

Performance & Development Plan

The following documentation is to be completed consistent with the requirements of the [Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools \(Jan 2015\)](#), which includes three phases: Plan, Implement and Review. These processes are based on the [Australian Professional Standards for Teachers](#), the [Australian Teacher Performance and Development Framework](#) and the [Australian Charter for the Professional Learning of Teachers and School Leaders](#).

TEACHER'S DETAILS		SUPERVISOR'S DETAILS		ANNUAL PERFORMANCE AND DEVELOPMENT CYCLE	
Name	XXXXXXXX	Name	XXXXXXXX	From	To
School/Work Location	Hunter Sports High School	Supervisor Work Location	Hunter Sports High School	13/07/15	17/12/15

PLAN – Performance and Development Plan (PDP)

A. Professional Goals – Record at least three and no more than five goals

- I will build my capabilities to enhance how I plan and deliver well-structured lessons that engage students and promote a more collaborative learning environment. (3.2.2)

B. Professional Learning – Record the activities and resources needed to support the achievement of professional goals. (100 words maximum)

- Engage in **ongoing professional dialogue and collaboration** with colleagues to explore new strategies and practical activities that could be used to improve the engagement of students in mathematics. This will include exploring project based learning methods and the idea of a “driving question” to inspire inquiry-based higher order thinking, especially for senior students.
- Actively research and access a range of new resources** (including ICT) relevant to content in mathematics.
- Observe (and team-teach with) other teachers** (from a range of faculties both at HSHS and other contexts) to evaluate how students are effectively engaged in different classroom environments and by a range of strategies and pedagogical approaches.

C. Evidence – Record the types of evidence to be used to indicate progress towards achieving professional goals. (100 words maximum)

- Lessons will include a variety of teaching strategies including practical activities and ICT.
- Programs show clear evidence of well-structured planning for teaching, learning and assessing.
- Reflection and evaluation of teaching and learning is evident in programs/documentation. This will be used to drive refinements to future programs and assessment strategies.
- Collaboration with colleagues is ongoing. Ideas and activities are openly shared for future use.
- Analysis of student results, assessment submission statistics, attendance and ‘student voice’ feedback over the term will be used to assess engagement levels. This data will drive planning for 2016.

SAMPLE
FOR PROFESSIONAL
LEARNING PURPOSES ONLY

The teacher, executive or principal and supervisor are to sign below to indicate that the PDP has been sighted and the original has been retained by teacher, executive or principal.

Teacher/Executive/Principal signature

Supervisor signature

Date

Date

Optional comment (see Note 1)

IMPLEMENT

The performance and development cycle is a dynamic process characterised by ongoing feedback, reflection and refinement. Record any adjustments made to the PDP to meet the professional learning needs of the teacher. (100 words maximum)

REVIEW

Self-Assessment

A self-assessment is to be conducted by teachers, executives and principals mid-way through the annual performance and development cycle. It provides for reflection on teaching and/or leadership practice, assessment of progress towards achieving professional goals, evaluation of professional learning, and for the PDP to be refined and adjusted if necessary. (200 words maximum)

The teacher, executive or principal and supervisor are to sign below to indicate that the self-assessment has been sighted and the original has been retained by teacher, executive or principal.

Teacher/Executive/Principal signature

Supervisor signature

Date

Date

Optional comment (see Note 1)

Annual Review

At the end of the annual performance and development cycle, teachers, executives and principals participate in a structured discussion with their supervisor to facilitate a review on progress towards achieving professional goals. This will include an agreed written assessment, informing the next performance and development cycle. (200 words maximum)

The teacher, executive or principal and supervisor are to sign below to indicate that the Annual Review has been sighted and the original has been retained by teacher, executive or principal.

Teacher/Executive/Principal signature

Supervisor signature

Date

Date

Optional comment (see Note 1)

Note 1: Where either party wishes to comment on the performance and development process, this should be recorded in the relevant section.

Note 2: The original copy of this documentation should be retained by the teacher, executive or principal to whom it pertains. A copy should be retained and stored securely at the workplace. Documentation practices should be consistent with the NSW Department of Education and Communities' Record Management Program.