



Performance and Development for Teachers in NSW Public Schools

Goal Setting

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Teachers, executives and principals should receive support and guidance from their supervisor in setting meaningful and appropriate professional goals. This process should occur in a collaborative and supportive environment.

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.

Setting, monitoring and reviewing goals

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
- recognise the experience and expertise of the teacher, existing strengths and areas for professional growth
- are informed by the everyday learning, teaching and leadership practice undertaken by teachers in the normal course of their work.

At least three and no more than five professional goals are required.

For experienced teachers, executives and principals, goals may be framed around the higher career stages of Highly Accomplished or Lead.

Teachers must be able to identify a personal goal of their choice and be provided with the appropriate professional learning opportunities.

The Performance and Development Plan (PDP) is a dynamic plan, open to adjustment and refinement as required in consultation with supervisors. This may include making goal adjustments or adding new strategies or support structures, or continuing with goals from one PDP to another.

Documenting Goals

The PDP template provides a scaffold for linking professional goals, professional learning and evidence.

Performance & Development Plan

The following documentation is to be completed consistent with the requirements of the [Education and Communities Act 2016](#), the [Education and Communities Regulation 2016](#), the [Education and Communities Act 2016](#) and the [Education and Communities Regulation 2016](#).

The Teacher, executive or principal and supervisor are to sign below to indicate that the PDP has been signed and the original has been retained by teacher, executive or principal.

Teacher/Executive/Principal signature _____ Supervisor signature _____

Date _____ Date _____

Optional comment (see Note 1) _____

PLAN - Performance and Development Plan (PDP)

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

1 _____

2 _____

3 _____

4 _____

5 _____

B. Professional Learning - Record the activities and resources needed to support the achievement of professional goals. (100 words maximum)

C. Evidence - Record the types of evidence to be used to indicate progress towards achieving professional goals. (100 words maximum)

IMPLEMENT

The performance and development cycle is a dynamic process characterised by ongoing feedback, reflection and refinement. Record any adjustments made to the PDP to meet the professional learning needs of the teacher. (100 words maximum)

REVIEW

Self-assessment

A self-assessment is to be conducted by teachers, executives and principals mid-way through the annual performance and development cycle. It provides for reflection on teaching and/or leadership practice, assessment of progress towards achieving professional goals, evaluation of professional learning, and for the PDP to be refined and adjusted if necessary. (200 words maximum)

Reflecting on goal achievement

To gain an ongoing understanding of goal achievement, it is important to regularly reflect on the goals set in the performance and development plan. This will help to monitor progress toward goal(s), assess the appropriateness of evidence, make changes as required and prepare for the review phase.

Further reading

AITSL

Engaging in performance and development:

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

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>

Other

education.qld.gov.au/staff/development/performance/resources/readings/power-feedback.pdf

www.edu.gov.on.ca/eng/policyfunding/leadership/IdeasIntoActionBulletin4.pdf