



<p>Term 3 Weeks 8 and 9</p>	<p>PDP Sign-off Meetings</p> <p>Supervisors and teachers will meet to discuss, refine and confirm PDPs for this year’s compressed timeframe. Only one goal should be established for term 4 focus.</p> <p>Supervisors may reference the <i>Performance and Development Conversations</i> resource to support this process.</p>
<p>Term 3 Week 9</p>	<p>Whole School Professional Learning Session</p> <p>A 3 hour professional learning session will be led by the HSHS Performance and Development Leadership Team. The focus of the session will include:</p> <ul style="list-style-type: none"> · <i>Aligning Standards to Practice</i> · <i>Effective Lesson Observations and Feedback</i> · <i>The HSHS Lesson Observation Model - an introduction of the pilot model for term 4 implementation</i>
<p>Term 4 Weeks 1-6</p>	<p>Lesson Observations</p> <p>Staff to negotiate with another teacher to observe part of a lesson (the observer may be from any faculty). Details to be confirmed include:</p> <ul style="list-style-type: none"> · Pre-observation discussion time/date (approx. 15 minutes) · Lesson for observation time/date/room (approx. 15 minutes) · Post-observation reflection time/date (approx. 15 minutes) <p>The teacher being observed may <i>choose</i> to use the <i>Teacher Practice and Lesson Observation Feedback Template</i> to guide and support the process.</p> <p>Pre-Observation ‘5 Point’ Discussion Guide</p> <ol style="list-style-type: none"> 1. Establish the context for the lesson which will be observed (year group/ability of students/unit of work/lesson focus) 2. Identify the links to PDP professional learning goal/s (where possible for Term 4) 3. Identify the related Standard Descriptors for the observer to focus on (1-3 Standard Descriptors only) 4. Negotiate the level of involvement of the observer (ie team teaching/student support/moving around the room) 5. Confirm the date/time/room for lesson observation as well as a time for a brief post-observation discussion. <p><i>Reference to support discussion - BOSTES Examples of Practice at Proficient Teacher (July 2015)</i></p> <p>Lesson Observation Guide</p> <ul style="list-style-type: none"> · The lesson observation should be for approx. 15 minutes (it may be longer if length has been negotiated). The classroom teacher should not feel they need to “prepare” for this lesson. It should be an observation of their usual practice. A lesson plan is not necessary. · The observing teacher may be involved in the lesson, depending on the level negotiated in the pre-observation discussion. · The observing teacher should be focusing on the relevant Standard Descriptors outlined by the teacher. Notes <i>do not</i> need to be written during the lesson. The observer may <i>choose</i> to write their reflections following the observation, to support the post-observation discussion. This may be useful if the post-observation discussion is unable to take place on the same day. · The teacher may <i>choose</i> to write a brief post-lesson reflection while the details of the lesson are still clear.



Performance and Development Lesson Observation Model and Timeline

Pilot Implementation • 2015

	<p>Post-Observation Discussion Guide</p> <ul style="list-style-type: none"> Both the teacher and observer reflect on the lesson: <ul style="list-style-type: none"> <i>How did aspects of the lesson demonstrate the teacher is working towards or achieving the relevant Standard Descriptors?</i> <i>How did aspects of the lesson demonstrate that the teacher is working towards or achieving their professional learning goals?</i> Feed-forward based on the reflective discussion: <i>what will the teacher take from this to help achieve their goal/s?</i> <p>Lesson Observation Documentation</p> <ul style="list-style-type: none"> The observed lesson date and observer's name should be recorded in the PDP Faculty Register. If a teacher chooses to use the <i>Teacher Practice and Lesson Observation Feedback Template</i> to guide and support the process, this should be kept by the teacher to reference during their Performance and Development Review Meeting with their supervisor.
<p>Term 4 Week 7</p>	<p>Performance and Development Teacher Self-Assessment</p> <ul style="list-style-type: none"> Teachers are to complete a written self-assessment (200 words max.) to reflect on their teaching and/or leadership practice and progress towards achieving their PDP goal as well as an evaluation of professional learning. The PDP may be refined and adjusted at this point if necessary. The teacher should inform their supervisor when this self-assessment has taken place. The supervisor records this on the PDP Faculty Register.
<p>Term 4 Weeks 8, 9 and 10</p>	<p>Performance and Development Annual Review Meeting</p> <ul style="list-style-type: none"> At the end of the annual performance and development cycle, teachers participate in a structured discussion with their supervisor to facilitate a review on progress towards achieving their professional goal/s. This will include an agreed written assessment (200 words max.), informing the next performance and development cycle. <p>PDP – End of PDF Cycle Documentation</p> <ul style="list-style-type: none"> The teacher and supervisor sign the PDP to indicate that the Annual Review has been sighted and the original PDP has been retained by the teacher. The supervisor indicates the Annual Review has taken place on the Faculty PDF Register.
<p>Term 4 Weeks 8 and 9</p>	<p>Evaluation of Lesson Observation Model</p> <ul style="list-style-type: none"> All staff will be invited to evaluate the pilot lesson observation model and the PDF implementation timeline. This feedback will help to drive refinements and the creation of a final plan for full implementation of the PDF in 2016. This evaluation and related 2016 planning will be led by the school Performance and Development Leadership team.