



8.4.1(a) TEACHING STAFF PERFORMANCE REVIEW

DECEMBER 2008

Preamble:

St Mary's Coptic Orthodox College's Staff performance Review program gives the College the means for reviewing past performance and enhancing future performance of its teaching and support staff. The College can recognise staff for accomplishments and overall contribution to the College. In addition, development and training opportunities can be provided to assist staff in reaching their full potential. The program gives individuals an opportunity to plan for their own personal success and job satisfaction by identifying development needs.

1. PURPOSE OF STAFF PERFORMANCE REVIEW

- To affirm areas of strength and achievement in all staff
- Be the basis of future professional staff development
- To be the basis of future training and staff progression
- To improve a teacher's classroom skills
- To determine a teacher's personal and professional development needs
- To develop the collaborative nature of teaching
- To foster staff morale throughout the College.

Teaching Staff:

There are fourteen levels of teachers ranging from Level One to Level Fourteen at St Mary's Coptic Orthodox College. Teachers progress annually from Level One to Level Fourteen subject to the provisions of this policy.

The standards of Teacher Professional Practice relevant to each structure are set out in this policy and in conjunction with a satisfactory Annual Performance Review Meeting and years of experience; teachers can progress to Level 14.

- The entry level for teachers with provisional or full registration pursuant to the Victorian Institute of Teaching Act is at Level One or at that level as is commensurate with their years of experience.

Non-teaching staff are also covered under this policy.

2. PRINCIPLES COVERING PERFORMANCE REVIEW

The review shall:

- Function within a relationship of trust and honesty
- Be a process of self-reflection, personal and professional growth and not be judgmental
- Be aimed at positive and achievable outcomes

- Be confidential
- Focus on the work and not the person
- Be characterised by flexibility, collaboration, negotiation and colleague support
- Be adequately resourced by the school.

Any documents generated will remain available only to the people involved and the employer. They should reflect the agreed discussion, plans, goals and commitments agreed to at the start of the process.

3. THE RIGHTS OF THE EMPLOYEE

The College recognises that staffs are professional workers whose rights include:

- To be treated and respected as professional people
- To be provided with adequate time and resources to effectively carry out their professional responsibilities
- To work in a safe, healthy and non-discriminatory environment
- To be provided with support and opportunities for professional development

4. REVIEW PROCEDURE:

Staff review will be based on an Annual Performance Review Meeting; this meeting is a formal part of the progression policy of the College.

Where possible the Annual Performance Review will occur in the latter part of the school year; the College reserves the right to undertake a Performance Review at any time if the College Director, or his nominee believe that a staff member is not meeting the Standards of Professional Practice as based on the Victorian Institute of Teaching Standards of Professional Practice for Full Registration if a teacher or meeting their expected classification if a non-teaching staff member.

4.1 Staff Self Review:

The majority of staff will be reviewed annually by undertaking a Staff Self Review with the assistance of their Coordinator, e.g. Upper Primary, Middle School Coordinator, Administration Coordinator, etc:

- All staff self-review using tools for self-analysis as provided by the College
- Staff will discuss their self review with their appropriate Coordinator.
- Meeting between appraisee and the Coordinator to share self-review and discuss issues that may/could need to be addressed
- Lodge the Self Review with the appropriate Deputy Principal with respect to teaching staff and the Administration Coordinator for the office/support staff.

If there are no issues to be addressed, then the self review is discussed with the College Director or his nominee.

4.2 If there are issues identified:

If there are issues identified by the self review or the College, the following procedure must be followed:

- The staff member will discuss their self review with their Coordinator, e.g. Upper Primary, Middle School Coordinator, Administration Coordinator, etc.
- Meeting between appraisee and their Coordinator to share self-review and discuss issues that need to be addressed
- The College Director or his nominee will observe teaching practice/performance to provide feedback on targeted areas to the appraisee and his/her Coordinator

- Professional development activities are identified by the appraisee, Coordinator and College
- Mutually review goals and develop time lines to overcome the issues identified
- Continued support by colleague
- Arrange a meeting with the appropriate Deputy Principal to arrange necessary support by the College to assist the staff member
- At the end of the agreed timeline and support program the appraisee will again undergo the review program
- Lodge the Review Summary with the College Director or appropriate Deputy Principal.

If there are no further issues to be addressed, then the review is discussed with the College Director or his nominee. For teaching staff, progression to the next level is confirmed at the Annual Performance Review Meeting.

If at the end of the agreed timeline and support program the identified issues have not been satisfactorily addressed, the College reserves the right to implement the Termination of Employment clause due to unsatisfactory work performance as per our Agreement.

5. Annual Performance Review Meeting

5.1 A staff member is required to participate in an Annual Performance Review Meeting with the College Director or his nominee, usually the Deputy Principal or Coordinator for non-teaching staff. This meeting will be formative. The meeting will focus on affirming achievement and suggesting avenues for professional development in accordance with the skills identified in this policy under the Standards of Professional Practice.

5.2 For Teaching Staff - during the year at Levels 3 and 10 a more substantial formative review of the teacher will be conducted in accordance with the Standards of Professional Practice as listed below:

- 5.2.1 At level 3 the review will be based on the Standards as outlined in 3(a).
- 5.2.2 At level 10 the review will be based on the Standards as outlined in 3(b).

6. Standards of Professional Practice for Teaching Staff

The Standards of Professional Practice are based on the Victorian Institute of Teaching Standards of Professional Practice for Full Registration.

(a) The following Standards are primarily based on the VIT Standards for Professional Practice for Full Registration will apply to teachers who are at classification levels 1 - 3.

Teachers know how students learn and how to teach them effectively:

- Teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their practice;
- Teachers know the importance of prior knowledge and language for learning and the impact of discussion, group interaction and reflection in the learning process;
- Teachers know how to engage students in active learning;
- Teachers know how classroom and program design, use of materials and resources and the structure of activities impact on learning;

- Teachers know the central place of religious education within the school curriculum.

Teachers know the content they teach

- Teachers have a sound, critical understanding of the content, processes and skills they teach;
- Teachers can articulate the key features and relevance of their content to their students and others, and can demonstrate how it is applied;
- Teachers know the methodologies, resources and technologies which support learning of the content, processes and skills they teach;
- Teachers are familiar with curriculum statements, policies, materials and programs associated with the content they teach.

Teachers know their students

- Teachers know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning;
- Teachers are aware of the social, cultural and religious backgrounds of the students they teach and treat students equitably;
- Teachers develop an understanding and respect for their students as individuals, and are sensitive to their social needs and the way they interact with others;
- Teachers know the importance of working with, and communicating regularly, with students' families to support their learning.

Teachers plan and assess for effective learning

- Teachers use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students;
- Teachers plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students;
- Teachers monitor student engagement in learning and maintain records of their learning progress;
- Teachers select assessment strategies to evaluate student learning, to provide feedback to students and their parents/guardians and to inform further planning of teaching and learning.

Teachers create and maintain safe and challenging learning environments.

- Teachers develop positive learning environments where respect for individuals is fostered and where learning is the focus;
- Teachers provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning;
- Teachers use and manage the materials, resources and physical space of their classroom to create a stimulating, safe environment for learning;
- Teachers establish and maintain clear and consistent expectations for students as learners and their behaviour in the classroom.

Teachers use a range of teaching practices and resources to engage students in effective learning.

- Teachers communicate effectively with students to make their learning programs explicit, to build rapport, and to support their learning;
- Teachers provide and manage opportunities for students to explore ideas and develop knowledge and skills, through discussion and group activities;
- Teachers use and manage a range of teaching and learning strategies, technologies, activities and resources;
- Teachers provide meaningful feedback to students and their parents/guardians about their developing knowledge and skills.

Teachers reflect on, evaluate and improve their professional knowledge and practice.

- Teachers work within the framework of school policies;
- Teachers regularly reflect on and critically evaluate their professional knowledge and effectiveness of their teaching;
- Teachers work collaboratively with other members of the profession and engage in discussion of contemporary issues and research to improve professional practice;
- Teachers identify their own professional learning needs and plan for and engage in professional development activities;
- Teachers develop organisational and administrative skills to manage their non-teaching duties effectively.

Teachers are active members of their profession.

- Teachers support and contribute to the development of the ethos of the College;
- Teachers contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers;
- Teachers work effectively with other professionals, parents/guardians and members of parish/broader community to provide effective learning for students;
- Teachers promote learning, the value of education and the profession of teaching in the wider community;
- Teachers understand and fulfill their legal responsibilities and share responsibility for the integrity of their profession.

(b) The following Standards based on the VIT Standards of Professional Practice for teachers between level 4 - 14.

Teachers know how students learn and how to teach them effectively

- update their knowledge of contemporary research into teaching and learning to support their own practice and/or the development of effective practice for others in the profession;

- draw on their knowledge of teaching practices to engage students in effective learning and/or assist others in the profession to do so;
- update their knowledge of how classroom and program design, use of resources and the structure of activities impact on learning.

Teachers know the content they teach

- update and deepen their understanding of the content, they teach and/or support others within the profession to do so;
- broaden their awareness of methodologies, technologies and resources which support the content, they teach, and/or support others in the profession to do so;
- are familiar with current curriculum, statements, policies, materials and programs associated with the content they teach and/or their implementation in schools.

Teachers know their students

- gather and use information about the learning strengths and weaknesses of their students to support effective learning programs;
- broaden their understanding of the range of social, cultural and religious backgrounds of students and work to ensure that all students are treated equitably;
- communicate with students' families to support learning and productive school/family partnerships and/or support others in the profession to do so.

Teachers plan and assess for effective learning

- develop their knowledge of students, content and pedagogy to establish clear and achievable learning goals for students and/or to work with others in the profession to build effective learning programs;
- plan for and/or support the use of a range of activities and resources to provide meaningful learning opportunities for all students;
- update their knowledge of assessment strategies to evaluate student learning, to provide feedback to students and their parents/carers and to inform further planning for teaching and learning.

Teachers create and maintain safe and challenging learning environments

- use their understanding about effective teaching and learning to develop, and assist others to develop, a positive learning environment where respect for individuals is fostered and where student learning is the focus;
- develop their understanding of and/or their capacity to support practices that create a safe and stimulating environment for learning;
- develop their capacity and support others to build learning environments that engage and challenge students and encourage them to take responsibility for their own learning;
- develop the range of strategies they use to establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom or school and/or support others in the profession to do so.

Teachers use a range of teaching practices and resources to engage students in effective learning

- develop their communication with students, parents and members of the profession to make learning programs explicit, to support the learning of students and/or teachers, and to build effective relationship;
- develop their understanding of/or promote a range of teaching practices that result in effective student and/or teacher learning;
- broaden their understanding of teaching and learning practices and resources that they use to engage students in learning and/or support the effective practice of others in the profession;
- use a range of strategies for providing meaningful feedback to students and their parents/carers about their developing knowledge and skills and/or support others in the profession to do so.

Teachers reflect on, evaluate and improve their professional knowledge and practice

- regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their practice;
- work collaboratively with other members of the profession and engage in discussion of contemporary issues and research to improve professional practice;
- identify their own professional learning needs and plan for and engage in professional development activities that support and enhance knowledge and practice;
- develop their leadership, organisational and administrative skills to manage a range of non-teaching duties including curriculum and administrative leadership and facilities management.

Teachers are active members of their profession

- contribute to the development of school communities that support the learning and wellbeing of both students and colleagues;
- work effectively with other professionals, parents/carers and members of the community to provide effective learning for students;
- promote learning, the value of education and the profession of teaching in the wider community;
- understand and fulfill their legal responsibilities and share responsibility for the integrity of the profession.

7. Teacher Roles and Responsibilities

The parties involved in developing this policy (CMT and Staff) are committed to ensuring that all students experience high quality teaching and that they are supported to become effective learners. It is important that students are provided with the highest quality learning conditions and teachers have every opportunity to deliver quality education. The roles and responsibilities that can be required of teachers at the respective levels from 1 - 14 are set out below:

(a) Classification range level 1 to 3:

The primary focus of level 1 -3 teachers is on further developing skills and competencies to become an effective classroom practitioner with structured support and guidance from teachers at higher levels.

The focus of a Level 1 - 3 teacher is on classroom management, subject content and teaching practice; these teachers are new entrants to the teaching profession who in their initial teaching years receive structured support, mentoring and guidance from teachers at higher levels.

Under guidance, Level 1 – 3 teachers will ordinarily plan and teach student groups in one or more subjects or primary year level(s) as appropriate. Level 1 - 3 teachers are ordinarily expected to participate in induction programs and other professional learning activities.

Teachers at this level are responsible for teaching their own classes and may also assist and participate in policy development, project teams and organisation of co-curricular activities.

(b) Classification range level 4 – 9:

The primary focus of the level 4-9 teacher is on planning, preparation and teaching of programs to achieve specific student outcomes. These teachers ordinarily teach a range of student's/classes and are accountable for the effective delivery of their programs. Level 4 – 9 teachers are skilled teachers who operate under general direction within clear guidelines following established work practices and documented priorities. They may have responsibilities for the supervision and training of one or more pre-service teachers and model exemplary classroom practice and mentor other teachers if appropriate.

At this level teachers participate in the development of school policies and programs and assist in the implementation of school priorities.

(c) Classification range level 10 – 14:

Level 10 - 14 teachers will ordinarily play a significant role in assisting the school to improve student performance and educational outcomes determined by the school improvement plan and diocesan priorities and contributing to the development and implementation of school policies and priorities. A critical component of this work will focus on increasing the knowledge base of staff within their school about student learning and high quality instruction to assist their school to define quality teacher practice. Level 10 - 14 teachers may have the responsibilities for supervision of one or more pre-service teachers.

Level 10 - 14 teachers would be expected to:

- have the content knowledge and pedagogical practice to meet diverse needs of all students
- model exemplary classroom practice
- mentor or coach other teachers in the school to engage in critical reflection of their practice and to support staff to expand their capacity
- provide expert advice about the content, processes and strategies that will shape individual and school professional learning
- assist other staff to use student data to inform teaching approaches that enable targets related to improving student outcomes to be achieved.

8. RESOURCES

The Staff Review Program requires proper resourcing from all parties:

8.1 Staff shall:

- Be provided with the proformas needed for self-reflection
- Be allocated adequate time for interviews
- Be provided with time release, if needed, for teacher colleague to participate in feedback observations
- Be encouraged to meet regularly with trusted colleague

8.2 The College shall:

- Provide the appropriate funding and support to staff applicable to the individual needs of that staff member.

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