



8.4.1 STAFF APPRAISAL – Performance Standards

MAY 2007

OVERVIEW

Professional attributes and roles are recognised through professional standards that take into account the complexities of teaching practice and school culture, and the developmental processes that characterise all teachers' progression from a graduate teacher to a highly skilled professional.

DIMENSIONS OF TEACHING

Five generic Dimensions of Teaching encompass the work of the teacher class, here at St Mary's we are currently concerned with four (Graduate, Accomplished, Expert and Leading).

The chief characteristics of each dimension are:

Content of teaching and learning

- knowledge of the curriculum areas being taught, including familiarity with the materials and programs associated with those areas of the curriculum
- pedagogical knowledge of the key learning areas
- understanding of the principles of teaching and learning, including characteristics of learners and strategies of classroom management and organisation
- knowledge of the educational context, eg. VELs, particular initiatives, early intervention programs, and the curriculum goals contained in the school charter

Teaching practice

- use of a range of teaching strategies and styles appropriate to year levels and topics taught
- structuring learning tasks to provide for individual learning needs and the diversity of students' backgrounds
- use of effective classroom management strategies that encourage students to take responsibility for their learning

- developing relationships with students that encourage positive attitudes to learning
- responding effectively to the impact of variations of physical and intellectual ability on the learning process
- modelling effective organisation and use of time
- establishing clear, challenging and achievable expectations for students
- providing counselling, pastoral care and welfare support for students

Assessment and reporting of student learning

- use of assessment and reporting strategies that complement and support the learning process
- maintaining accurate and comprehensive records of student progress and achievement
- providing feedback to the student on performance in a way that builds confidence and encourages continued effort
- providing meaningful reports on student performance to the student and parents or guardians

Interaction with the school community

- recognising the important role the family plays in a child's learning and taking account of this factor in appropriate ways
- communicating with parents or guardians, students and colleagues in a professional and constructive way
- working in partnership with students, families and colleagues to improve the learning environment of the school
- establishing links with the broader community where this can improve learning outcomes for students

Professional requirements

- demonstrating positive values and attitudes about education appropriate to professional teaching and learning practices
- working with colleagues to plan and evaluate new ideas and teaching strategies that improve learning outcomes for students
- responding to emerging educational priorities and needs
- contributing to a range of school activities as a member of the school team

- engaging in critical self reflection of professional practices to improve the quality of teaching and learning
- actively participating in professional development activities and programs
- working within the framework of a school charter, employer policies and regulations and the law
- progressively demonstrating improved classroom practice
- progressively taking a role in leading and managing the work of other teachers

PROFESSIONAL STANDARDS

Graduate Teachers

- know how students learn and how to teach them effectively.
- know the content they teach.
- know their students.
- plan and assess for effective learning.
- create and maintain safe and challenging learning environments.
- use a range of teaching practices and resources to engage students in effective learning.
- reflect on, evaluate and improve their professional knowledge and practice.
- are active members of their profession.

Accomplished Teachers

- demonstrate a high level of knowledge of relevant curriculum areas, student learning processes and resources, and can apply it in implementing programs that enhance student learning
- demonstrate high-quality classroom teaching skills and successfully employ flexible and adaptive approaches and constructive strategies to allow students to reach their full potential
- successfully apply assessment and reporting strategies that take account of relationships between teaching, learning and assessment
- respond effectively to emerging educational initiatives and priorities
- demonstrate high-level communication skills and professional behaviour when interacting with parents or guardians, students and colleagues

- successfully organise and manage aspects of the wider school program
- demonstrate improved teaching and performance skills through critically evaluating professional practices
- provide high-level professional assistance to other teachers in classroom related areas.

Expert Teachers

- demonstrate a comprehensive knowledge of relevant curriculum areas
- demonstrate and model excellent teaching and learning skills
- demonstrate a productive contribution to the school program
- demonstrate a significant contribution to the development, implementation and evaluation of curriculum programs and policy, and respond to initiatives that enhance student learning
- demonstrate a high level of commitment to student welfare within the school
- demonstrate strong ongoing professional learning

Leading Teachers

- demonstrate exemplary teaching and learning performance
- demonstrate a strong commitment to personal leadership growth
- provide high-level educational leadership in the school community and beyond
- build and maintain effective teams and develop cooperative working relationships that promote excellence in teaching and learning within the educational and broader community
- initiate, plan and manage significant change in response to new educational directions, and manage the planning, development, implementation and evaluation of curriculum policy and programs
- demonstrate a high level of ability to articulate educational issues and perspectives in communication with colleagues and others.

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