A Brave New World for Teacher Quality

Staff Development Day | Term Three | 2016
Acknowledgment of Country
and...

EDUCATIONAL SERVICES

A LITTLE BIT ABOUT me...
EDUCATIONAL SERVICES

Tamworth Operational Directorate

Positions and equivalent for teaching positions

Coordinator PEO Principal
Advisor SEO2 DP
Officer SEO1 HT/AP

160 EDUCATIONAL SERVICES STAFF
EDUCATIONAL SERVICES
Tamworth Operational Directorate

12 EDUCATION OFFICES

18 PRINCIPAL NETWORKS
Aboriginal Education and Wellbeing Advisor (SEO2)
Aboriginal Education and Wellbeing Officer (SEO1)
Arts Coordination Officer (SEO1)
Curriculum Advisor (SEO2)
Learning and Wellbeing Coordinator (PEO)
Learning and Teaching Coordinator (PEO)
Learning and Wellbeing Advisor (SEO2)
Learning and Wellbeing Officer (SEO1)
Out of Home Care Coordinator (SEO1)
Road Safety Education Officer (SEO1)
Senior Pathways Advisor (SEO2)
Senior Pathways Officer (SEO1)
Sports Coordination Officer (SEO1)
Teacher Quality Advisor (SEO2)
www.PDFCONNECT.weebly.com
A performance and development toolkit

All resources shared in today’s session may be found on PDFConnect. A copy of the presentation is available on the blog.
What will we be looking at today?
What does it mean to be a proficient teacher and to *maintain* this level of accreditation over time?

What are the differences between the **FOUR career stages** associated with accreditation?

How do I find support?

How will my **PDP** help me to maintain my accreditation?

How does the **PDF support accreditation**?

Where can I access resources and professional learning?

What is the role of the supervisor in these processes?

Leadership *pathways* – how do you apply for the **higher levels of accreditation**?
Today's professional learning session and the Australian Professional Standards for Teaching

<table>
<thead>
<tr>
<th>Standard Descriptor</th>
<th>How this meeting addresses the Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2.2</td>
<td>Participate in learning to update knowledge and practice targeted to professional needs and/or school system priorities.</td>
</tr>
</tbody>
</table>

Career Stage 2 = Proficient
The big picture...

Launched in 2013, the NSW Government’s Great Teaching, Inspired Learning – A Blueprint for Action includes 47 actions for improving teacher quality and student learning outcomes in NSW schools.
GTIL recommended a review of teacher accreditation. This led to the Amended Teacher Accreditation Act (2014) which legislates that every teacher in NSW must be accredited by 2018.

The Australian Professional Standards for Teachers will be the benchmark to achieve this.
Teacher Quality in Action

Australian Professional Standards for Teachers

PDP Goals
- Aligned to Standards
- Professional learning
- Evidence of practice
- Lesson observations

NEW Teaching Standards in Action – registered PL for all career stages

NEW Leadership Pathways – support for aspirant executive

Strong Start, Great Teachers – support for beginning teachers including casuals and temps

GREAT TEACHING, INSPIRED LEARNING reform

ACCREDITATION
The purpose of accreditation

• To recognise and certify a teacher’s holistic achievement of the *Australian Professional Standards for Teachers* - across all seven Standards

• To provide a structured induction into teaching for all teachers

• To demonstrate ongoing quality teacher practice *over time* - which is developmental and *not a one-off experience*
By 1 January 2018, everyone in this room (who is still teaching in any capacity) will be accredited.
What is your current **accreditation** status?

- **PRE-2004 TEACHER**
- **POST-2004 TEACHER NOT YET ACCREDITED**
- **MAINTAINING PROFICIENT ACCREDITATION**
- **SUPERVISOR OR TAA FOR ACCREDITATION**
- **COMPLETED OR STARTED HIGHER LEVEL OF ACCREDITATION**
I am a permanent, casual or temporary teacher / AP / HT / DP or principal who started teaching in NSW before 2004.

I will become accredited via the PDF cycle.
47,000 pre-2004 teachers need to transition onto proficient accreditation status by 1 January 2018.

In your network, this is around 70% of permanent teachers.
I am a permanent, casual or temporary teacher with provisional or conditional accreditation who started teaching in NSW after 2004.

I will become accredited by submitting an application to a TAA in accordance with the DoE procedures.
37,000 post-2004 teachers, who are provisionally accredited, need to submit an application for proficient accreditation by 2018.
I am a permanent, casual or temporary teacher who is maintaining my accreditation as a proficient teacher.

I will maintain my accreditation against the 7 Standards by engaging in at least 100 hours of professional development and submitting a report to a TAA every 5 years (or 7 years for a casual/temp)
34,000 teachers, who are accredited need to maintain their proficient status.
I am an experienced teacher or executive who is heavily involved in leadership aspects across the school.

I am maintaining a higher level of accreditation OR have started the higher levels process which is the focus of my PDP and ongoing professional development.
1,600 teachers have started the higher levels accreditation process and need ongoing support.
School principals and executive teachers will also be accredited at proficient level by 2018, as they 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.
Accreditation will happen in one of two ways...

**Pre-2004 Teachers**
- Through the **PDF process**:
  - PDP
  - Observations of practice
  - Professional learning
  - PD reviews
  - TAA signs off
  - “Sleeping Beauty” clause - *no collection of evidence as a portfolio*

**Post-2004 Teachers**
- Through **application** to the TAA – *annotating a portfolio of evidence*
- *Still* participates in PDF process
- *Still* completes probationary year as part of PDF process – *if permanent*
Who must be accredited from 1 January 2018?

All teachers working in a NSW school including:
• Permanent, temporary and casual classroom teachers
• Executive teachers
• Principals
• Teachers who may teach outside the classroom, such as a teacher counsellors, teacher librarians and teacher careers advisors.
• Pre-2004 school teachers working in NSW in teaching related positions outside a school.
Your Teacher Accreditation Authority (TAA) will accredit you at the level of Proficient Teacher by 31 December 2017 provided you have:

- A bachelor or post graduate degree in any discipline and/or a teaching qualification
- A current Working With Children Check clearance (WWCCC)
- To have paid your 2018 accreditation fee to BOSTES. You will receive an invoice and need to pay the fee in 2017
- Been working in a NSW school or a teaching related position outside a school since before 1 October 2004, or to be returning from a career break of less than five years
- An ongoing relationship with an employer (for casuals)
Pre-2004 school teacher accreditation scheme

To be accredited you also must have:

Successfully demonstrated your practice against the Australian Professional Standards for Teachers as part of your PDF cycle.

This includes: engaging in ongoing professional learning to work towards PDP goals, completing required observations, self-assessment and review requirements.
Accreditation *Career Stages*

There are *four key stages* of accreditation:

- **Lead**
- **Highly Accomplished**
- **Proficient**
- **Graduate**
Leadership Pathways

There are several leadership pathways.

- Accreditation at the higher levels (HA or Lead)
- Executive role via promotion (merit selection)
- Principal Leadership and Management Credential

These pathways often intertwine and are not mutually exclusive of each other...
What level of accreditation am I?

The Standards are a holistic framework which represent all aspects involved in the role of a teacher.

By mapping the Standards across four stages a teacher can clearly see how their capabilities may evolve as they progress through their professional career.
How do I know which **Career Stage** I’m working at?

When it comes to *professional learning* a teacher mostly...

Plans, initiates, develops, evaluates

LEAD

Creates and delivers

HA

HA

HA

Attends

P

P

P

P

P

P

P

P
In July of 2015 principals became the TAA (PT) for proficient levels of accreditation.

The role of the supervisor in this process is paramount.
What is the role of supervisors of teachers seeking and maintaining proficient accreditation?
Know the DoE Procedures, the Standards and where to find support documents

Maintain admin systems to support the process

Lesson observations for beginning teachers

Provide ongoing feedback as part of PDF cycle

Ongoing support for permanent, temporary and casual teachers

Provide, or know where to access, relevant professional learning

Write and sign the final accreditation report (for initial accreditation applications)

Provide accreditation recommendation to principal as TAA (PT)
What *should be* my “go to” accreditation resources?
• Accreditation at Proficient Teacher DoE Procedures (effective 26 April 2016)
• Australian Professional Standards for Teachers
• Evidence Guide (BOSTES)
• Examples of Practice (BOSTES)
Important **accreditation update**

- **Revised** DoE Accreditation for Proficient Teacher Procedures – **effective April 26**
- Details were published in SchoolBiz at the end of T2
- Revisions impact casual and temp teachers
What are the changes?

Section 4.6.1 now states:

“As a guide, BOSTES recommends a period of employment of at least **160 to 180 days for development of skills and practice that will meet the Proficient Teacher standard descriptors.** The period for any individual teacher will depend on how quickly their practice has developed.

... a **continuous period of 6-8 weeks** should become a **component of this employment** to provide the casual teacher the opportunity to demonstrate the full range of standard descriptors. A longer period may be necessary if working part-time.”
What are the changes?

The previous Section 4.8 Support for teachers appointed permanent on probation has been removed. This section has been removed as not all permanent teachers are now appointed on probation.

“From 26 April 2016 a person who is appointed to a position in the Teaching Service who is Proficient Teacher, that is a person who at the time of his or her appointment to the Teaching Service is already accredited by BOSTES at the level of Proficient Teacher (or above) is:

a. confirmed in that appointment; and
b. not required to meet the provisions of section 48, Appointments on Probation of the Teaching Service Act.”
Where do I find the procedures?

Leadership and High Performance

https://detwww.det.nsw.edu.au/lhpa

Accreditation at Proficient Teacher Procedures

outlines Departmental processes for the accreditation of new scheme teachers at Proficient and the maintenance of accreditation at the Proficient Teacher level.

- Accreditation at Proficient Teacher Procedures
- Frequently asked questions - Principal Teachers Accreditation Authority
The BOSTES Accreditation Website

www.nswteachers.nsw.edu.au
The *Strong Start, Great Teachers* Website

www.ssgt.nsw.edu.au
Online induction

- **Initial contact** with a school
- **Orientation** at a school
- **Your first weeks** / first term
- **Reflective** practice
- **Managing** the classroom
- **Planning** a sequence of lessons
- **Planning a lesson**
- **Assessment**
- **Feedback** to students
- Teacher **questioning**
- **Differentiating** learning
- **Peer** and **self-assessment** for students
Human resources

casual teacher induction
Online registered professional learning
Teaching Standards in Action

www.TSA.det.nsw.edu.au
Teaching Standards in Action

- Provides clear, concise support for the implementation of teaching standards
- Provides a suite of registered professional development courses that can support teachers/leaders to understand how the teaching standards framework can shape and strengthen practice.
Online professional learning
Leadership Pathways

18 x 2 hour self-paced modules

• Building teams
• Conversations to change practice
• Operational management

www.PDFCONNECT.weebly.com

A PDF Toolkit
Teachers should use their PDP as an opportunity to *reflect on their practice* against the Standards.

Supervisors should use this process to *encourage relevant staff to work towards higher career level Standards.*
A tool such as this self-reflection matrix might assist in meaningful goal setting and ongoing self-assessment aligned to the Standards. This activity also helps you to consider your practice against ALL 7 Standards. This will become increasingly important once you must start maintaining your accreditation across all Standards.

You can find this matrix at www.PDFConnect.weebly.com
This reflection activity encourages you to use the Standards as a framework to consider the areas of your practice that may *inspire or enhance your PDP goals.*

<table>
<thead>
<tr>
<th>Code</th>
<th>Standards and Descriptors</th>
<th>Working towards PDP goal</th>
<th>Demonstrated Could provide evidence of this descriptor now</th>
<th>Demonstrated Could NOT provide evidence of this descriptor now</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Know students and how they learn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.2</td>
<td>Use teaching strategies based on knowledge of students’ physical, social and intellectual development and characteristics to improve student learning.</td>
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</tr>
</tbody>
</table>

You can reflect on *if and how you could provide evidence of your practice.* This type of matrix would be an excellent tool to support your self-assessment and PDP review.
This process also supports executive staff and *aspirant* leaders

If you’re considering applying for the higher levels, this matrix can assist you to determine whether your practice is reflective of all 37 Standard Descriptors.

### Australian Professional Standards for Teachers - Lead Teacher

#### Teacher Practice Mapping Activity

<table>
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<th>Code</th>
<th>Standards and Descriptors</th>
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<th>Demonstrated could not provide evidence of this descriptor now</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Know students and how they learn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.4</td>
<td>Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.4</td>
<td>Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3.4</td>
<td>Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4.4</td>
<td>Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5.4</td>
<td>Lead colleagues to evaluate the effectiveness of learning and teaching programs different used for the specific learning needs of students across the full range of abilities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6.4</td>
<td>Instruct and lead the review of school policies to support engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Know the content and how to teach it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.4</td>
<td>Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2.4</td>
<td>Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3.4</td>
<td>Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.</td>
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</tr>
</tbody>
</table>
Maintenance at Proficient

Once teachers are accredited at Proficient Teacher level it is a mandatory requirement to maintain their accreditation for 5 year ‘cycles’ by:

*Continuing to demonstrate practice* against all seven of the **Australian Professional Standards for Teachers** at Proficient. This includes engaging with professional learning against *at least one descriptor* in Standards 1, 2, 3, 4, 5 and 7 and **ALL descriptors** of Standard 6.

Paying their *annual accreditation fee* to BOSTES.
Maintenance at Proficient

• Participating in a mandatory minimum of 100 hours continuing professional development:
  – at least 50 hours of QTC (BOSTES) registered PD
  – the balance as teacher identified (TIPD).

• Logging hours on BOSTES site and annotate against PD.

• Completing the Maintenance of Accreditation Report for Proficient Teacher no more than 3 months prior to due date (for online submission)
Maintenance at Proficient
Supervisor Responsibilities

• To verify that the teacher participated in teacher identified professional development. Once this is logged, the principal can be informed and they can validate the TIPD on the BOSTES Portal.

• To know the maintenance due dates of all relevant staff.

• Discuss the maintenance report with the accredited teacher to ensure that it is finalised no more than 3 months prior to the end of the maintenance period.
THE PROFICIENT TEACHER’S REPORT:

STANDARD 1 - KNOW STUDENTS AND HOW THEY LEARN

Statement

During my maintenance of accreditation period I have continually updated and modified the teaching strategies I implement in the classroom, based on students’ developmental levels and specific learning needs. Teaching strategies are data driven, contrived from Best Start assessments, PLAN and ongoing classroom assessments and observations. Professional development related to boys’ educational issues led to adaptation of strategies and techniques in order to improve outcomes in boys’ literacy and engagement. Strategies included increased hands-on tasks and active learning opportunities, frequent changes in activities, increased lesson breaks and the incorporation of a variety of learning styles. When handwriting was a school target, I delivered two presentations to staff based on defining and explaining prerequisites for handwriting; identification of students requiring support; and provision of a comprehensive range of teaching strategies to utilise in the classroom. I researched current practices via Teaching journals, Occupational Therapy journals, textbooks and online information from practising experts in this field. Recent professional development on the intellectual, physical, social, communication and sensory needs of students assisted me to further understand how students with particular diagnoses, such as Autism or Sensory Processing Disorder, need differentiated adjustments in order to learn and achieve outcomes successfully. Adjustments included visual timetables, social stories, sensory objects, a standing table to work at, enlarging worksheets and extra time to complete activities. I have taught students from diverse linguistic, cultural, religious and socioeconomic backgrounds, including working collaboratively with an EALD teacher to assist a student acquire English in the context of the curriculum. Through coordinating the Aboriginal Education committee at school I have collaboratively developed PLP’s relevant to our school and supported staff in completing these with students and families. These are monitored to ensure students achieve goals.
## Professional Development Progress Report

### Progress Report for Accredited Teacher

**Maintenance of Accreditation at Professional Competence / Proficient Teacher Period**

- **Commencement Date:** 12 Jul 2010
- **Finish Date:** 11 Jul 2015

Requirements relating to Descriptors and Hours met during maintenance period

- Tick indicates requirement have been met. Cross indicates requirements have not been met yet.

The current descriptors jurisdiction for this teacher is Australian.

### Continuing Professional Development Participation Hours

**Summary of Participation Hours to Date**

<table>
<thead>
<tr>
<th>Professional Development Type</th>
<th>Number of Professional Development Hours Completed</th>
<th>Required Participation Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of professional development participation hours</td>
<td>188.50</td>
<td>✔</td>
</tr>
<tr>
<td>Teacher identified professional development hours</td>
<td>87.50</td>
<td>✔</td>
</tr>
<tr>
<td>QTC Registered professional development hours</td>
<td>101.00</td>
<td>✔</td>
</tr>
<tr>
<td>Undergraduate Studies</td>
<td>0.00</td>
<td>✔</td>
</tr>
<tr>
<td>Postgraduate Studies</td>
<td>0.00</td>
<td>✔</td>
</tr>
<tr>
<td>PD Outside NSW</td>
<td>0.00</td>
<td>✔</td>
</tr>
</tbody>
</table>

### Continuing Professional Development Participation Descriptors

**Summary of Descriptors Addressed to Date**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Descriptors Addressed</th>
<th>Required Professional Teaching Descriptors Coverage Completed</th>
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</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>1.1.2, 1.2.2, 1.3.2, 1.4.2, 1.5.2, 1.6.2</td>
<td>✔</td>
</tr>
<tr>
<td>Standard 2</td>
<td>2.1.2, 2.3.2, 2.5.2, 2.6.2</td>
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<tr>
<td>Standard 3</td>
<td>3.1.2, 3.3.2, 3.5.2, 3.6.2</td>
<td>✔</td>
</tr>
<tr>
<td>Standard 4</td>
<td>4.1.2, 4.3.2, 4.4.2</td>
<td>✔</td>
</tr>
<tr>
<td>Standard 5</td>
<td>5.1.2, 5.2.2, 5.4.2, 5.5.2</td>
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</tr>
<tr>
<td>Standard 6</td>
<td>6.1.2, 6.2.2, 6.3.2, 6.4.2</td>
<td>✔</td>
</tr>
<tr>
<td>Standard 7</td>
<td>7.1.2, 7.2.2, 7.3.2, 7.4.2</td>
<td>✔</td>
</tr>
</tbody>
</table>
Executive *monitoring* tools

Monitoring tools have been devised *with input* from classroom teachers, executive and senior executive.

A PDF register assists to track all *milestones* related to engaging in the PDF cycle – these milestones help teachers to maintain their accreditation consistently over time.
Performance and Development Register

<table>
<thead>
<tr>
<th>FACULTY/STAGE:</th>
<th>Supervisor:</th>
<th>Year:</th>
<th>Select here</th>
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</thead>
<tbody>
<tr>
<td><strong>Phase 1 - Plan</strong></td>
<td><strong>Phase 2 - Implement</strong></td>
<td><strong>Phase 3 - Review</strong></td>
<td><strong>PDF Cycle Reviews</strong></td>
</tr>
<tr>
<td>Teacher</td>
<td>PDP Sign-off Meeting</td>
<td>Identify the Standards and PL Focus Areas aligned to each goal</td>
<td>Lesson Ob 1</td>
</tr>
<tr>
<td></td>
<td>Sign-off meeting completed: Click here to enter a date.</td>
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<td></td>
<td>PDP received /signed: [ ] Yes</td>
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<td>PDP saved to folder: [ ] Yes (with permission from teacher)</td>
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<td></td>
<td>Accreditation date (if valid): Click here to enter a date.</td>
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<tr>
<td></td>
<td>[ ] TRA</td>
<td>[ ] MAINT.</td>
<td>[ ] N/A</td>
</tr>
<tr>
<td><strong>Goal PL Focus Areas</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select here</td>
<td>Select here</td>
<td>Select here</td>
</tr>
</tbody>
</table>

**Phase 1 - Plan**

- **Teacher**
- **PDP Sign-off Meeting**
- **Identify the Standards and PL Focus Areas aligned to each goal**
- **Lesson Ob 1**
- **Lesson Ob 2**
- **PDF Cycle Reviews**
# Performance and Development Register

## Phase 1 - Plan

### PDP Sign-off Meeting
- **Sign-off meeting completed:** [ ]
- **Click here to enter a date.**
- **PDP received /signed:** [ ] Yes
- **PDP saved to folder:** [ ] Yes (with permission from teacher)
- **Accreditation date (if valid):** [ ]
- **Click here to enter a date.**

### Goal PL Focus Areas
- **TRA**
- **MAINT.**
- **N/A**

### Identify the Standards and PL Focus Areas aligned to each goal

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Goal 3</th>
<th>Goal 4</th>
<th>Goal 5</th>
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<td>Select</td>
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<td>Select</td>
<td>Select</td>
<td>Select</td>
</tr>
</tbody>
</table>

**Note:**goals can be selected as needed.
# Performance and Development Register

## PDP Sign-off Meeting
- Sign-off meeting completed: Click here to enter a date.
- PDP received /signed: Yes
- PDP saved to folder: Yes (with permission from teacher)
- Accreditation date (if valid): Click here to enter a date.

<table>
<thead>
<tr>
<th>Goal PL Focus Areas</th>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Goal 3</th>
<th>Goal 4</th>
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</tbody>
</table>

## Identify the Standards and PL Focus Areas aligned to each goal

- Choose a Standard Descriptor
  - Select
  - Select
  - Select
  - Select
  - Select

- 1.4.2
- 1.1.2
- 1.2.2
- 1.3.2
- 1.4.2
- 1.5.2
- 1.6.2
- 2.1.2
- 2.2.2
- 2.3.2
- 2.4.2
- Select here
- Select here
- Select here
- Select here
- Select here
## Performance and Development Register

### Phase 1 - Plan

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### Goal PL Focus Areas

- 21CL
- Ab Ed
- Assessment
- Collaboration
- Community
- Cultural
- Curriculum
- Data Analysis
- Differentiation
- ICT
- Leadership
- Literacy
- Networks
- Numeracy
- Reporting
- Wellbeing
- OTHER
Performance and Development Register

<table>
<thead>
<tr>
<th>Phase 2 - Implement</th>
<th>Phase 3 - Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Ob 1</td>
<td>PDF Cycle Reviews</td>
</tr>
<tr>
<td>Lesson Ob 2</td>
<td></td>
</tr>
</tbody>
</table>

**Observer #1:**

Observation date: Click here to enter a date.

**Observer #2:**

Observation date: Click here to enter a date.

**Self-assessment completed:** Yes

Click here to enter a date.

**Line Manager Review completed:** Yes

Click here to enter a date.

**Relevant documents saved and original signed PDP given to teacher:** Yes

**Reminder for staff to enter PL on BOSTES Portal (if valid):** Yes  N/A
Staff goals can then be used to inform whole school planning.

A PDF Register allows staff goals to be easily mapped against the Standards and professional learning focus areas to provide a whole school snapshot.
PDPs can be *useful* for school-based PL planning.

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Standard 3</th>
<th>Standard 4</th>
<th>Standard 5</th>
<th>Standard 6</th>
<th>Standard 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know students and how they learn</td>
<td>Know the content and how to teach it</td>
<td>Plan for and implement effective teaching and learning</td>
<td>Create and maintain supporting and safe learning environments</td>
<td>Assess, provide feedback and report on student learning</td>
<td>Engage in professional learning</td>
<td>Engage professionally with colleagues, parents/carers and the community</td>
</tr>
</tbody>
</table>

### Proficient

<table>
<thead>
<tr>
<th>1.1.2</th>
<th>1.2.2</th>
<th>1.3.2</th>
<th>1.4.2</th>
<th>1.5.2</th>
<th>1.6.2</th>
<th>1.7.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>5</td>
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<td>1</td>
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</tbody>
</table>

### Highly Accomplished

<table>
<thead>
<tr>
<th>1.1.3</th>
<th>1.2.3</th>
<th>1.3.3</th>
<th>1.4.3</th>
<th>1.5.3</th>
<th>1.6.3</th>
<th>1.7.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>1</td>
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</tbody>
</table>

### Lead

<table>
<thead>
<tr>
<th>1.1.4</th>
<th>1.2.4</th>
<th>1.3.4</th>
<th>1.4.4</th>
<th>1.5.4</th>
<th>1.6.4</th>
<th>1.7.4</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
Collecting and **analysing** PDP data

<table>
<thead>
<tr>
<th>Professional Learning Focus Areas</th>
<th>21CL</th>
<th>Ab Ed</th>
<th>Assessment</th>
<th>Collaboration</th>
<th>Community</th>
<th>Cultural</th>
<th>Curriculum</th>
<th>Data</th>
<th>Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>••••</td>
<td>••</td>
<td>••••••••••</td>
<td>•</td>
<td>•</td>
<td>-</td>
<td>••••••••••••</td>
<td>••••</td>
<td>••••</td>
</tr>
<tr>
<td>Percentages</td>
<td>6%</td>
<td>3%</td>
<td>9.5%</td>
<td>1.5%</td>
<td>3%</td>
<td>0%</td>
<td>17%</td>
<td>6%</td>
<td>8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ICT</th>
<th>Leadership</th>
<th>Literacy</th>
<th>Networks</th>
<th>Numeracy</th>
<th>Reporting</th>
<th>Wellbeing</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>••••••••••••</td>
<td>••••</td>
<td>••</td>
<td>••</td>
<td>••</td>
<td>•</td>
<td>••</td>
<td>Accreditation</td>
</tr>
<tr>
<td>22%</td>
<td>9.5%</td>
<td>6%</td>
<td>0%</td>
<td>4.5%</td>
<td>0%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

* = classroom teacher
* = executive

Data produced on 15/9/15 based on 64 PD register entries representing:
- 54 classroom teachers
- 8 HTs
- 2 DPs
A **PDF timeline** supports staff and executive to monitor and engage with all PDF and accreditation milestones **through a transparent, inclusive process.**
## Sample PDF Implementation Timeline for 2016

<table>
<thead>
<tr>
<th>Term</th>
<th>PDF Milestone</th>
<th>Week</th>
</tr>
</thead>
</table>
| 1    | **SMART goal setting professional learning** for all staff  
         - Staff informed of milestones/processes and timeline for 2016  
         - PDP draft written ready for sign-off conversations with line managers (see sample PDP and reflection resource)  
         - PDP sign-off meetings/feedback with line managers  
         - Staff encouraged to update BOSTES Portal (if valid)  
         - (PDP to be submitted by end of Week 5)  
         - Learning Community Workshop (professional learning) – led by Exec (if required)  
         - Accreditation Meeting (if required)  
         - Executive to record all PDP information on PDP Register (including any relevant accreditation due dates this year)  
         - Executive to update whole-school register re: accreditation due dates  
         - Executive to analyse PDP data and refine/publish updated professional learning calendar for whole school  
         - Exec – check milestones, refine timeline if required, reminders/PL for upcoming milestones  
         - Teachers to confirm observer for Lesson Ob #1 (see sample observation template) – optional | Week 1  

| 2    | Lesson observation #1 (or leadership practice observation for executive/senior executive) – includes pre-lesson discussion / lesson observation / post-lesson discussion (optional lesson observation feedback resource available)  
         - Learning Community Workshop (professional learning) – led by Exec (if required)  
         - Accreditation Meeting (if required)  
         - Completion of formal review - PDP self-assessment (informal conversation with line managers re: refinements/concerns to be initiated as required)  
         - Exec – check milestones, refine timeline if required, reminders/PL for upcoming milestones  
         - Executive to update PDP Register - record lesson observation #1 date/observer and self-assessment completion  
         - Executive to notify line managers of any performance concerns following self-assessment period | Week 5  

扩展资料描述：

- Sample PDF Implementation
- Timeline
- Term
- PDF Milestone
- Week
## Suggested PDF Implementation Timeline for 2016

<table>
<thead>
<tr>
<th>Term</th>
<th>PDF Milestone</th>
<th>Week</th>
</tr>
</thead>
</table>
| 3    | - Learning Community Workshop (professional learning) – led by Exec (if required)  
- Accreditation Meeting (if required)                                                                                       | Week 6     |
|      | - Teachers to confirm observer for Lesson Ob #2 - this should be a different observer from Lesson Ob #1 (optional lesson observation feedback resource available) | Week 7     |
|      | - Lesson observation #2 (or leadership practice observation for executive/senior executive) – includes pre-lesson discussion / lesson observation / post-lesson discussion | Week 10    |
|      | - Exec – check milestones, refine timeline if required, reminders/PL for upcoming milestones                                                | Week 10    |
|      | - Executive to update PDP Register - record lesson observation #2 date/observer (remind relevant staff to update PL hours on BOSTES Portal)       | Week 10    |
| 4    | - PDF formal end-of-cycle review meetings for teachers                                                                                      | Weeks 4 and 5 |
|      | - PDF formal end-of-cycle review meetings for executive and senior executive (final review aspect of PDP to be completed before PDP is signed by teacher and line manager) | Weeks 6 and 7 |
|      | - All signed PDPs saved (with teacher permission) for principal access for final sign-off  
- Executive to update PDP Register – review meeting completion, PDPs signed and filed, BOSTES Portal update reminder  
- Executive to notify line managers of any performance concerns following review period | Week 9     |
|      | - Staff evaluation of PDF implementation for 2016 – led by PDF Leadership Team (see [sample survey questions](#))                               | Week 9     |
|      | - Exec – survey data analysis to inform refinements/enhancements for 2017 PDF implementation  
- 2017 PDF Timeline to be refined for publication on school calendar and digital files/folders set up for coming year | Week 10    |
Planning for 2017 and beyond
Reflecting on accreditation and the PDF

What areas of our PDF implementation and support for accreditation do we need to develop and enhance?

THINGS TO CONSIDER...
- What professional learning will executive and/or staff require to enhance aspects of the PDF and accreditation in our school? Where will we access this?
- How do our accreditation processes align with the PDF? How do we track accreditation dates? How do we / could we support staff to track their PL?
- How will we survey staff to get their input in relation to changes and/or support needed?
- How will we improve support for casual and temporary staff?
- How will we establish consistency in PDF and accreditation processes? How will we map and monitor milestones?
- How will we map our professional learning to reflect teacher PDPs and the school’s strategic directions?
- How will we tap into expertise in our school and community of schools as well as Ed Services?

How effective are our processes relating to accreditation and the PDF?
• What professional learning will executive and/or staff require to **enhance aspects of the PDF in our school**? Where will we access this?
• How do our **accreditation processes** align with the PDF?
• How will we **develop and create PL courses** (non-registered and registered)? Do we need to train staff to do this?
• How will we **survey** staff to get their input in relation to changes and/or support needed?
• How will we **support casual and temporary staff**?
• How will we establish **high standards and consistency** in PDF and accreditation processes?
• How will we **map our professional learning** to reflect teacher PDPs and the school’s strategic directions?
• How will we **tap into expertise** in our school? Our community of schools? Ed Services?
If you are thinking about the higher levels...

### Mapping Evidence | Brainstorm

**Standard 1 – Know students and how they learn**

<table>
<thead>
<tr>
<th>Focus</th>
<th>Highly Accomplished</th>
<th>Lead</th>
<th>Evidence: Documentary</th>
<th>Referee</th>
<th>Observer</th>
<th>What have I done?</th>
<th>What could I do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical, social and intellectual development and characteristics of students</td>
<td>1.1.3 Select from a flexible effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.</td>
<td>1.1.4 Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Understand how students learn</td>
<td>1.2.3 Expand understanding of how students learn using research and workplace knowledge.</td>
<td>1.2.4 Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</td>
<td>1.3.3 Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td>1.3.4 Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Strategies for teaching Aboriginal and Torres Strait Islander students</td>
<td>1.4.3 Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.</td>
<td>1.4.4 Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Differentiate teaching to meet the specific learning needs of students across the full range of abilities</td>
<td>1.5.3 Evaluate learning and teaching programs, using student assessment data that are differentiated for the specific learning needs of students across the full range of abilities.</td>
<td>1.5.4 Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Attend the Lake Macquarie Higher Levels Network meetings**

You can find this activity at [www.PDFConnect.weebly.com](http://www.PDFConnect.weebly.com)
Questions

Please return accreditation status cards and any other resources used in this session. Thank you.
Krystal Bevin
Teacher Quality Advisor
49 043 960

Lake Macquarie East
Lake Macquarie West

krystal.bevin@det.nsw.edu.au

Resources from today’s session are available on the blog at www.PDFConnect.weebly.com