning programs

Evidence sources

Professional learning

# What could my evidence look like?

| Example of agreed goal | Teacher actions | Example of evidence gathered and reflection |
|---|---|---|
| Within the first two terms, I will improve my skills in differentiating classroom activities in order to meet the specific learning needs of students across the full range of abilities, as evidenced by both student surveys and school-based assessments (see specific items in year level assessment schedule)<br><br>*In this case the teacher has agreed to evidence this particular goal with:*<br>• *student surveys and*<br>• *school-based assessments* | > Collect evidence throughout the year to enable you to track your progress and identify any additional evidence or changes you need to make along the way<br><br>> Reflect on any evidence collected to identify which of your goals it relates to and what impact it has on your immediate practice<br><br>> Be open to the evidence and seek clarification if needed | "Term 1 school-based assessments show an increased level of achievement for students in the middle band"<br>"Student surveys show that more students rate my classroom activities as challenging than previously did. However, the high achievers still report feeling bored after a short period of time."<br><br>*This is evidence the teacher received at the end of the first term. Importantly, they will identify changes to practice immediately, and not just record it for later reflection.*<br>*Upon reflection, the teacher considers that some students in the middle achievement band may be more challenged, but more work is needed to challenge students outside the middle range* |

# What can I do with the evidence I collect?

| Interpret the evidence | Reflections | Implications of your analysis | Reflections |
|---|---|---|---|
| What strengths can I identify in the evidence? | Some students have shown an increase in achievement | With respect to your actions: do you need to change anything in order to achieve your goal? | I need to review the curriculum standards above my year level. I could speak with some teachers at different levels to get a better understanding of what sort of challenges they provide their students |
| What areas for development are highlighted? | High achieving students are still not feeling challenged | | |
| What areas of my goal are not addressed by the evidence? | I don't know if the lower achieving students are being appropriately challenged | | |
| Does the evidence show that I have made progress? | Yes, for some students, but not all | With respect to your evidence: do you need to collect other or additional data from other sources? | I need more evidence of whether I am appropriately challenging all students. I'll speak with some students individually to get a better picture of what they're thinking |
| Across all the evidence, what themes or patterns can I identify? What story does the evidence tell? | I think I have made some improvements in relation to challenging students, but I am still not effectively differentiating tasks effectively for all students | | |

# How do I interpret inconsistent evidence?

> Occasionally, evidence or feedback from different sources/stakeholders may be inconsistent and as such, hard to synthesise

> Feedback should be focussed on observable behaviours. Your behaviour is a function of the person (you) and the situation. Your behaviour may be different in different settings and/or different stakeholders may interpret your behaviour differently

> If feedback from stakeholders is inconsistent, try not to dismiss it out of hand, but instead think about the situations the feedback relates to. Consider whether your behaviour at that time and in that setting is consistent or were adjustments made for different audiences? Also consider the viewpoint of the observer and how their thoughts and feelings may impact their interpretation of your behaviour

> Inconsistent feedback can act as a reminder to gather multiple forms of evidence. Look at the feedback you have received and how it aligns with other evidence you have collected on that aspect of your teaching practice, or seek to collect additional evidence to provide a more informed viewpoint

> Do not ignore inconsistent feedback, but seek to understand it and its relevance

# Activity:

1. Choose one of your goals, list all the evidence you have collected so far and work through the following questions:

   – What strengths can I identify in the evidence?

   – What areas for development are highlighted?

   – Does the evidence show that I have made progress?

   – Across all the evidence, what themes or patterns can I identify? What story does the evidence tell?

3. Consider whether these reflections indicate that you need to revise the action plan for your goal and the evidence you need to collect. Ask yourself the following questions:

   – Do I need to change anything in order to achieve my goal?

   – Do I need to collect other or additional data from other sources?