



# Performance and Development for Teachers in NSW Public Schools

## Evidence

Evidence is to be systematically collected, sourced from the everyday work of the teacher and when considered holistically, will demonstrate the teacher's progress towards the professional goals.

Evidence of a teacher's practice should be authentic and reliable. Evidence gathered and presented through the performance and development process should not be an end in itself. The evidence should be directly drawn from the normal, everyday work of the teacher, rather than through the creation of separate and additional processes, and be sufficient to indicate the teacher's performance.

Determining the most appropriate forms of evidence should be a collaborative activity, informed by the context of the school and the career stage of the teacher. Depending on the experience and expertise of the teacher, support may be required to identify the appropriate sources of evidence for each goal.

### Sources of evidence of professional practice and growth may include, but are not limited to:

- data on student learning and development outcomes (including but not limited to formal student assessment data). Student outcomes should be broadly defined in ways that include student learning, engagement in learning and wellbeing; that avoid simplistic approaches that tie evaluation of teaching directly to single outcome measures; and that acknowledge that these can be assessed in a variety of ways including teacher professional judgement.
- feedback from direct observation of teaching, through agreed, collaborative lesson observations. This could be by a peer or supervisor.

- results of collaborative practices with colleagues (for example, curriculum and assessment development, feedback and evaluation from whole school and other professional learning activities.)
- self-reflection on the impact of professional learning.

The types and sources of evidence need to align to the Professional Standards for Teachers at the appropriate career stage and should form the basis of accreditation and maintenance requirements. These processes should be aligned, not duplicated.

Principals will be required to present evidence to address three broad areas of professional practice:

- school planning and management
- student learning outcomes
- positive, collaborative workplace culture.

The quantity of evidence required to substantiate progress towards each goal is a professional judgement, determined in collaboration with the supervisor. As a minimum, there should be one piece of evidence to demonstrate progress towards or achievement of each goal articulated in the PDP.

## Reflective questions: interpreting evidence

- What themes or patterns can be identified across the evidence?
- What strengths can be identified in the evidence?
- What areas for development are indicated?
- What part/s of the goal does the evidence address?
- What is not addressed?
- How does the evidence show that progress has been made?

## Reflective questions: implications of analysis

- Do actions need to be changed in order to achieve the goal/s?
- Is there a need to collect further evidence from other sources?

## Further reading

### AITSL

Engaging in performance and development:

[www.aitsl.edu.au/professional-growth/support/performance-and-development-support/engaging-in-p-d](http://www.aitsl.edu.au/professional-growth/support/performance-and-development-support/engaging-in-p-d)

### BOSTES

Australian Professional Standards for Teachers:

[www.nswteachers.nsw.edu.au/DownloadDocument.ashx?DocumentID=1122](http://www.nswteachers.nsw.edu.au/DownloadDocument.ashx?DocumentID=1122)

Evidence Guide for the Proficient Teacher Standards:

[www.nswteachers.nsw.edu.au/DownloadDocument.ashx?DocumentID=1100](http://www.nswteachers.nsw.edu.au/DownloadDocument.ashx?DocumentID=1100)

Evidence Guide for the Highly Accomplished Teacher Standards:

[www.nswteachers.nsw.edu.au/DownloadDocument.ashx?DocumentID=1205](http://www.nswteachers.nsw.edu.au/DownloadDocument.ashx?DocumentID=1205)

Evidence Guide for the Lead Teacher Standards:

[www.nswteachers.nsw.edu.au/DownloadDocument.ashx?DocumentID=1206](http://www.nswteachers.nsw.edu.au/DownloadDocument.ashx?DocumentID=1206)

### DEC

Performance and Development Framework for Principals, Executives and Teachers:

<https://www.det.nsw.edu.au/media/downloads/about-us/our-reforms/pdp/pdp-framework-15116.pdf>