



**Tell him we haven't got time for any of his bri
we've got a battle on our hands.**

New Thinking about Performance and Development

- **Taking Advantage of Curious Minds**
- **Thinking & Learning through Reflection**
- **Staff more prepared to explore the unknown**
- **Performance & Development Groups Listen, Discuss & Explore**
- **Building learning & teaching capacity together from within the school**

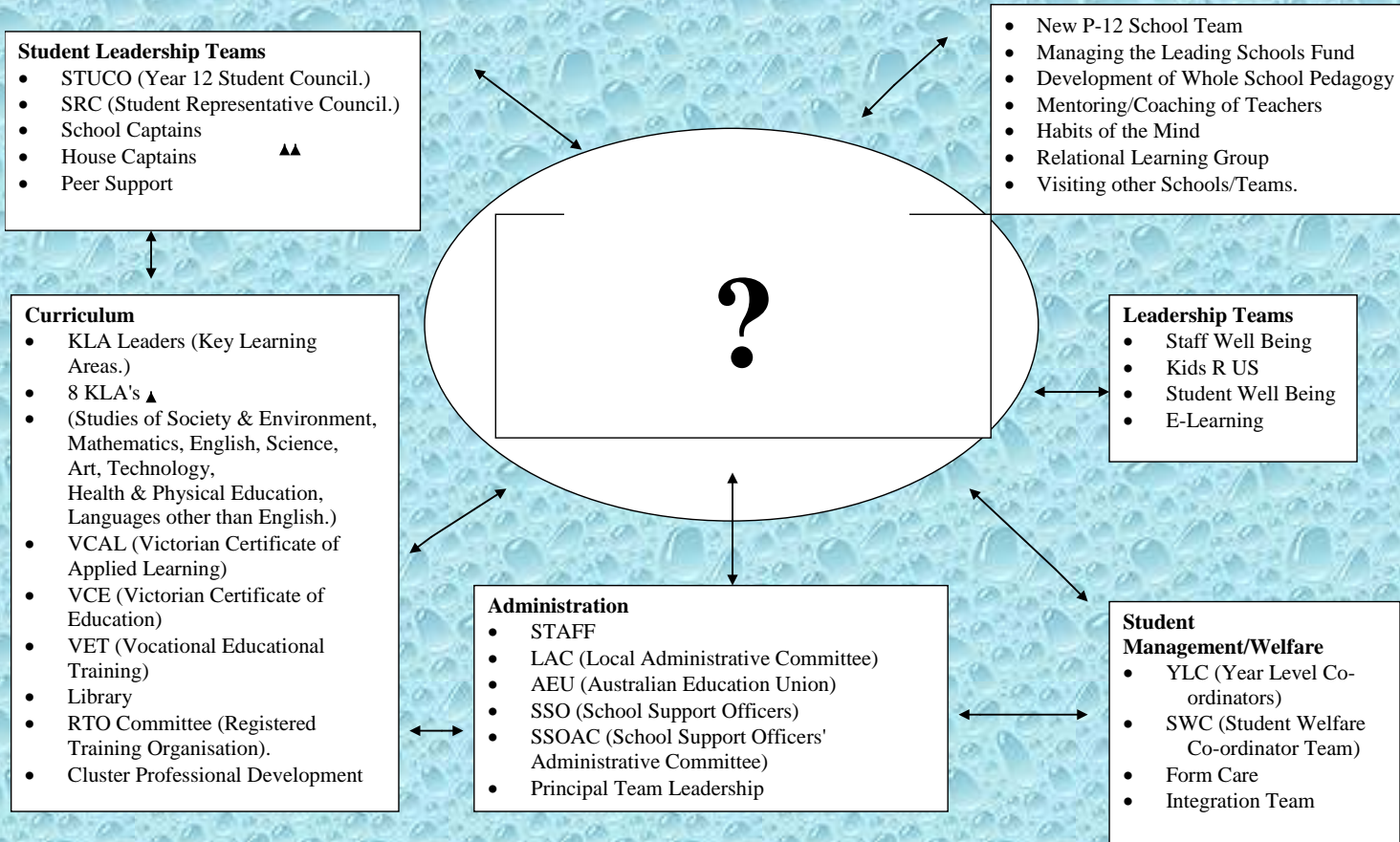
The relationship among the adults in the school has more impact on the quality and the character of the school and on the accomplishment of youngsters than any other factor.

Roland Barth 2001

The question we need to answer as a
staff is:

What can we do together that
we can't do as individuals?

COLLEGE ORGANISATIONAL FRAMEWORK



PERFORMANCE REVIEW

VS

P & D CULTURE

-  **Judgemental**
-  **Hierarchical**
-  **Managing and overseeing staff performance**

-  **Developmental**
-  **Peer based**
-  **Optimising and empowering staff performance**

Beware the conspiracy of current practice and current knowledge

Prisoners of the past

Elmore

“If I asked my customers what they wanted, they would have said ‘a faster horse’.”

Henry Ford

Understanding where personally we are at

- RENEWAL
- Available, Volunteer, Team
- Discretionary Effort
- “We, together, what if...., How about....”
- Not language of the past

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- CONFUSION
- Insecure, Whinger, Singular
- Pissed Off, Generalise
- “They, Them, The Department”
- To and fro ambivalent language

Understanding where personally we are at

- CONTENTED

- Detached, Survivor, Has quit the Department but stays
- Plays the game minimumally
- “But they.., Yes but.., Only if they..”
- Language of blame

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• DENIAL

- Stuck, Saboteur, Prisoner
- Personal Agenda, Dark Moods
- Not worth even discussing
- Language of denial

• RENEWAL

- Available, Volunteer, Team
- Discretionary Effort
- “We, together, what if...., How about....”
- Not language of the past

• CONFUSION

- Insecure, Whinger, Singular
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Co-Evolution – School Effectiveness and Relevance

- It's about us developing at the same rate as our students and community; perhaps even quicker; modelling lifelong learning.
- Combining the best of the old with the first of the new.
- We have to unlearn old ways.
- Our students' worlds move much faster than ours; it is not them who must adapt.
- We must de-privatise the classroom; shared readable expectations and agreements.

Conversations

- One thing makes the difference; **HOW** we have conversations
- Start with Curiosity, not Certainty
- Identify Sameness, not Difference
- Focus on Purpose, not Method
- Everyone has something special, expect it and respect it
- Purpose conversations become exploratory, inclusive and inspire shared methods

Appreciative Inquiry: Open questions set the direction

- How did you go about it?
- What skills did you employ to achieve this?
- What feedback have you got from others about it?
- Would you try something like that again?
- How can it can be built upon?
- What satisfied you about that?
- What skills and resources might have been useful?
- What impact has it had?

8 Minutes in Pairs

- Describe an especially successful and satisfying school team effort you had been part of
- One and a half minutes uninterrupted description, one and a half minutes open questioning to learn more and encourage deep reflection
- Then for two minutes find sameness and intersections with each other

Goals of the Workshop

1. Enhance student learning outcomes by

- * Building teacher social and emotional capacity from within the school

2. Reduce the variation in learning and teaching in every classroom across the school by

- * Deprivatising professional practices and expectations and building personal, team and organisational capacity

3. Build a robust sense of collective efficacy among the staff by

- * Entering into regular, structured and meaningful dialogue about our core business of teaching and learning

The Five Roadmap Priorities

- Strong leadership with an unrelenting focus on improvement
- A shared commitment to core priorities
- Quality curriculum and planning to improve learning
- Teaching focused on the achievement of every student
- Monitoring student progress and responding to learning needs

“Don’t confuse autonomy with professionalism”



Richard Elmore
AEU Conference
Aug 25, 2005


“Professionalism is when a group of people with strong ideas about practice subscribe to a group agreement with strong principles of practice.”

PRINCIPLES OF ACCOUNTABILITY

Reciprocity

Richard Elmore
AEU Conference
Aug 25, 2005

1. Give & Take **Equally**
2. Expect **them** to give more and expect **myself** to give more
3. Watching others work at work – **side by side** & face to face
4. Leading & showing **by example**

The background of the slide is composed of three distinct color blocks: a large green rectangle in the top-left, a smaller blue rectangle in the top-right, and a large yellow rectangle in the bottom-right. The text is centered within a white rectangular area that overlaps the green and yellow blocks.

'The most effective and powerful way to achieve and sustain substantive school improvement is by building the capacity of inside school personnel to work together as a professional developmental community'

Richard DuFour & Robert Eaker
Professional learning Communities at Work

The strength of the wolf is in the pack

and

the strength of the pack is in the wolf

THINK

What do we want our students to:

Act Like,
Look Like,
Feel Like,
Sound Like,
Know and Can Do
because of our influence and teaching.

Aim to list a minimum of 8 images of our students.

PAIR

Reach consensus agreement on a set of 5 of the most important images of our students.

By Consensus - at least 3 or 4 of the agreed list go with your heart – more is OK, less is not.

SHARE WITH GROUP

- Reach consensus agreement on 8 of the most important images of our students.
- By Consensus - at least 5 or 6 of the agreed list go with your heart – more is OK, less is not.

The Strategic Diamond : Outcomes and Provision:

OUTCOMES



Standards of Achievement

Skills
Knowledge
Understanding

“Students will.....“

Moral
Ethical
Cultural
Spiritual
Behavioural

Personal Attributes

Motivation
Independence
Resiliency
Flexibility
Learning Skills

Qualities as Learners

Student Well Being

Safe
Environment
Welfare
Guidance

Quality of Education

Curriculum
Programs
Teaching
Pedagogy

“I will.....”

Leadership & Management

Staff Development
Resourcing
Systems
Policies
Procedures
Structures

PROVISION



What do we want for us as a
staff?

What behaviours and expectations will we all
commit and aspire to ?

Because of my colleagues and I

T.E.A.M.

Together Everyone Achieves More

THINK

Secondly, let's consider ourselves, we are the most important assets in the school for our students, parents and each other.

- What do we want our staff to: Act Like, Look Like, Sound Like, Know and Can Do.
- Aim to list a minimum of 10 images of our staff.
- Group the images under headings that you feel are appropriate.

PAIR

Reach consensus agreement on a set of the 10 most important images of our staff.

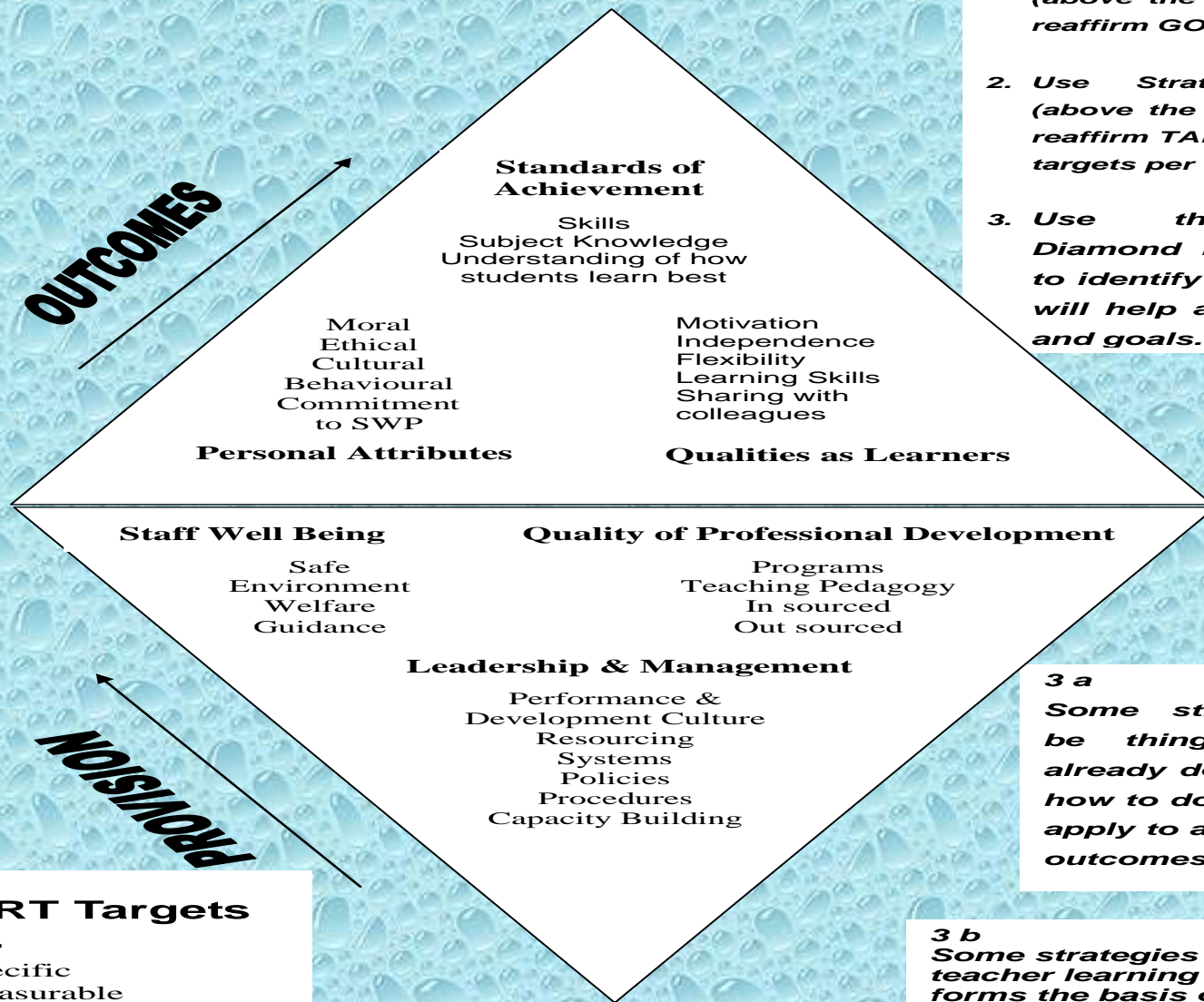
- By Consensus - at least 7 or 8 of the agreed list go with your heart – more is OK, less is not.
- Group the images under headings that you feel are appropriate.

SHARE WITH GROUP

- Reach consensus agreement on the 12 to 15 most important images of our staff.
- By Consensus - at least 70% – 80% of the agreed list go with your heart – more is OK, less is not.
- Group the images under headings that you feel are appropriate.

The Strategic Diamond :

*Outcomes and Provision:
Teaching Excellence*



1. Use the Strategic Diamond (above the line) to set and reaffirm **GOALS**.

2. Use Strategic Diamond (above the line) to set and reaffirm **TARGETS** – up to 3 targets per **GOAL**.

3. Use the Strategic Diamond below the line to identify strategies that will help achieve targets and goals.

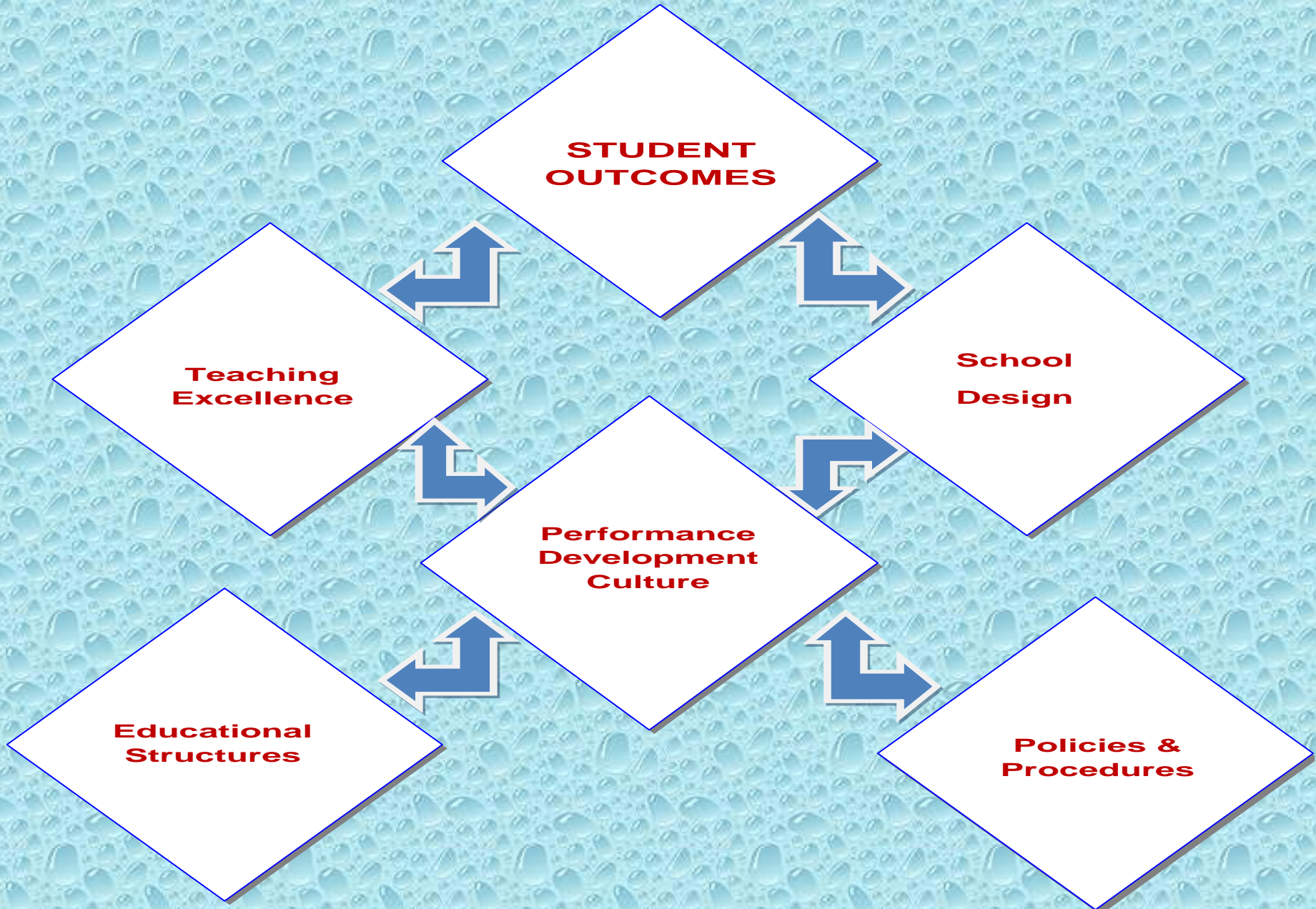
3 a
Some strategies will be things you are already doing or know how to do, but need to apply to achieve target outcomes.

3 b
Some strategies may require teacher learning to occur. This forms the basis of your PD plan.

SMART Targets are...

- Specific
- Measurable
- Achievable
- Realistic
- Time bound

A Student Outcomes focussed Education



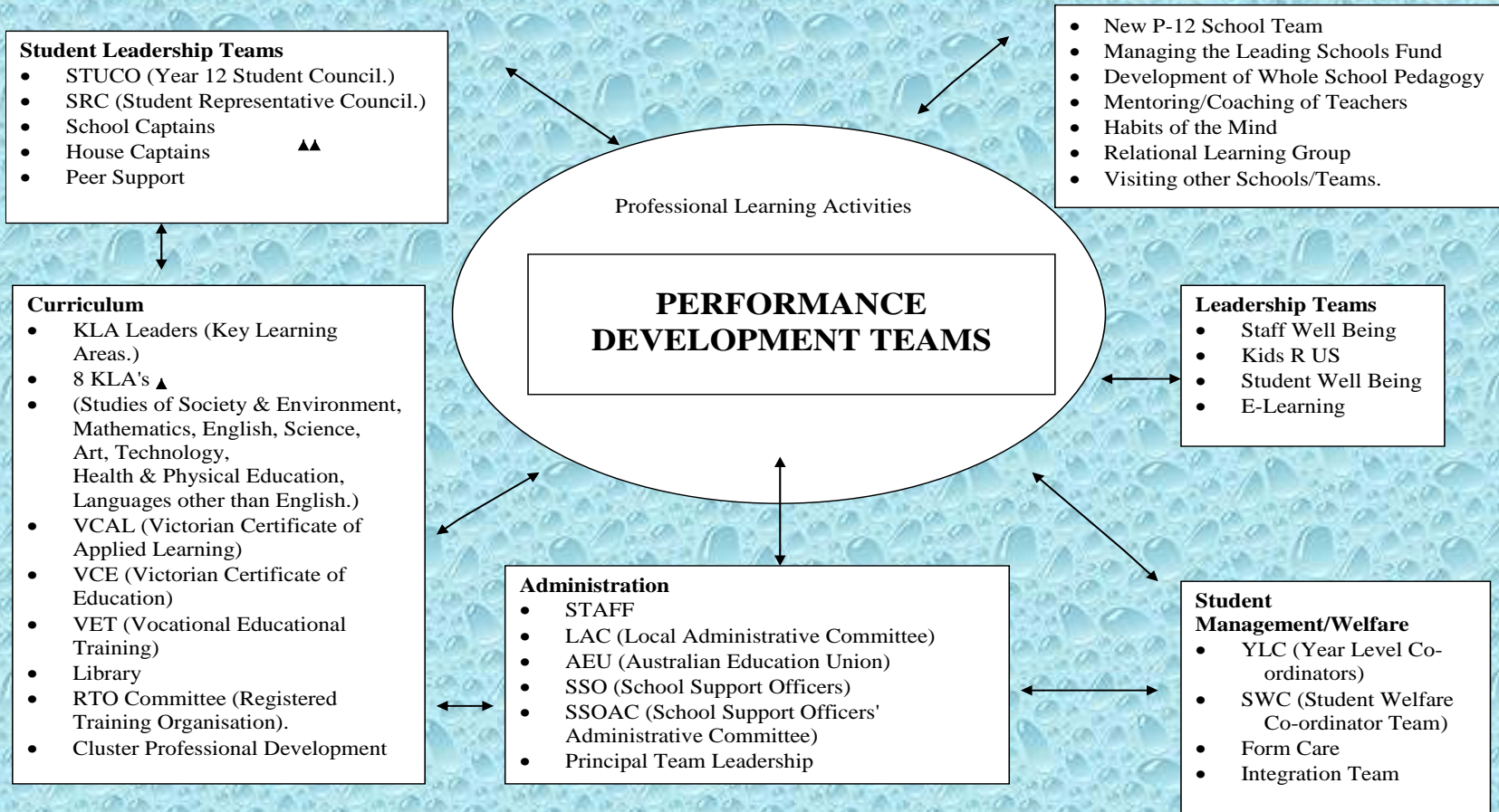
PERFORMANCE AND DEVELOPMENT PLAN

NAME _____

PERFORMANCE AND DEVELOPMENT TEAM MEMBERS _____

GOALS – STUDENTS WILL	TARGETS - SMART?	STRATEGIES TO ACHIEVE TARGETS	PD REQUIRED	MEASUREMENT TOOLS
		1.		
		2.		
		1.		
		2.		
		1.		
		2.		
		1.		
		2.		
		1.		
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		2.		
		1.		
		2.		

COLLEGE ORGANISATIONAL FRAMEWORK



What is the Agenda?

- Goals
- Targets
- Strategies
- Deep reflection
- Student Outcomes
- Successes
- Frustrations
- Development Focus
- Direct PD Links



Bec
Graduate Teacher

The Nature of Discussion



Anne
Leading Teacher

- 8 pages of documentation
- student outcomes focus
- challenge & rigour
- admits to some failures
- shares many successes
- leads by example
- passion for teaching & learning

Performance & Development Culture is....

- ✓ Non threatening
- ✓ Non-judgemental
- ✓ Supportive
- ✓ Empowering
- ✓ Collaborative
- ✓ Developmental
- ✓ Trusting
- ✓ Social
- ✓ Team building
- ✓ Welcoming
- ✓ Respectful
- ✓ Professional

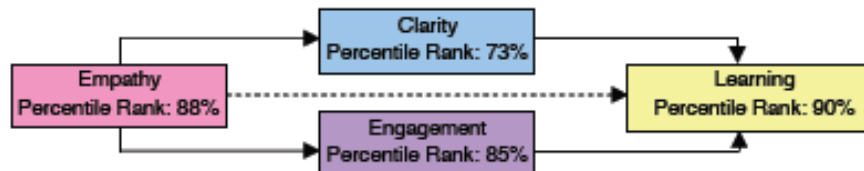
CRITICAL FEATURES

- Challenge & Rigour
- Students Outcomes Focussed
- Outcomes – strategic diamond
- Induction and refresher training
- Multiple sources of feedback
- Individual Plans
- Clear PD links
- Cultural Beliefs & Understandings

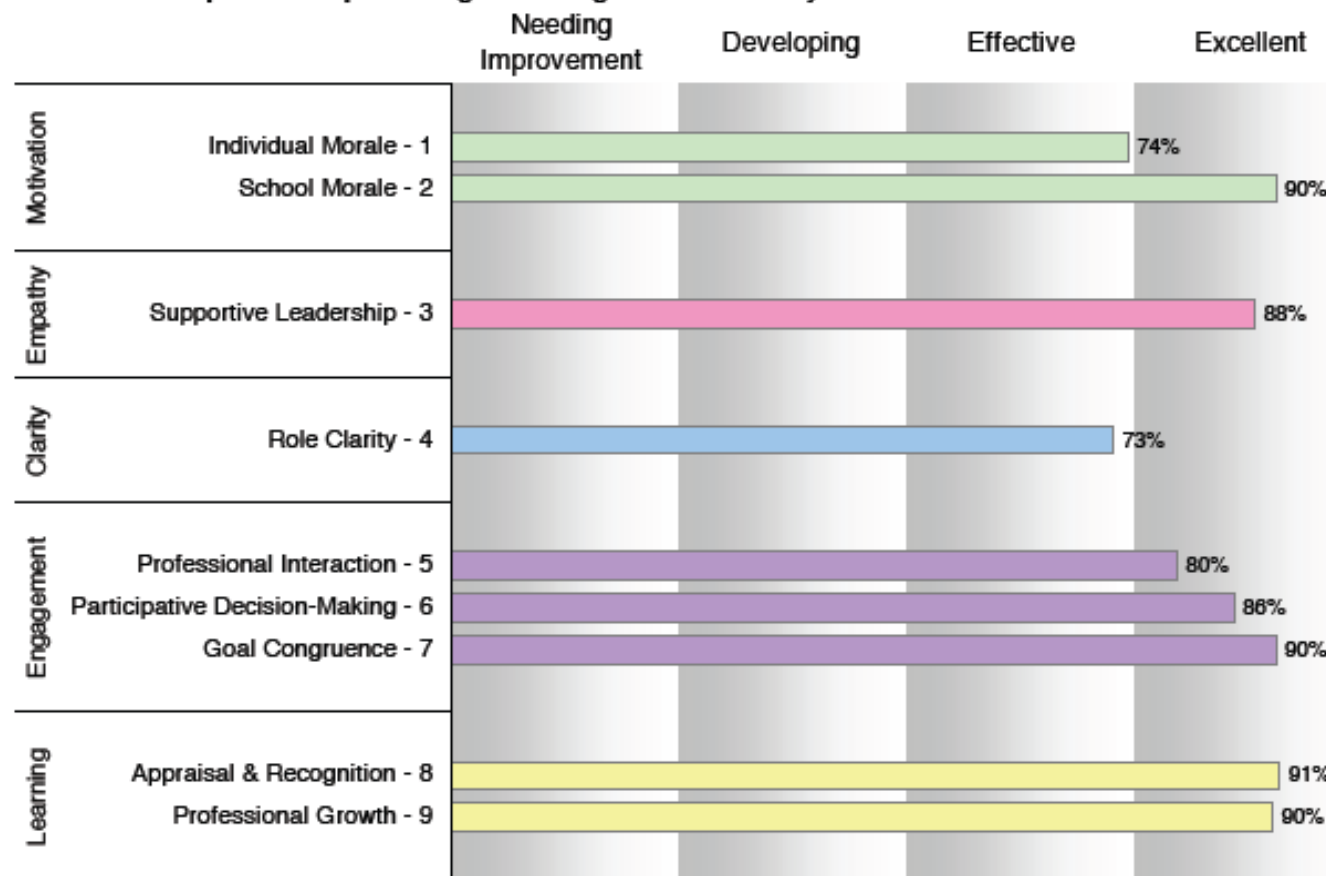
✓ Staff Opinion Survey

Four Key Elements

(average percentage ranks
against Secondary school means)



School means plotted as percentage ranks against Secondary school means



Mick Walsh contact details

- 0417 307 542
- mickwalsh54@bigpond.com
- www.learningcurveplanner.com.au
- In Teacher section of website:
- Username – teacher, Password- teacher

A Consensus Model to enhance learning and teaching parameters

- ✓ Analysis and discussion of data
- ✓ A culture that promotes learning
- ✓ An explicit improvement agenda
- ✓ Targeted use of school resources
- ✓ An expert teaching team
- ✓ Systematic curriculum delivery
- ✓ Differentiated classroom learning
- ✓ Effective teaching practices

Thanks to Terry Heath, Yeronga State High School

Creating of Whole Staff Behaviours, Practices and Expectations

- From staff dialogue in the Think, Pair, Share activity, enter goals, targets and strategies in the following Professional Standards where staff believe they fit best
- This enables staff to create a shared creed to live by, couched in the Professional Standards.
- Schools can use their own State's or proposed National Standards.

GOAL SETTING PLAN

The big question: **what can we do together that we can't do as individuals?**

Standard 1: Know their students and how they learn

GOALS – Students will	TARGETS - SMART? How will we know that they are making progress?	STRATEGIES – What things will we do to achieve our targets/goals?	TO LEARN – What do we need to learn to be able to do better?
1.			
2.			
3.			

“If it is to be, it is up to me”

GOAL SETTING PLAN

The big question: **what can we do together that we can't do as individuals?**

Standard 2: Know the content and how to teach it

GOALS – Students will	TARGETS - SMART? How will we know that they are making progress?	STRATEGIES – What things will we do to achieve our targets/goals?	TO LEARN – What do we need to learn to be able to do better?
1.			
2.			
3.			

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GOAL SETTING PLAN

The big question: **what can we do together that we can't do as individuals?**

Standard 3: Plan for and implement effective teaching and learning

GOALS – Students will	TARGETS - SMART? How will we know that they are making progress?	STRATEGIES – What things will we do to achieve our targets/goals?	TO LEARN – What do we need to learn to be able to do better?
1.			
2.			
3.			

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GOAL SETTING PLAN

The big question: **what can we do together that we can't do as individuals?**

Standard 4: Create and maintain safe and supportive learning environments

GOALS – Students will	TARGETS - SMART? How will we know that they are making progress?	STRATEGIES – What things will we do to achieve our targets/goals?	TO LEARN – What do we need to learn to be able to do better?
1.			
2.			
3.			

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GOAL SETTING PLAN

The big question: **what can we do together that we can't do as individuals?**

Standard 5: Assess, provide feedback and report on student learning

GOALS – Students will	TARGETS - SMART? How will we know that they are making progress?	STRATEGIES – What things will we do to achieve our targets/goals?	TO LEARN – What do we need to learn to be able to do better?
1.			
2.			
3.			

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GOAL SETTING PLAN

The big question: **what can we do together that we can't do as individuals?**

Standard 6: Engage in professional learning and reflection

GOALS – Students will	TARGETS - SMART? How will we know that they are making progress?	STRATEGIES – What things will we do to achieve our targets/goals?	TO LEARN – What do we need to learn to be able to do better?
1.			
2.			
3.			

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GOAL SETTING PLAN

The big question: **what can we do together that we can't do as individuals?**

Standard 7: Contribute to the school and professional community

GOALS – Students will	TARGETS - SMART? How will we know that they are making progress?	STRATEGIES – What things will we do to achieve our targets/goals?	TO LEARN – What do we need to learn to be able to do better?
1.			
2.			
3.			

“If it is to be, it is up to me”