* The PDP Sign-off Meeting should take place within 1-2 weeks of PDP submission. The teacher and line manager should meet for approximately half an hour to discuss:
* **The teacher’s goal/s** (In 2016 this should be 3-5 goals)
* **The Standards** that have been aligned to each goal
* **The professional learning identified** to support the achievement of each goal
* **The evidence of teacher practice** that will demonstrate how the teacher will work towards and achieve the goal
* **Lesson observation** schedule
* Line managers should reference the SMART questioning technique to ensure all aspects of the PDP are: SPECIFIC, MEASURABLE, ACHIEVABLE, RELEVANT and set in an appropriate TIMEFRAME.
* Establish a new timeframe (if required) for any refinements to be made beyond the meeting time.
* When the PDP is signed by both the teacher and the line manager scan the PDP and save it to the Exec drive in the relevant faculty folder. Email a digital copy to the teacher. The original copy should be returned to the teacher.
* Update the PDP Faculty Register and save to the appropriate Exec folder.

**Discuss a range of professional learning formats with the teacher.** Encourage them to consider how they can actively seek opportunities in their own school or community of schools:

* + *Online courses (DoE, The Classroom Program, BoSTES, AITSL, QTC providers)*
  + *Face-to-face courses (how will you share/follow up on this professional learning?)*
  + *Social media platforms – networks and groups – ie Yammer*
  + *Team teaching / team programming / cross-curricular initiatives*
  + *Lesson/peer observations (own school and other schools)*
  + *Supervising an intern/prac student or mentoring a new teacher*
  + *Shadowing another teacher/exec/coordinator/team*
  + *New experiences – committee/team member or leader, coordinator, delivering PL to someone else*
  + *Local networks (casual/temp, higher levels, HT)*
  + *Reading and research*
  + *Reflection*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S** | **M** | **A** | **R** | **T** |
| **Specific** | **Measurable** | **Achievable** | **Relevant** | **Timeframe** |
| **Are the performance goals *specific*?**  A general statement such as “improve student results” does not provide enough definition about the focus area and measure of improvement.  Consider the language of the goals:  *I will develop…*  *I will build my capabilities to…*  *I will improve…*  *I will enhance…* | **Can you *measure* the performance goals?**  If the goal cannot be measured in some way, there is no way of determining whether the goal has been achieved.  What evidence of their practice has the teacher identified as showing how they will work towards and achieve their goals?  How will lesson observations provide evidence? | **Are the performance goals *achievable* and within reach?**  **Is the *professional learning and support* required available to achieve the performance goals?**  Have their considered a range of professional learning options?  Are the associated budgets / resources realistic? | **Are the goals *relevant*?**  **How do they contribute to *faculty/stage goals and the strategic planning areas of the school?***  **How do they reflect to the *Australian Professional Standards for Teachers?***  When the goals are achieved consider how they may help to *improve student outcomes.* | **Is there an *appropriate* *timeframe* within which the performance goals may be achieved?**  Consider what professional learning *milestones* will be put in place over this timeframe.  Should the goal/s be more focused or detailed for the relevant PDF cycle?  Does the teacher have an accreditation deadline to consider? |

**Example goal for classroom teacher: I will build my capabilities** to utilise a range of 21C learning tools in my content delivery so that student engagement increases in my classes.