



PEOPLE AND SERVICES



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Performance and Development FAQs

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Performance and Development Framework: Information for Principals (non teaching)

The **Performance and Development Framework (PDF)** requires the creation of an individual Performance and Development Plan (PDP). The following Q&As will assist in this process for non teaching principals.

Q What should non teaching principals consider when developing a PDP?

The *Performance and Development Framework (PDF)* on page 3 states:

The focus of the planning phase is to create an individual Performance and Development Plan (PDP) ... to guide the work of each principal.

For ... principals, goals may be framed around the higher career stages of Highly Accomplished or Lead.

Goals should be constructed so that they:

- align with the policies, aims and strategic directions of the Department and the school plan
- recognise the experience and expertise of the [principal], existing strengths and areas for professional growth
- are informed by the everyday learning, teaching and leadership practice undertaken by [principals] in the normal course of their work

At least three and no more than five professional goals are required.

The Highly Accomplished and Lead teaching standards and the **AITSL Professional Standard for Principals** may be used as support materials and reference documents to inform the setting of professional goals, identification of professional learning and the evidence to be gathered in the PDP, but they are not industrial and legal requirements of the Framework.

Q How can the leading and managing aspects of the principal's role be incorporated into the PDF process?

The *Performance and Development Framework (PDF)* on page 3 states:

The planned goals ... must take into account:

- system priorities
- school priorities (such as the whole school professional learning plan)
- personal teaching and career aspirations
- accreditation requirements (where applicable).

Further, on page 5:

Principals will be required to present evidence to address three broad areas of professional practice:

- school planning and management
- student learning outcomes
- positive, collaborative workplace culture.

Q Why do pre-2004 school principals and teachers in administrative roles need to be accredited if they don't take classes?

School principals and executive teachers are responsible for curriculum and assessment and will be making decisions about the accreditation of teachers in their school. To provide leadership in quality teaching practice, it is critical that principals and executive teachers are accredited and meet the same ongoing professional learning requirements as classroom teachers.

Any teacher may also apply for a higher level of voluntary accreditation, which recognises exemplary teaching practice and engagement with the school community.

The **NSW BOSTES** states the following on its website :

"Requiring all NSW school and early childhood teachers to be accredited are two of 47 Great Teaching, Inspired Learning (GTIL) actions that the NSW Government is implementing to further increase the high standards of teaching in NSW, and lift the status of the profession.

The NSW Parliament has passed amendments to the Teacher Accreditation Act 2004 that will require all NSW school teachers, including principals and executive teachers, to be accredited. This means that from 2018 the Australian Professional Standards for Teachers will guide the professional practice and learning of all NSW school teachers."

Q What evidence will be collected as part of the process and how will this be collected?

The *Performance and Development Framework* on page 5 states:

The evidence should be directly drawn from the normal, everyday work of the [principal] ... Determining the most appropriate forms of evidence should be a collaborative activity, informed by the context of the school and the career stage of the [principal].

And, from page 6:

Documented observations by the supervisor of leadership practices of ... principals are to be conducted.

Q What needs to be considered in regard to a non teaching principal demonstrating teaching ability?

Page 5 of the PDF states:

Evidence will be systematically collected, sourced from the everyday work of the [principal] and when considered holistically, will demonstrate the [principal's] progress towards the professional goals.

The evidence should be authentic and reliable. Evidence gathered and presented through this process should not be an end in itself. The evidence should be directly drawn from the normal, everyday work of the [principal], rather than through the creation of separate and additional processes, and be sufficient to indicate the [principal's] performance.

From page 6:

The observation should be negotiated, linked to the [principal's] goals and the appropriate Standards, and undertaken in a collegial and supportive manner.

Observation processes are to be negotiated in a collegial, mutually respectful manner, undertaken by an agreed colleague and documented.

The BOSTES makes the following statement:

*Unlike the accreditation of beginning teachers, the process for pre-2004 school teachers will not require a detailed assessment of the [principal's] performance against the **Australian Professional Standards for Teachers.***

Q How will a principal who no longer has a teaching role demonstrate their proficiency as a teacher? Will they have to be timetabled for a class so their supervisor can observe them teaching students?

It is assumed that non-teaching executives and principals have achieved promotion to leadership positions on the basis that previously they have demonstrated proficiency as a teacher. The Framework requires them to demonstrate the currency of this teaching proficiency.

The specific ways that this is done will be determined through negotiation with the supervisor, in accordance with the principles and practices outlined in the Framework.

Professional judgement and discretion should apply here. Educational presentations to an assembly, class or year group of students may form part of the process, as may modelling particular aspects of teaching practice for a newly qualified, beginning teacher.

Below is a sample of Proficient Standards. In the normal course of a principal's work leading and managing the school, he/she would be ensuring the following would be occurring in the school:

- Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities (Standard 1.5.2)
- Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement (Standard 2.5.2)
- Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning (Standard 3.7.2)
- Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks (Standard 4.2.2)
- Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice (Standard 5.4.2)
- Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs (Standard 6.1.2)

Note that observations of teaching do not have to be conducted by the supervisor. The Framework states: *"Observation processes are to be negotiated in a collegial, mutually respectful manner, undertaken by an agreed colleague and documented."* (p6 of the PDF)

Q Can the Australian Professional Standard for Principals be used?

The *Performance and Development Framework* on page 3 states:

[Principals] must be able to identify a personal goal of their choice.

On page 4:

Staff may wish to use professional learning to assist in career planning that may involve, but is not limited to ... identifying ways to achieve career goals (the strategies should support [principals] to recognise their current and developing capabilities, professional goals and achievements)

The AITSL Professional Standard for Principals may be used as support material and as a reference document to inform the setting of professional goals, the identification of professional learning and evidence to be gathered in the PDP, but it is not an industrial and legal requirement of the Framework.

Q Will I be assessed on whether I achieve my professional goals or not? Is this a pass/fail assessment process? If I have five goals and achieve two of them, have I failed?

No, no and no. Participation in the Framework – setting professional goals, engaging in professional learning, gathering evidence to indicate progress in professional achievement – this is what will substantiate that you are achieving the NSW BOSTES Professional Standard at Proficient level.

Remember that the Standards are based on what you are qualified and employed to do:

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

The Framework is designed to affirm that you are proficient in these Standards and to engage you in processes aimed at further enhancing and strengthening your performance and development.

Q Can you get to the Annual Review stage at the end of the annual cycle and be deemed to have 'failed' or not to be performing at a Proficient standard?

No. Concerns about a teacher's performance are to be addressed as they arise through the annual performance and development cycle. If such concerns are not resolved and the teacher continues to experience difficulty in their performance, then a formal Improvement Program is to be implemented, as per the Teacher Efficiency Process.

Q What information can be provided to colleagues who are concerned about changes resulting from the PDF?

The Performance and Development Framework on page 1 states:

Effective performance and development requires a collaborative and supportive workplace committed to a positive culture of ongoing learning by individuals and teams.

All [principals] have a right to be supported in their professional learning, as well as a responsibility to be involved in performance and development processes that facilitate their professional growth and the provision of quality teaching and learning, consistent with the NSW Department of Education and Communities' policies, aims and strategic directions and school plan.

Q What additional support is available to teachers to support their professional development?

The Department is increasing its investment in professional development for teachers. From 2016 the amount of funding for professional learning in NSW public schools will increase by 50% to \$51 million each year.

The NSW Education Reform Update - December 2013 on page 4 states:

This additional funding will be made available to schools so that when principals and teachers map out their professional development needs they have the funds they need to put their plans into place.

Q Am I expected to manage the performance and development process for casual teachers?

The Performance and Development Framework on page 2 states:

Performance and development processes are applicable to permanent, temporary and casual teachers, executives and principals working in NSW public schools.

As with the process for accreditation, casual teachers would seek your support in the PDP process. As stated on page 5 of the Performance and Development Framework: "These processes should be aligned, not duplicated".

Page 6 of the **Accreditation at Proficient Teacher Procedures (October 2014)** identifies the current process for casual teachers seeking support from principals to achieve their accreditation:

At the commencement of the block of teaching, casual teachers should discuss with the principal their wish to use this time for the purposes of finalising their accreditation. Principals should support casual teachers engaged in a block of teaching to access the formal accreditation process.

Casual teachers should have access to the same professional support for accreditation as teachers employed permanently. Casual teachers should be encouraged to seek out and participate in professional support at their school.

It is casual teachers' responsibility to talk to their principal/s or supervisor/s about their performance, development and accreditation requirements, and the achievement of the **Australian Professional Standards for Teachers**.

Principals should support all teachers through performance and development and accreditation processes and work with teachers to achieve the Standards.

Schools' Teacher Professional Learning funds should be allocated to facilitate the participation of casual and temporary teachers in the Framework processes.

Performance and Development Framework: Information for Principals (teaching)

The **Performance and Development Framework (PDF)** requires the creation of an individual Performance and Development Plan (PDP). The following Q&As will assist in this process for teaching principals.

Q What should be considered when developing a PDP for teaching principals?

The *Performance and Development Framework (PDF)* on page 3 states:

The focus of the planning phase is to create an individual Performance and Development Plan (PDP) ... to guide the work of each principal.

For ... principals, goals may be framed around the higher career stages of Highly Accomplished or Lead.

Goals should be constructed so that they:

- align with the policies, aims and strategic directions of the Department and the school plan
- recognise the experience and expertise of the [principal], existing strengths and areas for professional growth
- are informed by the everyday learning, teaching and leadership practice undertaken by [principals] in the normal course of their work

At least three and no more than five professional goals are required.

Q How can the leading and managing aspects of the principal's role be incorporated into the process?

The *Performance and Development Framework (PDF)* on page 3 states:

The planned goals ... must take into account:

- system priorities
- school priorities (such as the whole school professional learning plan)
- personal teaching and career aspirations
- accreditation requirements (where applicable).

Further, on page 5:

Principals will be required to present evidence to address three broad areas of professional practice:

- school planning and management
- student learning outcomes
- positive, collaborative workplace culture.

Q What evidence will be collected as part of the process and how will this be collected?

The *Performance and Development Framework* on page 5 states:

The evidence should be directly drawn from the normal, everyday work of the [principal] ... Determining the most appropriate forms of evidence should be a collaborative activity, informed by the context of the school and the career stage of the [principal].

And, from page 6:

Documented observations by the supervisor of leadership practices of ... principals are to be conducted.

Q As a teaching principal, do I need to demonstrate my teaching as well as my leadership practice?

Page 5 of the PDF states:

Evidence will be systematically collected, sourced from the everyday work of the [principal] and when considered holistically, will demonstrate the [principal's] progress towards the professional goals.

The evidence should be authentic and reliable. Evidence gathered and presented through this process should not be an end in itself. The evidence should be directly drawn from the normal, everyday work of the [principal], rather than through the creation of separate and additional processes, and be sufficient to indicate the [principal's] performance.

From page 6:

The direct observation of classroom practice is an important component of the process, and is an essential element of the Australian Teacher Performance and Development Framework. The observation should be negotiated, linked to the [principal's] goals and the appropriate Standards, and undertaken in a collegial and supportive manner.

Observation processes are to be negotiated in a collegial, mutually respectful manner, undertaken by an agreed colleague and documented.

The level of experience of the [principal] will inform the number of observations of teaching practice.

Q Can the Australian Professional Standard for Principals be used?

The *Performance and Development Framework* on page 3 states:

[Principals] must be able to identify a personal goal of their choice.

On page 4:

Staff may wish to use professional learning to assist in career planning that may involve, but is not limited to ... identifying ways to achieve career goals (the strategies should support [principals] to recognise their current and developing capabilities, professional goals and achievements)

The AITSL Professional Standard for Principals may be used as support material and as a reference document to inform the setting of professional goals, the identification of professional learning and evidence to be gathered in the PDP, but it is not an industrial and legal requirement of the Framework.

Q Will I be assessed on whether I achieve my professional goals or not? Is this a pass/fail assessment process? If I have five goals and achieve two of them, have I failed?

No, no and no. Participation in the Framework – setting professional goals, engaging in professional learning, gathering evidence to indicate progress in professional achievement – this is what will substantiate that you are achieving the NSW BOSTES Professional Standard at Proficient level.

Remember that the Standards are based on what you are qualified and employed to do:

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

The Framework is designed to affirm that you are proficient in these Standards and to engage you in processes aimed at further enhancing and strengthening your performance and development.

Q Can you get to the Annual Review stage at the end of the annual cycle and be deemed to have 'failed' or not to be performing at a Proficient standard?

No. Concerns about a teacher's performance are to be addressed as they arise through the annual performance and development cycle. If such concerns are not resolved and the teacher continues to experience difficulty in their performance, then a formal Improvement Program is to be implemented, as per the Teacher Efficiency Process.

Q What information can be provided to colleagues who are concerned about changes resulting from the PDF?

The *Performance and Development Framework* on page 1 states:

Effective performance and development requires a collaborative and supportive workplace committed to a positive culture of ongoing learning by individuals and teams.

All [principals] have a right to be supported in their professional learning, as well as a responsibility to be involved in performance and development processes that facilitate their professional growth and the provision of quality teaching and learning, consistent with the NSW Department of Education and Communities' policies, aims and strategic directions and school plan.

Q What additional support is available to teachers to support their professional development?

The Department is increasing its investment in professional development for teachers. From 2016 the amount of funding for professional learning will increase by 50% to \$51 million each year.

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Q Am I expected to manage the performance and development process for casual teachers?

The *Performance and Development Framework* on page 2 states:

Performance and development processes are applicable to permanent, temporary and casual teachers, executives and principals working in NSW public schools.

As with the process for accreditation, casual teachers would seek your support in the PDP process. As stated on page 5 *Performance and Development Framework* "These processes should be aligned, not duplicated".

Page 6 of the **Accreditation at Proficient Teacher Procedures (October 2014)** identifies the current process for casual teachers seeking support from principals to achieve their accreditation:

At the commencement of the block of teaching, casual teachers should discuss with the principal their wish to use this time for the purposes of finalising their accreditation. Principals should support casual teachers engaged in a block of teaching to access the formal accreditation process.

Casual teachers should have access to the same professional support for accreditation as teachers employed permanently. Casual teachers should be encouraged to seek out and participate in professional support at their school.

It is casual teachers' responsibility to talk to their principal/s or supervisor/s about their performance, development and accreditation requirements, and the achievement of the **Australian Professional Standards for Teachers**.

Principals should support all teachers, permanent, temporary and casual, through performance and development and accreditation processes and work with teachers to achieve the Standards.

Schools' Teacher Professional Learning funds should be allocated to facilitate the participation of casual and temporary teachers in the Framework processes.

The **Performance and Development Framework (PDF)** requires the creation of an individual Performance and Development Plan (PDP). The following Q&As will assist in this process for executives.

Q Why should a non teaching executive be required to demonstrate their proficiency as a teacher when they no longer have a teaching role?

Executives are often responsible for curriculum and assessment and will be making decisions about the accreditation of teachers in their school. To provide leadership in quality teaching practice, it is critical that executives are accredited and meet the same ongoing professional learning requirements as classroom teachers.

The NSW Parliament has passed amendments to the Teacher Accreditation Act 2004 that will require all NSW executives to be accredited by 2018.

Q What should be considered when developing a PDP for executives?

The *Performance and Development Framework* (PDF) on page 3 states:

The focus of the planning phase is to create an individual Performance and Development Plan (PDP) ... to guide the work of each ... executive ...

Goals should be constructed so that they:

- *align with the policies, aims and strategic directions of the Department and the school plan*
- *recognise the experience and expertise of the [executive], existing strengths and areas for professional growth*
- *are informed by the everyday learning, teaching and leadership practice undertaken by [executives] in the normal course of their work.*

At least three and no more than five professional goals are required.

Performance and Development Framework: Information for Executives (Assistant Principals, Head Teachers, Deputy Principals)

The **Performance and Development Framework (PDF)** requires the creation of an individual Performance and Development Plan (PDP). The following Q&As will assist in this process for executives.

Q Why should a non teaching executive be required to demonstrate their proficiency as a teacher when they no longer have a teaching role?

Executives are often responsible for curriculum and assessment and will be making decisions about the accreditation of teachers in their school. To provide leadership in quality teaching practice, it is critical that executives are accredited and meet the same ongoing professional learning requirements as classroom teachers.

The NSW Parliament has passed amendments to the Teacher Accreditation Act 2004 that will require all NSW executives to be accredited by 2018.

Q What should be considered when developing a PDP for executives?

The *Performance and Development Framework (PDF)* on page 3 states:

The focus of the planning phase is to create an individual Performance and Development Plan (PDP) ... to guide the work of each ... executive...

For ... executives ..., goals may be framed around the higher career stages of Highly Accomplished or Lead.

Goals should be constructed so that they:

- *align with the policies, aims and strategic directions of the Department and the school plan*
- *recognise the experience and expertise of the [executive], existing strengths and areas for professional growth*
- *are informed by the everyday learning, teaching and leadership practice undertaken by [executives] in the normal course of their work*

At least three and no more than five professional goals are required.

The Highly Accomplished and Lead teaching standards may be used as support materials and reference documents to inform the setting of professional goals, identification of professional learning and the evidence to be gathered in the PDP, but they are not industrial and legal requirements of the Framework.-

Q How can the leadership aspects of the executive's role be incorporated into the PDF process?

The *Performance and Development Framework (PDF)* on page 3 states:

The planned goals ... must take into account:

- *system priorities*
- *school priorities (such as the whole school professional learning plan)*
- *personal teaching and career aspirations*
- *accreditation requirements (where applicable).*

Q Why do pre-2004 executive in administrative roles need to be accredited if they don't take classes?

Executive teachers are responsible for curriculum and assessment and will be making decisions about the accreditation of teachers in their school. To provide leadership in quality teaching practice, it is critical that executive teachers are accredited and meet the same ongoing professional learning requirements as classroom teachers.

Any executive may also apply for a higher level of voluntary accreditation, which recognises exemplary teaching practice and engagement with the school community.

The NSW BOSTES also states the following on its website:

"Requiring all NSW school and early childhood teachers to be accredited are two of 47 Great Teaching, Inspired Learning (GTIL) actions that the NSW Government is implementing to further increase the high standards of teaching in NSW, and lift the status of the profession.

The NSW Parliament has passed amendments to the Teacher Accreditation Act 2004 that will require all NSW school teachers, including principals and executive teachers, to be accredited. This means that from 2018 the Australian Professional Standards for Teachers will guide the professional practice and learning of all NSW school teachers."

Q What evidence will be collected as part of the process and how will this be collected?

The *Performance and Development Framework* on page 5 states:

The evidence should be directly drawn from the normal, everyday work of the [executive] ... Determining the most appropriate forms of evidence should be a collaborative activity, informed by the context of the school and the career stage of the [executive].

And, from page 6:

Documented observations by the supervisor of leadership practices of ... executives are to be conducted.

Q What needs to be considered in regard to a non teaching executive demonstrating teaching ability?

Page 5 of the PDF states:

Evidence will be systematically collected, sourced from the everyday work of the [executive] and when considered holistically, will demonstrate the [executive's] progress towards the professional goals.

The evidence should be authentic and reliable. Evidence gathered and presented through this process should not be an end in itself. The evidence should be directly drawn from the normal, everyday work of the [executive], rather than through the creation of separate and additional processes, and be sufficient to indicate the [executive's] performance.

From page 6

The observation should be negotiated, linked to the [executive's] goals and the appropriate Standards, and undertaken in a collegial and supportive manner.

Observation processes are to be negotiated in a collegial, mutually respectful manner, undertaken by an agreed colleague and documented.

The BOSTES makes the following statement:

Unlike the accreditation of beginning teachers, the process for pre-2004 school teachers will not require a detailed assessment of the [executive's] performance against the Australian Professional Standards for Teachers.

Q How will an executive who no longer has a teaching role demonstrate their proficiency as a teacher? Will they have to be timetabled for a class so their supervisor can observe them teaching students?

It is assumed that non-teaching executives and principals have achieved promotion to leadership positions on the basis that previously they have demonstrated proficiency as a teacher. The Framework requires them to demonstrate the currency of this teaching proficiency.

The specific ways that this is done will be determined through negotiation with the supervisor, in accordance with the principles and practices outlined in the Framework.

Professional judgement and discretion should apply here.

Q What additional support is available to teachers to support their professional development?

The Department is increasing its investment in professional development for teachers. From 2016 the amount of funding for professional learning will increase by 50% to \$51 million each year.

The NSW Education Reform Update - December 2013 on page 4 states:

This additional funding will be made available to schools so that when principals and teachers map out their professional development needs they have the funds they need to put their plans into place.

Q Are there clear guidelines for teachers and supervisors on what ‘observation’ means?

The *Performance and Development Framework* on page 6 states:

The direct observation of classroom practice is an important component of the process, and is an essential element of the Australian Teacher Performance and Development Framework. The observation should be negotiated, linked to the [executive’s] goals and the appropriate Standards, and undertaken in a collegial and supportive manner.

Observation processes are to be negotiated in a collegial, mutually respectful manner, undertaken by an agreed colleague and documented.

The level of experience of the [executive] will inform the number of observations of teaching practice...

Written feedback may be provided following an observation of professional practice or participation in a collegial activity. The timing, location and format for providing feedback should be negotiated between the teacher and the supervisor, with due regard for workload and the responsibilities of all those involved.

Q Will I be assessed on whether I achieve my professional goals or not? Is this a pass/fail assessment process? If I have five goals and achieve two of them, have I failed?

No, no and no. Participation in the Framework – setting professional goals, engaging in professional learning, gathering evidence to indicate progress in professional achievement - this is what will substantiate that you are achieving the NSW BOSTES Professional Standard at Proficient level.

Remember that the Standards are based on what you are qualified and employed to do:

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

The Framework is designed to affirm that you are proficient in these Standards and to engage you in processes aimed at further enhancing and strengthening your performance and development.

Q Can you get to the Annual Review stage at the end of the annual cycle and be deemed to have ‘failed’ or not to be performing at a Proficient standard?

No. Concerns about a teacher’s performance are to be addressed as they arise through the annual performance and development cycle. If such concerns are not resolved and the teacher continues to experience difficulty in their performance, then a formal Improvement Program is to be implemented, as per the Teacher Efficiency Process.

Performance and Development Framework: Information for Permanent Teachers

The **Performance and Development Framework (PDF)** requires the creation of an individual Performance and Development Plan (PDP). The following Q&As will assist in this process for permanent teachers.

Q How will the new PDF help or improve my teaching?

The *Performance and Development Framework* on page 1 states:

The overarching purpose of the performance and development process is to support the ongoing improvement of student outcomes through continuous development of a skilled, effective and professional teaching workforce.

Page 6 states:

Teaching is enhanced when teachers are provided with positive encouragement to reflect on their practice, and benefit from regular feedback and professional development throughout the year.

The performance and development process supports teachers to sustain positive and collaborative practices where the focus is on teachers as learners.

Teachers will be supported to engage in professional learning that is aligned to the learning needs of their students and their professional goals.

The process will be consistent for all teachers, enabling everyone to align their goals with their school's strategic plan and easily adapt plans in the event the teacher changes schools.

Essentially the performance and development process will:

- Align individual professional learning with the strategic directions of the school aimed at improving student outcomes
- promote collaborative practices
- encourage leadership at all levels
- promote a shared commitment to excellence and shared understanding of effective teaching
- provide a structure to drive teaching and school improvement

Q Will teachers continue to participate in TARS?

No. The *Performance and Development Framework for principals, executives and teachers in NSW public schools* replaces TARS - along with PARS, EARS and OARS.

Q Will the new framework be able to be linked to accreditation requirements and not be a 'double up'?

The *Performance and Development Framework* on page 2 states:

The phases [of the PDP] encompass the various activities teachers, executives and principals are already undertaking in the normal course of their work, rather than create separate and additional processes. This includes streamlining the processes around teacher accreditation.

Page 5 states:

The types and sources of evidence will align to the Professional Standards for Teachers at the appropriate career stage and should form the basis of accreditation and maintenance requirements. These processes should be aligned, not duplicated.

Page 7 states:

As the Australian Professional Standards for Teachers have been used to form the basis for developing the individual PDP, the annual written feedback (summative statement) recorded on the PDP template can be used as evidence for maintenance of BOSTES accreditation.

Page 8 states:

In the case of teachers requiring or maintaining accreditation at Proficient Teacher level, performance and development processes should be implemented in conjunction with the Department's Accreditation at Proficient Teacher Procedures (Feb 2014).

In the case of teachers who are voluntarily seeking or maintaining accreditation at Highly Accomplished Teacher and Lead Teacher levels, performance and development processes should be implemented in conjunction with the Department's Accreditation at Highly Accomplished Teacher and Lead Teacher.

Where teachers are requiring or maintaining accreditation at Proficient Teacher level they should use the Standards at Proficient level to inform the development of their PDP goals.

Where teachers are seeking accreditation at Highly Accomplished or Lead Teacher levels they need to also maintain accreditation at their current level of accreditation (Proficient or Highly Accomplished) and use those Standards to inform the development of their PDP goals.

Where teachers are maintaining accreditation at Highly Accomplished or Lead Teacher levels they should use either Highly Accomplished or Lead Teacher levels to inform the development of their PDP goals.

Teachers can use the evidence they collect through their performance and development process as evidence for the purpose of accreditation.

Q Will I be assessed on whether I achieve my professional goals or not? Is this a pass/fail assessment process? If I have five goals and achieve two of them, have I failed?

No, no and no. Participation in the Framework – setting professional goals, engaging in professional learning, gathering evidence to indicate progress in professional achievement – this is what will substantiate that you are achieving the NSW BOSTES Professional Standard at Proficient level.

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Q Can you get to the Annual Review stage at the end of the annual cycle and be deemed to have 'failed' or not to be performing at a Proficient standard?

No. Concerns about a teacher's performance are to be addressed as they arise through the annual performance and development cycle. If such concerns are not resolved and the teacher continues to experience difficulty in their performance, then a formal Improvement Program is to be implemented, as per the Teacher Efficiency Process.

Q What should be considered when developing a PDP for teachers?

The *Performance and Development Framework* (PDF) on page 3 states:

The focus of the planning phase is to create an individual Performance and Development Plan (PDP) ... to guide the work of each teacher...

Goals should be constructed so that they:

- align with the policies, aims and strategic directions of the Department and the school plan
- recognise the experience and expertise of the [teacher], existing strengths and areas for professional growth
- are informed by the everyday learning, teaching and leadership practice undertaken by [teacher] in the normal course of their work.

At least three and no more than five professional goals are required.

Q What additional support is available to teachers to support their professional development?

The Department is increasing its investment in professional development for teachers. From 2016 the amount of funding for professional learning will increase by 50% to \$51 million each year.

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Q Are there clear guidelines for teachers and supervisors on what 'observation' means?

The *Performance and Development Framework* on page 6 states:

The direct observation of classroom practice is an important component of the process, and is an essential element of the Australian Teacher Performance and Development Framework. The observation should be negotiated, linked to the teacher's goals and the appropriate Standards, and undertaken in a collegial and supportive manner.

Observation processes are to be negotiated in a collegial, mutually respectful manner, undertaken by an agreed colleague and documented.

The level of experience of the teacher will inform the number of observations of teaching practice...

Written feedback may be provided following an observation of professional practice or participation in a collegial activity. The timing, location and format for providing feedback should be negotiated between the teacher and the supervisor, with due regard for workload and the responsibilities of all those involved.

Q As this is my first year of permanent teaching, I am on probation. Does the PDP link with the probation process?

The *Performance and Development Framework* on page 1 states:

Probation, induction, accreditation, career pathways and leadership development are all features of a teacher's career cycle that are supported by ongoing performance and development processes.

The Department's **Accreditation at Proficient Teacher Procedures (October 2014)** describe the process for mandatory accreditation at Proficient level of teachers approved to teach in NSW government schools and employed by the NSW Department of Education and Communities, including teachers appointed permanent on probation.

Q How soon are we expected to implement the new performance and development processes?

The *Performance and Development Framework* on page 1 states:

This Performance and Development Framework is referenced in the Terms of Settlement (27 November 2013) for the Salaries and Conditions Award 2014-2016 for teachers in the NSW Teaching Service. It replaces previous processes outlined under the Teacher Assessment and Review Schedule, Executive Assessment and Review Schedule, Principal Assessment and Review Schedule and Officer Assessment and Review Schedule.

The Department and the Federation acknowledge that 2015 is a year of introduction, where many teachers will be learning to implement a new approach to performance and development. The logistical requirements for delivering the training to all teachers in all workplaces means that the performance cycle will be compressed into a tighter timeline in 2015.

Q Does everyone have to do a PDP?

All teachers, executive, principals and non-school based teachers are required to have a performance and development plan.

Q What is the basic process for developing and maintaining a PDP?

The performance and development process for teachers is carried out in three phases:

- **Plan** – the PDP is developed through collaboration and professional dialogue with colleagues and is based on the following documents:
 - **Australian Professional Standards for Teachers**
 - **Australian Teacher Performance and Development Framework**
 - **Australian Charter for the Professional Learning of Teachers and School Leaders**
- **Implement** – this phase involves a focus on the continuous improvement of teaching, learning and leadership practice and the learning outcomes of students. Direct observation of classroom practice is an important component of the process.
- **Review** – the focus of this phase is to formally review the teacher's performance and development progress and achievement, providing explicit, constructive feedback to the teacher to inform the next planning cycle.

Q When do I need to do my first performance and development plan?

Teachers, executive, principals and non-school based teachers are required to develop their first PDP in 2015. Ideally the PDP should be finalised by mid-term one of the school year. As 2015 will be a transition year this timeframe will need to be flexible.

Q Can I refuse to be part of the performance and development process?

No. All teachers are required to participate in performance and development. The performance and development process is a collaborative process where teachers and their supervisor should work together to develop, implement and review their PDP.

Where teachers have concerns regarding the nature or manner in which the process is conducted, they should be addressed in a professional and timely manner, with reference to the NSW DEC *Complaints Handling Policy Guidelines*.

Q How will the new PDF help or improve my teaching?

The *Performance and Development Framework* on page 1 states:

The overarching purpose of the performance and development process is to support the ongoing improvement of student outcomes through continuous development of a skilled, effective and professional teaching workforce.

And on page 6:

Teaching is enhanced when teachers are provided with positive encouragement to reflect on their practice, and benefit from regular feedback and professional development throughout the year.

Q What evidence am I required to collect to demonstrate proficiency in my teaching practice?

As part of the performance and development process teachers are required to do a Self-Assessment. This is a reflection on practice in relation to the goals that the teacher has set. The written report of the Self-Assessment and the Annual Review report can be used as evidence to show a teacher is meeting the standards at Proficient level.

Goals not yet achieved may be included, or amended as necessary, in the PDP for the next annual cycle.

Evidence can also include documents or data that shows successful teaching practice, teacher collaboration and active engagement in professional learning.

Q Is my PDP confidential?

It is the responsibility of all teachers involved to maintain confidentiality, to uphold the professional standing of individuals and ensure dignity and respect in the workplace.

Documentation is jointly owned by the teacher and their supervisor. Both parties should sign copies of the PDP, Self-Assessment and Annual Review to indicate these have been sighted.

A principal and director will, if required, have access to each teacher's PDP. An executive director will, if required, have access to the PDP for principals within their local area.

A copy of all documentation for teachers and executive staff, including the PDP and written Self-Assessment and Annual Review, will be retained at the school and stored securely. The teacher/executive member will retain the original copies.

For principals, a copy of all documentation is held and stored securely with their Director, Public Schools. The principal should retain the original copy.

Performance and Development Framework: Information for Temporary Teachers

The **Performance and Development Framework (PDF)** requires the creation of an individual Performance and Development Plan (PDP). The following Q&As will assist in this process for temporary teachers.

Temporary teachers may also wish to refer to the Information for casual teachers Q&As.

Q Does the performance and development process apply to temporary teachers as well?

The *Performance and Development Framework* on page 2 states:

Performance and development processes are applicable to permanent, temporary and casual teachers, executives and principals working in NSW public schools. These processes are applicable to specialist teachers such as school counsellors and school liaison officers, and to teachers employed in non-school based teaching service (NBTS) classifications.

Q As a temporary teacher, I may not have an engagement for a year but several shorter ones. What do I need to do about my PDP in this situation?

The *Performance and Development Framework* on page 9 states:

Where a teacher works in more than one school/workplace they should have a PDP negotiated with each supervisor but managed by one designated supervisor. In these circumstances, the negotiations should not duplicate the PDP process.

Page 8 states:

Where a teacher is temporarily appointed ... for more than one school term ... the individual and supervisor should adjust the PDP in keeping with the new role/duties.

Q Will I be assessed on whether I achieve my professional goals or not? Is this a pass/fail assessment process? If I have five goals and achieve two of them, have I failed?

No, no and no. Participation in the Framework – setting professional goals, engaging in professional learning, gathering evidence to indicate progress in professional achievement – this is what will substantiate that you are achieving the NSW BOSTES Professional Standard at Proficient level.

Remember that the Standards are based on what you are qualified and employed to do:

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

The Framework is designed to affirm that you are proficient in these Standards and to engage you in processes aimed at further enhancing and strengthening your performance and development.

Q Can you get to the Annual Review stage at the end of the annual cycle and be deemed to have 'failed' or not to be performing at a Proficient standard?

No. Concerns about a teacher's performance are to be addressed as they arise through the annual performance and development cycle. If such concerns are not resolved and the teacher continues to experience difficulty in their performance, then a formal Improvement Program is to be implemented, as per the Teacher Efficiency Process.

Q What funding is available to support professional learning for temporary teachers?

Schools' teacher professional learning funds should be allocated to facilitate the participation of casual and temporary teachers in the framework processes.

Performance and Development Framework: Information for Casual Teachers

The **Performance and Development Framework (PDF)** requires the creation of an individual Performance and Development Plan (PDP). The following Q&As will assist in this process for casual teachers.

Q Does the performance and development process apply to casual teachers as well?

The *Performance and Development Framework* on page 2 states:

Performance and development processes are applicable to permanent, temporary and casual teachers, executives and principals working in NSW public schools. These processes are applicable to specialist teachers such as school counsellors and school liaison officers, and to teachers employed in non-school based teaching service (NBTS) classifications.

Broadly, casual teachers fall into two groups: those who do regular work at one or more schools and those who work irregularly in a wide range of schools. For the former group, the *Performance and Development Framework* on page 9 states:

Where a teacher works in more than one school/ workplace they should have a PDP negotiated with each supervisor but managed by one designated supervisor. In these circumstances, the negotiations should not duplicate the PDP process.

Casual teachers who work irregularly in a range of schools will need to discuss and negotiate their PDP with one or more principals. Where necessary, casual teachers should seek further advice from DEC and/or NSWTF officers.

Q How will the new PDF help or improve my teaching?

The *Performance and Development Framework* on page 1 states:

The overarching purpose of the performance and development process is to support the ongoing improvement of student outcomes through continuous development of a skilled, effective and professional teaching workforce.

And on page 6:

Teaching is enhanced when teachers are provided with positive encouragement to reflect on their practice, and benefit from regular feedback and professional development throughout the year.

Q Will the new framework be able to be linked to accreditation requirements and not be a 'double up'?

The *Performance and Development Framework* on page 2 states:

The phases [of the PDP] encompass the various activities teachers, executives and principals are already undertaking in the normal course of their work, rather than create separate and additional processes. This includes streamlining the processes around teacher accreditation.

The *Performance and Development Framework* on page 7 states:

*As the **Australian Professional Standards for Teachers** have been used to form the basis for developing the individual PDP, the annual written feedback (summative statement) recorded on the PDP template can be used as evidence for maintenance of BOSTES accreditation.*

Q How can I use the Performance and Development Framework to support me to achieve Proficient Teacher accreditation?

It is your responsibility to talk to your principal/s or supervisor/s about your accreditation requirements and achievement of the Australian Professional Standards for Teachers. They will support you through the process and work with you to achieve the Standards.

When collaboratively setting your goals for your PDP with your supervisor/s, align your specific goals to the **Australian Professional Standards for Teachers** at the Proficient level. Identify which evidence you need to show progress towards achieving the professional goals.

Over the seven year period allowed for a casual teacher to maintain their accreditation, you should be able to address all of the standards on your PDP.

You will need to seek advice from the principal or other executive staff in the school or schools in which you work as to who is able to supervise and support you during your employment. Nominated staff members in the school or schools in which you work have a role in supporting you and giving you feedback and guidance. Both you and the school share the professional responsibility for the accreditation process.

Refer to the **Accreditation at Proficient Teacher Procedures (October 2014)** for further information regarding accreditation requirements.

Q Can the evidence I collect for my PDP be used for Proficient Teacher accreditation?

During the accreditation period teachers are expected to collect, evaluate, annotate and collate samples of their work as supporting evidence to demonstrate they are meeting the Proficient Teacher standards.

Casual teachers may collect this supporting evidence from a variety of schools over time. At whichever school the evidence is collected, it is the responsibility of the casual teacher to have their evidence verified and signed by the relevant supervisor and principal at that time.

Casual teachers may draw their evidence from a range of schools across the period for the purposes of their accreditation. While some of the work that casual teachers undertake may be representative of another teacher's practice (e.g. lesson plans and materials provided by the teacher being replaced), you should make sure that over the course of the 7 years for maintenance of accreditation, you have opportunities to develop and collect evidence that demonstrates your achievement of professional goals at the Proficient level of the Standards.

Q Once I am deemed to be accredited at the Proficient Teacher level and I have to maintain that accreditation, how is this incorporated with the PDP?

The *Performance and Development Framework* on page 5 states:

The types and sources of evidence [collected for the PDP] will align to the Professional Standards for Teachers at the appropriate career stage and should form the basis of accreditation and maintenance requirements. These processes should be aligned, not duplicated.

Q Will I be assessed on whether I achieve my professional goals or not? Is this a pass/fail assessment process? If I have five goals and achieve two of them, have I failed?

No, no and no. Participation in the Framework – setting professional goals, engaging in professional learning, gathering evidence to indicate progress in professional achievement – this is what will substantiate that you are achieving the NSW BOSTES Professional Standard at Proficient level.

Remember that the Standards are based on what you are qualified and employed to do:

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

The Framework is designed to affirm that you are proficient in these Standards and to engage you in processes aimed at further enhancing and strengthening your performance and development.

Q Can you get to the Annual Review stage at the end of the annual cycle and be deemed to have 'failed' or not to be performing at a Proficient standard?

No. Concerns about a teacher's performance are to be addressed as they arise through the annual performance and development cycle. If such concerns are not resolved and the teacher continues to experience difficulty in their performance, then a formal Improvement Program is to be implemented, as per the Teacher Efficiency Process.

Q What funding is available to support professional learning for casual teachers?

Schools' teacher professional learning funds should be allocated to facilitate the participation of casual and temporary teachers in the framework processes.

Performance and Development Framework: Information for School Counsellors

The **Performance and Development Framework (PDF)** requires the creation of an individual Performance and Development Plan (PDP). The following Q&As will assist in this process for school counsellors.

Q Does the performance and development process apply to school counsellors as well?

The *Performance and Development Framework* on page 2 states:

Performance and development processes are applicable to permanent, temporary and casual teachers, executives and principals working in NSW public schools. These processes are applicable to specialist teachers such as school counsellors and school liaison officers, and to teachers employed in non-school based teaching service (NBTS) classifications.

Q What should be considered when developing a PDP for school counsellors?

The *Performance and Development Framework (PDF)* on page 3 states:

The focus of the planning phase is to create an individual Performance and Development Plan (PDP) ... to guide the work of each teacher ...

Goals should be constructed so that they:

- *align with the policies, aims and strategic directions of the Department and the school plan*
- *recognise the experience and expertise of the [teacher], existing strengths and areas for professional growth*
- *are informed by the everyday learning, teaching and leadership practice undertaken by teachers in the normal course of their work*

At least three and no more than five professional goals are required.

Q What evidence will be collected as part of the process and how will this be collected?

The *Performance and Development Framework* on page 5 states:

The evidence should be directly drawn from the normal, everyday work of the teacher ... Determining the most appropriate forms of evidence should be a collaborative activity, informed by the context of the school and the career stage of the [teacher].

Q How will a school counsellor who no longer has a teaching role demonstrate their proficiency as a teacher? Will they have to be timetabled for a class so their supervisor can observe them teaching students?

The Framework requires you to demonstrate the currency of your teaching proficiency.

The specific ways that this is done will be determined through negotiation with the supervisor, in accordance with the principles and practices outlined in the Framework.

Professional judgement and discretion should apply here. Educational presentations to staff or network meetings; case management meetings with students, teachers, parents or community officers; contributions to schools' student welfare programs and the professional learning of colleagues in their areas of expertise; planning, programming and evaluation discussions with supervisors; coaching or mentoring meetings and similar may enable school counsellors to model particular aspects of teaching practice.

Q Will I be assessed on whether I achieve my professional goals or not? Is this a pass/fail assessment process? If I have five goals and achieve two of them, have I failed?

No, no and no. Participation in the Framework – setting professional goals, engaging in professional learning, gathering evidence to indicate progress in professional achievement – this is what will substantiate that you are achieving the NSW BOSTES Professional Standard at Proficient level.

Remember that the Standards are based on what you are qualified and employed to do:

1. Know students and how they learn
 2. Know the content and how to teach it
 3. Plan for and implement effective teaching and learning
 4. Create and maintain supportive and safe learning environments
 5. Assess, provide feedback and report on student learning
 6. Engage in professional learning
 7. Engage professionally with colleagues, parents/carers and the community
- The Framework is designed to affirm that you are proficient in these Standards and to engage you in processes aimed at further enhancing and strengthening your performance and development.

Q Can you get to the Annual Review stage at the end of the annual cycle and be deemed to have 'failed' or not to be performing at a Proficient standard?

No. Concerns about a teacher's performance are to be addressed as they arise through the annual performance and development cycle. If such concerns are not resolved and the teacher continues to experience difficulty in their performance, then a formal Improvement Program is to be implemented, as per the Teacher Efficiency Process.

Performance and Development Framework: Information for Non School Based Teaching Service Officers

The **Performance and Development Framework (PDF)** requires the creation of an individual Performance and Development Plan (PDP). The following Q&As will assist in this process for Non School Based Teaching Service Officers (NBTS).

Q Does the performance and development process apply to Non School Based Teaching Service Officers as well?

The *Performance and Development Framework* on page 2 states:

Performance and development processes are applicable to permanent, temporary and casual teachers, executives and principals working in NSW public schools. These processes are applicable to specialist teachers such as school counsellors and school liaison officers, and to teachers employed in non school based teaching service (NBTS) classifications

Q What should be considered when developing a PDP for Non School Based Teaching Service officers?

The *Performance and Development Framework (PDF)* on page 3 states:

The focus of the planning phase is to create an individual Performance and Development Plan (PDP) ... to guide the work of each teacher.

Goals should be constructed so that they:

- *align with the policies, aims and strategic directions of the Department and the school plan*
- *recognise the experience and expertise of the teacher, existing strengths and areas for professional growth*
- *are informed by the everyday learning, teaching and leadership practice undertaken by teachers in the normal course of their work*

At least three and no more than five professional goals are required.

The Highly Accomplished and Lead teaching standards may be used as support materials and reference documents to inform the setting of professional goals, identification of professional learning and the evidence to be gathered in the PDP, but they are not industrial and legal requirements of the Framework.

Q How can the leading and managing aspects of the non school based teacher's role be incorporated into the PDF process?

The *Performance and Development Framework (PDF)* on page 3 states:

The planned goals ... must take into account:

- *system priorities*
- *workplace priorities*
- *personal teaching and career aspirations*
- *accreditation requirements (where applicable).*

Further, on page 5:

[Non school based teachers] will be required to present evidence to address three broad areas of professional practice:

- *school planning and management*
- *student learning outcomes*
- *positive, collaborative workplace culture.*

Q Why do pre-2004 non school based teachers need to be accredited if they don't take classes?

The Teacher Accreditation Act requires all teachers to be accredited by 2018. As non school based teachers are in senior teaching service positions, it is critical that non school based teachers are accredited and meet the same ongoing professional learning requirements as classroom teachers.

Any teacher may also wish to apply for a higher level of voluntary accreditation, which recognises exemplary teaching practice and engagement with the school community.

The **NSW BOSTES** states the following on its website :

"Requiring all NSW school and early childhood teachers to be accredited are two of 47 Great Teaching, Inspired Learning (GTIL) actions that the NSW Government is implementing to further increase the high standards of teaching in NSW, and lift the status of the profession.

The NSW Parliament has passed amendments to the Teacher Accreditation Act 2004 that will require all NSW school teachers, including principals and executive teachers, to be accredited. This means that from 2018 the Australian Professional Standards for Teachers will guide the professional practice and learning of all NSW school teachers."

Q What evidence will be collected as part of the process and how will this be collected?

The *Performance and Development Framework* on page 5 states:

The evidence should be directly drawn from the normal, everyday work of the teacher ... Determining the most appropriate forms of evidence should be a collaborative activity, informed by the context of the school and the career stage of the [teacher].

And from page 6:

Documented observations by the supervisor of leadership practices of ... [non-school based teachers] are to be conducted.

Q What needs to be considered in regard to a non school based teacher demonstrating teaching ability?

Page 5 of the PDF states:

Evidence will be systematically collected, sourced from the everyday work of the [NBTS] and when considered holistically, will demonstrate the [NBTS] progress towards the professional goals.

The evidence should be authentic and reliable. Evidence gathered and presented through this process should not be an end in itself. The evidence should be directly drawn from the normal, everyday work of the [NBTS], rather than through the creation of separate and additional processes, and be sufficient to indicate the [NBTS] performance.

From page 6:

The observation should be negotiated, linked to the [NBTS] goals and the appropriate Standards, and undertaken in a collegial and supportive manner.

Observation processes are to be negotiated in a collegial, mutually respectful manner, undertaken by an agreed colleague and documented.

The BOSTES makes the following statement:

*Unlike the accreditation of beginning teachers, the process for pre-2004 school teachers will not require a detailed assessment of the [NBTS] performance against the **Australian Professional Standards for Teachers**.*

Q How will non school based teachers who no longer have a teaching role demonstrate their proficiency as a teacher? Will they have to be timetabled for a class so their supervisor can observe them teaching students?

It is assumed that non school based teachers have achieved their positions on the basis that previously they have demonstrated proficiency as a teacher. The Framework requires you to demonstrate the currency of your teaching proficiency.

The specific ways that this is done will be determined through negotiation with the supervisor, in accordance with the principles and practices outlined in the Framework.

Professional judgement and discretion should apply here. Educational presentations to staff or network meetings; case management meetings with students, teachers, parents or community officers; planning, programming and evaluation discussions; coaching or mentoring meetings and similar may enable non school based teaching service officers to model particular aspects of teaching practice.

Q Can the Corporate Services Performance Development Plan be used?

No.

The *Performance and Development Framework* on page 3 states:

[NBTS] must be able to identify a personal goal of their choice.

On page 4:

Staff may wish to use professional learning to assist in career planning that may involve, but is not limited to ... identifying ways to achieve career goals (the strategies should support [NBTS] to recognise their current and developing capabilities, professional goals and achievements)

Q What information can be provided to colleagues who are concerned about changes resulting from the PDF?

The *Performance and Development Framework* on page 1 states:

Effective performance and development requires a collaborative and supportive workplace committed to a positive culture of ongoing learning by individuals and teams.

All [NBTS] have a right to be supported in their professional learning, as well as a responsibility to be involved in performance and development processes that facilitate their professional growth and the provision of quality teaching and learning, consistent with the NSW Department of Education and Communities' policies, aims and strategic directions...

Q Will I be assessed on whether I achieve my professional goals or not? Is this a pass/fail assessment process? If I have five goals and achieve two of them, have I failed?

No, no and no. Participation in the Framework – setting professional goals, engaging in professional learning, gathering evidence to indicate progress in professional achievement – this is what will substantiate that you are achieving the NSW BOSTES Professional Standard at Proficient level.

Remember that the Standards are based on what you are qualified and employed to do:

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning

4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

The Framework is designed to affirm that you are proficient in these Standards and to engage you in processes aimed at further enhancing and strengthening your performance and development.

at further enhancing and strengthening your performance and development.

Q Can you get to the Annual Review stage at the end of the annual cycle and be deemed to have 'failed' or not to be performing at a Proficient standard?

No. Concerns about a teacher's performance are to be addressed as they arise through the annual performance and development cycle. If such concerns are not resolved and the teacher continues to experience difficulty in their performance, then a formal Improvement Program is to be implemented, as per the Teacher Efficiency Process.

Q Are Principal Education Officers (PEOs) expected to manage the performance and development process for non-school based teachers?

Yes. It is agreed between the Department and the NSW Teachers Federation that PEOs will perform the role equivalent to principals in the PDF. PEOs will be supervised by their Director.

Non school based teachers should support all teachers through performance and development and accreditation processes and work with teachers to achieve the Standards.

Performance and Development Framework: General Information

Q What is the process for staff representation when no-one at the school is a member of the Teachers Federation or the school does not have a Teachers Federation Representative?

The presumption underpinning the Terms of Settlement for the Salaries and Conditions Award is that the employer's representative (in this instance, the Principal) and the union's representative (the Federation Representative) will have responsibility for jointly presenting the training workshops. If the union is not able to be represented, the Principal or Director, Public Schools should contact the Federation Organiser for advice on the matter.

Q What is the process in a PP6 school where the Principal is the Federation Representative and the rest of the teaching staff are part-time and may or may not be Federation members?

Contact the Director, Public Schools and Federation Organiser for advice. The aim is for the employer's and employees' interests to be represented in a collaborative process, in both the presentation of the training workshops and implementation of the Framework through the annual cycle.

Q How can schools ensure that Casual and Temporary teachers get real and relevant access to Professional Learning opportunities?

The *Performance and Development Framework* on page 2 states:

Performance and development processes are applicable to permanent, temporary and casual teachers, executives and principals working in NSW public schools.

As with the process for accreditation, casual teachers would seek your support in the PDP process. As stated on page 5 of the *Performance and Development Framework* "These processes should be aligned, not duplicated".

Page 6 of the **Accreditation at Proficient Teacher Procedures (October 2014)** identifies the current process for casual teachers seeking support from principals to achieve their accreditation:

At the commencement of the block of teaching, casual teachers should discuss with the principal their wish to use this time for the purposes of finalising their accreditation. Principals should support casual teachers engaged in a block of teaching to access the formal accreditation process.

Casual teachers should have access to the same professional support for accreditation as teachers employed permanently. Casual teachers should be encouraged to seek out and participate in professional support at their school.

It is casual teachers' responsibility to talk to their principal/s or supervisor/s about their performance, development and accreditation requirements and the achievement of the **Australian Professional Standards for Teachers**.

Principals should support all teachers, permanent, temporary and casual, through performance and development and accreditation processes and work with teachers to achieve the Standards.

Schools' Teacher Professional Learning funds should be allocated to facilitate the participation of casual and temporary teachers in the Framework processes.

Q What recourse do Casual and Temporary teachers have if they have difficulty accessing Teacher Professional Learning funds?

In the Framework in the section headed Resolving Concerns page 9, it states:

If teachers have concerns about the nature and manner in which performance and development processes are conducted, or the availability/provision of professional learning, it is necessary to address these concerns in a timely and productive manner. Such concerns should be addressed with reference to the Department's Complaints Handling Policy Guidelines.

Q If teachers are in conflict with their colleagues in their school, can they request a teacher from another school to observe them as a part of this process?

Advice and assistance should be sought from the Director, Public Schools and the Federation Organiser if such conflict exists in a workplace. This conflict should be resolved through the Department's conflict resolution procedures, and through a focus on developing the collaborative, supportive workplace culture that underpins the Framework.

Q Could a PP6 teaching principal nominate another PP6 principal or an Assistant Principal from another school to observe their teaching, instead of the Director, Public Schools?

The Framework distinguishes between classroom teaching observations and leadership practice observations.

Classroom teaching observations are to be conducted by an agreed colleague. It is not mandatory for the supervisor to undertake lesson observations, although this may occur. The key is for observations of classroom teaching practice to be negotiated with and undertaken by an agreed colleague. These could be conducted by a teacher from another school, as negotiated.

Observations of leadership practice are to be conducted by the supervisor. Other colleagues also may be invited to observe leadership practices, including a teacher from another school, as negotiated.

Q Is there a final date in the annual cycle for a sign-off that teachers have completed the Framework?

While no fixed deadline has been set, it is anticipated that in most schools the Annual Review documentation will be finalised by the end of the school year. There is scope for schools to determine their own date for completion of the annual cycle, in light of their specific contexts, routines, organisation, etc. In keeping with the spirit of the Framework, such timelines should be determined through negotiation.

Q Will there be a process for collecting all teachers' names to confirm they have completed the process and are deemed to be proficient, as per the previous TARS, EARS and PARS procedures?

The Department will provide the PDP template on-line as the means of recording teachers' participation in and completion of the process. The PDP includes 3-5 professional goals, identified professional learning, evidence to show progress, any adjustments made through the process, the Self-Assessment and the Annual Review. The wording in the Annual Review will confirm that the teacher meets the Proficient Standard.

Q Do all teachers and schools have to use the same PDP template as provided? Can the format be changed; can more words be written than the maxima indicated?

All teachers and schools must use the PDP template as provided. It must not be changed. This provides a consistency across all workplaces. The format and word limits are designed to signal that the quality of the process is more important than the quantity of documentation, number and frequency of observations, etc.

Q Will the joint training workshops have a MYPL number?

Yes, the training for implementation of the Framework is a BOSTES registered course.

Q What is the role of the Australian Institute for Teaching and School Leadership (AITSL) in the Framework?

While the NSW Framework is based on the Australian Teaching Standards, Professional Learning Charter and Performance and Development Framework developed by AITSL, its processes have a separate status determined by an industrial agreement between the Department and Federation.

The legal and industrial requirement is for all teachers, executives and principals to be accredited at the Proficient Standard with BOSTES NSW from the commencement of 2018.

Teachers may refer to AITSL resources, materials and advice when implementing performance and development processes, but they are not mandatory features of the NSW Framework.

For example, the AITSL Principal Standard may be used as a reference document and support material, but it is not a legal or industrial requirement of the NSW Framework.

Appendix

The following information, including a timeline for accreditation of pre-2004 school teachers and related Q&As, comes from the **BOSTES** website:

www.nswteachers.nsw.edu.au/current-teachers/accreditation-of-all-teachers/pre-2004-school-teachers/

www.nswteachers.nsw.edu.au/current-teachers/accreditation-of-all-teachers/pre-2004-school-teachers-timeline/ and

Draft Timeline for Accreditation of Pre-2004 School Teachers*

Year	Activity
2014	NSW Parliament passes amendments to the Teacher Accreditation Act 2004 that will require all NSW school teachers to meet national standards and be accredited.
2015	Consultation and planning with key stakeholders to develop and finalise a straight forward process and timeline for initially accrediting pre-2004 school teachers. The process will recognise the professional qualifications, standing and experience of these teachers.
2016	School based performance and development processes aligned to the Australian Professional Standards for Teachers implemented by school systems and schools.
	Secondary school teachers undertake Working with Children Checks.
	Through school based performance and development processes, BOSTES recognises that teachers meet the Australian Professional Standards for Teachers at the Proficient Teacher level.
2017	Primary school teachers undertake Working with Children Checks.
	Through school based performance and development processes, BOSTES recognises that school teachers meet the Australian Professional Standards for Teachers at the Proficient Teacher level.
2018	From Day 1, Term 1, all teachers need to be accredited to teach in a NSW school.
2023	Full time teachers submit their first five yearly Maintenance of Accreditation Report demonstrating that they continue to meet the Standards and have completed 100 hours of professional development.
2025	Part time teachers submit their first seven yearly Maintenance of Accreditation Report demonstrating that they continue to meet the Standards and have completed 100 hours of professional development.

*Final dates and activities are subject to consultation with school sectors and other key stakeholders.

Information for school teachers who began teaching before 1 October 2004

The NSW Parliament has passed amendments to the Teacher Accreditation Act 2004 that will require all NSW school teachers, including principals and executive teachers, to be accredited.

This means that from 2018 the **Australian Professional Standards for Teachers** will guide the professional practice and learning of all NSW school teachers.

Q Will there be a different process for initially accrediting pre-2004 teachers?

Yes. The Board of Studies, Teaching and Educational Standards (BOSTES) is developing, in consultation with the Department of Education and Communities, the Association of Independent Schools NSW and the Catholic Education Commission NSW, a straight forward process for initially accrediting pre-2004 teachers. The draft timeline includes consultation with key stakeholders during 2015 to finalise the one-off process.

The one off process, proposed to be undertaken during 2016 and 2017 will:

- recognise the professional qualifications, experience and standing of pre-2004 teachers as meeting the Standards at **Proficient Teacher level** as part of school based performance and development processes
- include a Working with Children Check (WWCC) clearance.

Pre-2004 teachers will not be required to complete the provisional or conditional accreditation process, or to provide a Proficient Teacher report demonstrating achievement against the Standards as part of their initial accreditation.

From 2018, all school teachers will meet the same requirements, including the need to maintain their Proficient Teacher Accreditation in five year cycles, if full-time or seven year cycles, if part-time.

Q What if I originally started teaching before 2004 but have taken a career break in the meantime?

If you started teaching in NSW on or before 1 October 2004, but have taken a career break of more than five years, you will need to be **provisionally or conditionally accredited** to return to teaching.

Q What does accreditation involve?

Accreditation verifies that a teacher has met the Australian Professional Standards for Teachers at one of four career stages. Beginning teachers must be provisionally or conditionally accredited to work as a teacher in a NSW school. They must then achieve Proficient Teacher Accreditation, with higher levels of accreditation available for teachers who want to extend themselves professionally and be recognised for outstanding teaching practice.

From 2018, all school teachers will meet the same accreditation requirements, including the need to maintain their Proficient Teacher Accreditation in five year cycles, if full-time or seven year cycles, if part-time.

Q Why is teacher accreditation important?

Research shows high quality teachers are crucial for an overall improvement in student learning outcomes.

Requiring all NSW teachers to be accredited:

- supports the career long professional development of quality teachers
- recognises the invaluable role the teaching profession plays in the community
- means all school teachers, across Australia, will be subject to accreditation/registration requirements.

Q What types of school teachers will need to be accredited?

Accreditation requirements will apply to all full-time, part-time, temporary and casual primary and secondary school teachers, principals and executive teachers who:

- teach classes
- teach individual students and/or
- are responsible for the delivery of curriculum in a school and student assessment.

Q What if my qualification isn't on the current list of accredited teaching degrees?

BOSTES will recognise the existing qualifications of pre-2004 teachers as approved qualifications.

No pre-2004 teacher will need to upgrade their qualifications to be accredited.

Q What is the deadline for pre-2004 teachers to be accredited?

It is proposed that all school teachers will need to be accredited by the end of 2017. During 2015, BOSTES will be consulting with key stakeholders to finalise the process and [draft timeline](#).

Q Do I need to do anything now?

You may wish to read and start familiarising yourself with the **Australian Professional Standards for Teachers**.

Your employer will provide further details about their specific timeframes and processes for WWCC clearances and aligning your performance and development process to the Australian Professional Standards for Teachers.

Q Will there be a cost?

Payment of an annual fee (currently \$100) is a condition of accreditation.

Pre-2004 teachers will be required to pay their first accreditation fee in 2017 which will cover the 2018 calendar year. You will then be required to pay fees annually from 2019.

Q What happens in other professions?

The accreditation/registration of health professionals, such as doctors, nurses, and psychologists, is compulsory and includes requirements to pay an annual fee, meet professional standards to practise and complete ongoing professional learning requirements.

Q Do teachers in other states need to be accredited?

Yes. Amending the Teacher Accreditation Act will make the accreditation/ registration of school teachers compulsory across Australia. Previously, NSW was the only jurisdiction which did not require all school teachers to be accredited.

Q Why do pre-2004 school principals and teachers in administrative roles need to be accredited if they don't take classes?

School principals and executive teachers are responsible for curriculum and assessment and will be making decisions about the accreditation of teachers in their school. To provide leadership in quality teaching practice, it is critical that principals and executive teachers are accredited and meet the same ongoing professional learning requirements as classroom teachers.

Any teacher may also apply for a higher level of voluntary accreditation, which recognises exemplary teaching practice and engagement with the school community.

Q How does the accreditation process for pre-2004 school teachers compare to the accreditation of beginning school teachers?

Recognising the professional standing and experience of pre-2004 school teachers is fundamental to the accreditation process. Unlike the accreditation of beginning teachers, the process for pre-2004 school teachers will not require a detailed assessment of the teacher's performance against the Australian Professional Standards for Teachers. The process for accrediting beginning teachers is not changing.

However, all school teachers will have the same minimum requirements to maintain Proficient Teacher Accreditation.

Q What are the requirements for maintaining Proficient Teacher Accreditation?

From 2018, all school teachers will need to maintain their Proficient Teacher Accreditation in five year cycles, if full-time or a seven year cycles, if casual or part time. This will include:

- demonstrating that your practice continues to meet the Australian Professional Standards for Teachers
- logging 100 hours of professional learning
- paying an annual accreditation fee (currently \$100)
- having a current WWCC clearance.

Q How will accreditation requirements help to support teacher performance?

Accreditation requirements for all NSW teachers have been introduced to further improve the already high standards of teaching in NSW. To maintain Proficient Teacher Accreditation, teachers will need to show that their practice continues to meet the Australian Professional Standards for Teachers. Where a teacher is unable to fulfil this requirement their accreditation will be revoked and they will be unable to continue teaching.

Q What if a pre-2004 school teacher refuses to participate in accreditation?

It is proposed that from Day 1, Term 1 2018, unaccredited teachers will not be allowed to teach in a NSW school.