

PDP GOAL SETTING

Educational Services

Teacher Quality Advisors – Macquarie Park



CONTACT

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Providing advice and support to schools regarding accreditation, professional learning and PDPs.



TODAY'S SESSION

1. Understanding the standards and the PDP process
2. Round Robin
 - Developing goals
 - Goal setting
 - Matching evidence
3. TSA and key documents

LEARNING INTENTIONS

1. Develop a deeper understanding of how the APSTs are used to guide our work
2. Be able to confidently write a PDP aligned to the APSTs
3. Be able to select quality evidence to support your PDP goals

PART 1:

UNDERSTANDING THE STANDARDS AND THE PDP PROCESS



Great Teaching, Inspired Learning

A blueprint for action



11. All teachers will be supported by high quality performance and development processes.

16. Excellence in teaching and professional learning will be identified, shared and developed through professional collaboration and learning.



Great Teaching, Inspired Learning



Reforms and milestones

Initial teacher education

- Attracting the best and brightest into teaching
- Strengthening the professional experience in partnership with universities
- Improving the evidence base for our teaching workforce.

Entry into the profession

- Better support for beginning teachers
- Streamlined probation and accreditation processes
- Improved induction support for beginning permanent, temporary and casual teachers.

Develop and maintain professional practice

- Strengthened performance management and development processes
- Improving the management of underperformance.

Recognise and share outstanding practice

- Moving to a standards-based career structure
- Strengthening school leadership
- Sharing and using evidence and good practice.

<http://www.dec.nsw.gov.au/our-services/schools/great-teaching-inspired-learning>

The basis for goal setting

The Great Teaching, Inspired Learning blueprint for action requires all teachers to have a professional learning plan that is aligned to the professional teaching standards, career aspirations and teacher development and school priorities.

A teacher's goals, and collaboratively-developed professional learning support, must take into account:

- system priorities, such as new syllabuses
- school priorities, such as strategic directions and whole school professional learning plan
- personal teaching and career aspirations
- accreditation requirements, where applicable.

SCHOOL EXCELLENCE FRAMEWORK



TEACHING ELEMENTS:

EFFECTIVE CLASSROOM
PRACTICE

DATA SKILLS
AND USE

COLLABORATIVE
PRACTICE

LEARNING AND
DEVELOPMENT

PROFESSIONAL
STANDARDS

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards.

DELIVERING

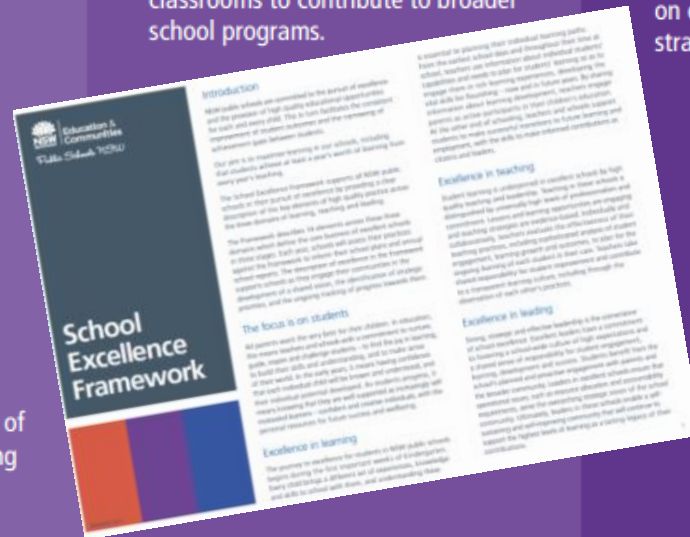
- Teachers understand and implement professional standards and curriculum requirements.
- Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes.
- The school has a culture of supporting teachers to pursue higher-level accreditation.
- Teachers are committed to their ongoing development as members of the teaching profession.
- Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

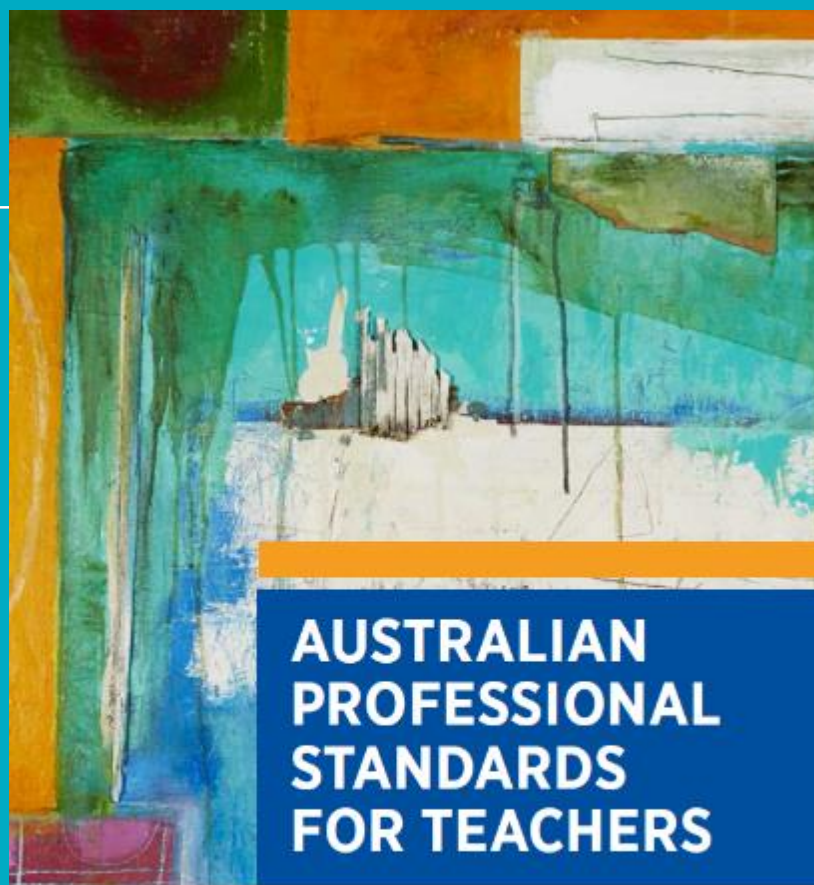
SUSTAINING AND GROWING

- Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.
- Teachers work beyond their classrooms to contribute to broader school programs.

EXCELLING

- The teaching staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.





AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Domain of Teaching (3)

Standard (7)

Career Stages (4)

Professional Knowledge

Professional Practice
Professional Engagement

Focus Areas (37)

Descriptors (37 x 4)

STANDARD 1 KNOW STUDENTS AND HOW THEY LEARN				
FOCUS	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
Physical, social and intellectual development and characteristics of students	1.1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1.1.2 Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	1.1.3 Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	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.
Understand how students learn	1.2.1 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1.2.2 Structure teaching programs using research and collegial advice about how students learn.	1.2.3 Expand understanding of how students learn using research and workplace knowledge.	1.2.4 Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.
Students with diverse linguistic, cultural, religious and socio-economic backgrounds	1.3.1 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.	1.3.2 Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.	1.3.3 Support colleagues in developing effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.	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 socio-economic backgrounds.

UNPACKING THE STANDARDS – EXAMPLE ACTIVITY

Standard 1 – Know students and how they learn

HIGHLY ACCOMPLISHED	LEAD
<p>1.1.3</p> <p>Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.</p>	<p>1.1.4</p> <p>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.</p>

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Focus- Physical, social and intellectual development and characteristics of students

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ASLA

1.2 know about learning and teaching across curriculum areas and developmental levels

2.2 collaboratively plan and resource curriculum programs which incorporate transferable information literacy and literature outcomes

3.4 actively participate in education and library professional networks

APST

1.1.2 Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.

3.3.2 Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.

7.4.2 Participate in professional and community networks and forums to broaden Knowledge and improve practice.

Performance & Development Framework

Page 3

“Goals should be constructed so that they align with the policies, aims and strategic directions of the Department and the school plan, and are **clearly related to the Australian Professional Standards for teachers**”

NSW Department of Education and Communities |

THE ANNUAL PDP

Executives and Principals with teaching responsibilities may wish to use standard descriptors from different career stages of the Australian Professional Standards for Teachers, as appropriate



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

Name

School/Work Location

SUPERVISOR'S DETAILS

Name

Supervisor Work Location

ANNUAL PERFORMANCE AND DEVELOPMENT CYCLE

From

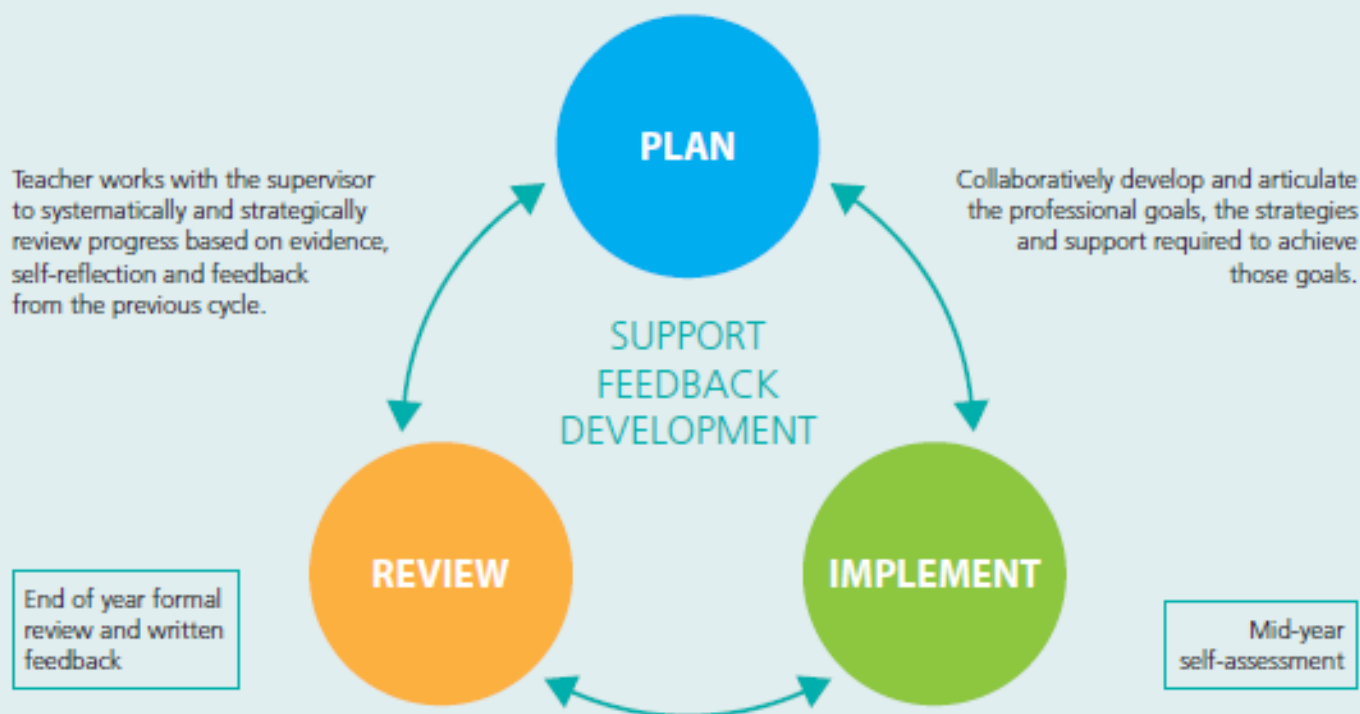
To

PLAN – Performance and Development Plan (PDP)

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

1	
2	
3	
4	
5	

Key phases of the annual performance and development process



Professional learning support for teachers and supervisors in:

- developing goals
- identifying appropriate evidence
- observing teaching
- giving and receiving effective feedback

PART 2:

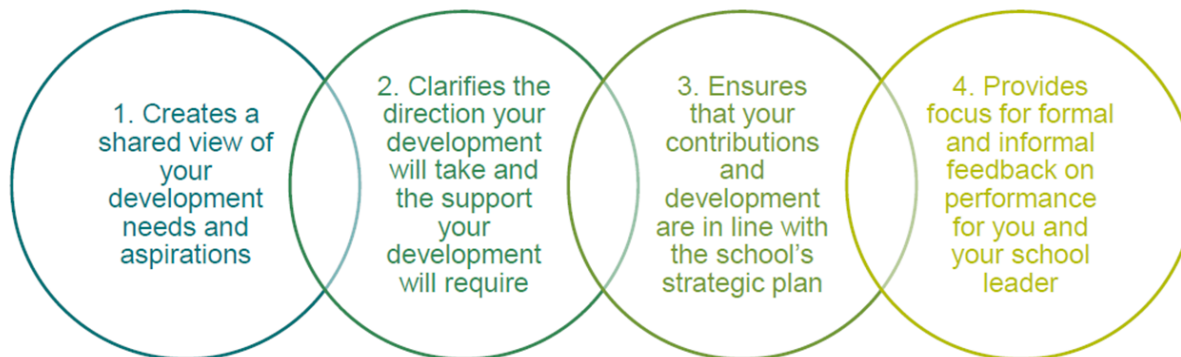
GOAL SETTING





Why should I set goals?

- > Central to the performance and development cycle is creating and agreeing your performance and development goals with your school leader/supervisor. Goal agreement is crucial because it:



How can I set goals effectively?

Take a systematic step-by-step approach in your goal setting:



The following slides outline the key activities for each step

What opportunities are there for reflection?



Goal setting starts with reflection on practice to identify:

- > strengths
- > areas for development
- > aspirations

Reflect on:	
Feedback from previous performance and development reviews	Your teaching practice in accordance with the Standards using the AITSL Teacher Self-Assessment Tool
Aspects of your peers' teaching you admire	Your teaching practice using a SWOT analysis
Formal feedback, for example observations, school surveys, student achievement results	Shared understandings of effective teaching in and role expectations in your school context
Feedback from members of your school community including school leaders, peers, parents and students	Your school's goals and priorities
School data on student performance	System/sector priorities and initiatives

How do I turn my reflections into goals?



- > Look through your reflections for:
 - recurring areas for development
 - what would most impact student learning, engagement and wellbeing
 - what addresses your aspirations as a teacher
 - areas of professional interest
 - opportunities to align with school/system/sector priorities and requirements
- > Discussing your reflections with a trusted colleague, coach or mentor can help to identify aspects of practice you may not have considered and to clarify your developmental needs
- > Based on this review of your reflections, and any instructions from your school, draft a small number of goals that are challenging but achievable



How do I know that my goals are SMART?



- > Formulating SMART goals will help you to ensure they are targeted and achievable
- > Your goals are SMART if you can answer “yes” to the following questions:

Specific	Is your goal formulated in a way that you and others understand what is to be achieved?
Measurable	Is it possible to tell at any point in time if your goal has been achieved or not? Does your goal clearly link to the types of evidence you will collect throughout the review period?
Achievable	Is your goal a stretch, but also realistic?
Relevant	Does the achievement of your goal have meaningful positive implications for your own teaching practice, student outcomes and the overall goals of your school?
Time-phased	Is the time in which this goal should be achieved clear?

- > To ensure your goals are SMART, use the above table to support you in completing the [goal setting guide](#)

Goal Setting Activity

List one of your goals...

What observable action
will you take to achieve
this goal?

What evidence could be used
to demonstrate progress?

Specific	Measurable	Achievable	Relevant	Time-Phased
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#	Performance and development goal to be achieved (stated simply)	Evidence that will be used to demonstrate progression and goal achievement	What actions will I take to achieve the goal?	How does my goal connect to my professional growth, my school's priorities and my students' outcomes?	Timeframe within which the goal will be achieved	Support that will be required from the school to achieve the goal	Is the goal SMART? Yes/No
1							
2							
3							

PART 3:

COLLECTING EVIDENCE



What could my evidence look like?

Example of agreed goal	Teacher actions	Example of evidence gathered and reflection
<p>Within the first two terms, I will improve my skills in differentiating classroom activities in order to meet the specific learning needs of students across the full range of abilities, as evidenced by both student surveys and school-based assessments (see specific items in year level assessment schedule)</p> <p><i>In this case the teacher has agreed to evidence this particular goal with:</i></p> <ul style="list-style-type: none"> • student surveys and • school-based assessments 	<ul style="list-style-type: none"> > Collect evidence throughout the year to enable you to track your progress and identify any additional evidence or changes you need to make along the way > Reflect on any evidence collected to identify which of your goals it relates to and what impact it has on your immediate practice > Be open to the evidence and seek clarification if needed 	<p>"Term 1 school-based assessments show an increased level of achievement for students in the middle band"</p> <p>"Student surveys show that more students rate my classroom activities as challenging than previously did. However, the high achievers still report feeling bored after a short period of time."</p> <p><i>This is evidence the teacher received at the end of the first term. Importantly, they will identify changes to practice immediately, and not just record it for later reflection.</i></p> <p><i>Upon reflection, the teacher considers that some students in the middle achievement band may be more challenged, but more work is needed to challenge students outside the middle range</i></p>

What could my evidence look like?

Example of agreed goal	Teacher actions	Example of evidence gathered and reflection
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Ongoing feedback, reflection and review

Resources

- > How can I initiate ongoing formal and informal feedback?
- > How can I support effective peer-feedback in my school?
- > How do I reflect on my own goal achievement?
- > How can I make the most of my performance and development review?
- > Performance and development review guide



Education

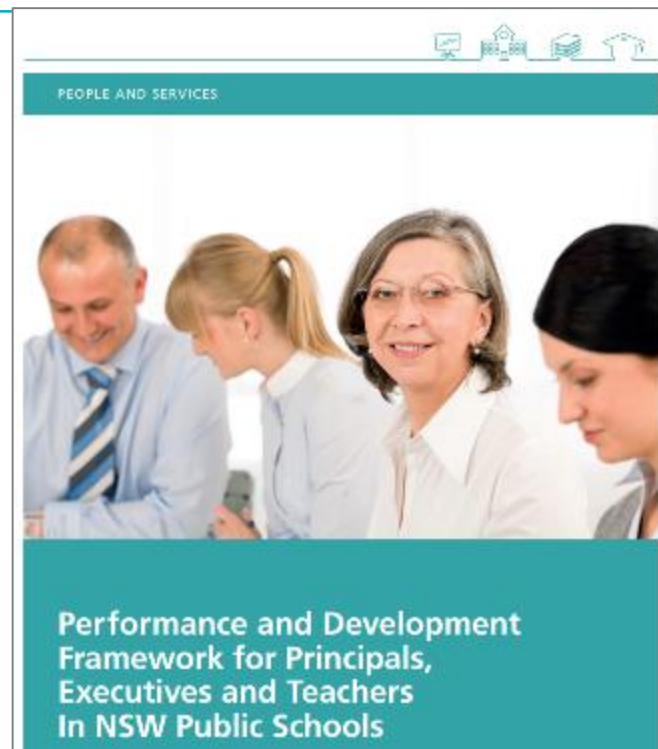
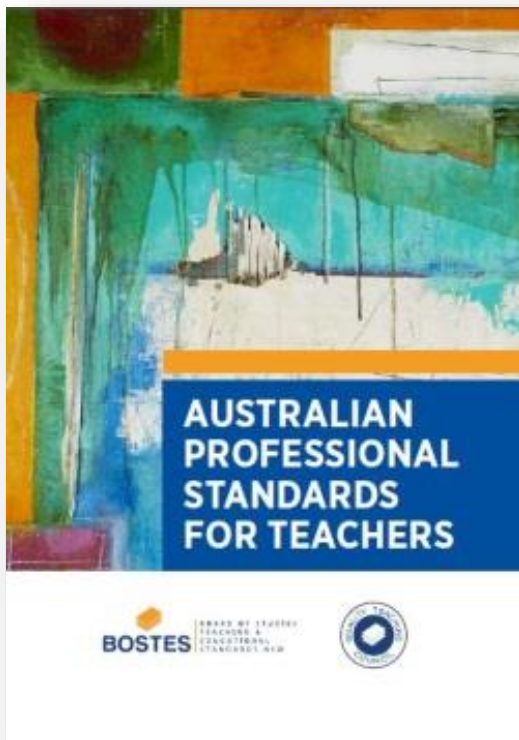
PART 4: THE T.S.A AND KEY DOCUMENTS



THE T.S.A



KEY DOCUMENTS



LEARNING INTENTIONS

1. Develop an deeper understanding of how the APST is used to guide our work
2. Be able to confidently write a PDP aligned to the APST
3. Be able to select quality evidence to support your PDP goals

EDUCATIONAL SERVICES

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