

A joint statement from Department of Education and Training and the Queensland Teachers' Union

November 2015

Principal and Deputy Principal Annual Performance Review

Introduction

The Queensland Teachers' Union and Department of Education and Training have reached in-principle agreement on the Annual Performance Review (APR) process for principals and deputy principals. Work is still progressing on the Heads of Program Annual Performance Review, and this will be subject to a separate statement.

This joint statement should be read in conjunction with the joint statements between the department and the Queensland Teachers' Union in relation to:

- Teacher Annual Performance Review Process.
- Transition to the Australian Professional Standards for Teachers within the Developing Performance Framework.
- Developing Performance Framework
- Collegial engagement in classrooms.

Schools have participated in a state-wide trial to inform implementation of the process. The new process will be available to all schools from term 3 in 2015.

The Department of Education and Training and the Queensland Teachers' Union are committed to using the annual performance review process so that all Principals and Deputy Principals have a current annual performance development plan in place each year. The new Annual Performance Review Process for principals and deputy principals will reflect the Australian Professional Standard for Principals. As such the creation of any new performance development plan must follow the Annual Performance Review Process.

Professional practice and leading learning

The process is aligned with the *Australian Professional Standard for Principals*, (the Standard) and the Leadership Profiles, and is the mechanism through which developing performance conversations and planning occurs to support professional learning for principals and deputy principals.

The Standard is a public statement developed by the Australian Institute for Teaching and School Leadership (AITSL) which sets out what principals are expected to know, understand and do to achieve in their work. The Standard has been developed to define the role of the principal and unify the profession nationally, to describe the professional practice of principals in a common language, and to make explicit the role of quality principals and deputy principals in improving learning outcomes. The Standard provides a model against which principals and deputy principals can match their knowledge, qualities, experiences and skills to determine their areas of strength and areas for development.

The strength of the Standard will be in its implementation through ownership and engagement by the profession. It is a dynamic vehicle for reflection and development that will evolve over time.

Using the APR Process

The APR process is made up of three distinct phases:

1. Reflection and goal setting
2. Professional practice and learning
3. Feedback and review.

The three-phase process is for implementation in all Queensland state schools. The annual performance development plan requires development, implementation and review by all principals and deputy principals in collaboration with their supervisor. Templates are provided and should be utilised unamended.

The process will be aligned to the Australian Professional Standard for Principals and the Leadership Profiles, and in particular, the five professional practices. Reflection on performance throughout the process will be against the Standard.

By using the Standard in the Annual Performance Review Process, principals and deputy principals will be able to identify and reflect on areas of strength and areas for development. From this reflection, the plan developed will include up to three negotiated performance development goals. The performance development goals are to be established collaboratively by the principal/deputy principal and their supervisor. The plan will also include actions required to achieve the agreed goals, and indicators of success to identify goal attainment. The principal/deputy principal and their supervisor, coach or mentor should review the goals which form the basis for ongoing professional interaction during the twelve month cycle of the plan.

The complex work of school leadership generates a rich and varied range of evidence that can inform meaningful reflections of practice. Evidence may be drawn from a range of information sources. It is important that sources of evidence avoid simplistic approaches that tie the evaluation of leadership to single outcome measures. Evidence used as a basis for the annual performance review process for principals and deputy principals must relate to the development priorities identified in the plan. Consequently evidence used for reflection on performance development of principals and deputy principals will align to the goals and be jointly agreed.

Principals and deputy principals will analyse and use data in conjunction with other evidence to inform discussion and evaluation of their leadership to confirm strengths, identify interventions and modify practice. Data, particularly single set data, is not to be used as the only source of evidence for discussion and review of interventions and leadership.

The performance development plan includes the provision of verbal and written feedback. School leaders will be provided with ongoing formal and informal feedback, and access to professional development and learning throughout the 12 month review cycle. Formal feedback conversations should not occur more than four times within a 12 month cycle, except in circumstances where mentoring and collegial engagement are occurring, for example,

with a master teacher. The process will culminate in formal performance development review and reflection on the school leaders' progress toward their planned performance and development goals using multiple sources of evidence identified during the review periods. This feedback will provide the basis for reflection to inform the next annual performance review cycle.

The process is separate and distinct from procedures for the management of unsatisfactory performance.

Support documents can be found at: dete.qld.gov.au/apr



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