The ACER Professional Learning Community Framework

School improvement through effective leadership, development and accreditation

ACER

What is the ACER Professional Learning Community Framework?

The ACER Professional Learning Community Framework (PLCF) is a framework that describes in detail the characteristics of strong professional learning communities. It is guided by a vision of schools as communities of professionals. Members of professional communities habitually review their practice, individually and collectively, in the light of their professional values and standards for best practice. Research indicates that it is mainly by building strong professional communities that school leaders improve the quality of teaching and student outcomes. Professional communities are highly desirable places in which to work.

A professional community is characterised by a distinctive set of values, challenges, working relationships and practices. It is about the ways teachers work together; teachers do things differently from the traditional model where they often worked in isolation. A professional community is a way of life, not an add-on program. Traditional top-down models of bureaucratic accountability are replaced by horizontal forms of professional accountability and shared responsibility for student learning and wellbeing.

Peer review rather than individualism, is a defining norm among members of professional communities. Professional communities allow time and opportunities for peer review based on evidence about teaching practices, opportunities for students to learn and learning outcomes.

What defines a professional community is a shared commitment to work together to create an effective learning environment. Professional communities are strongly linked into wider professional networks and associations, from which they also learn.

There may be one or several professional communities within a school. A group of teachers who teach at the same year level may form a professional community within a school. So might teachers within a music or mathematics department in a secondary school, or teachers who have a common interest in improving literacy or numeracy across a school. A group of teachers is not necessarily a professional community. A group of teachers becomes a strong professional community when they commit to working together in ways that will review and improve each other's' teaching practices.

The PLCF describes the characteristics of a strong professional learning community, which are categorised into five domains.

Domain 1: A professional culture

Schools with a strong professional culture are characterised by shared norms and values, a focus on student learning, collaborative approaches to work, reflective inquiry into teaching practices and deprivatisation of practice. Professional communities do not turn a blind eye to practices that are less than optimal for students.

Domain 2: Leadership

Leadership is essential in establishing conditions that support a vibrant and productive professional community. Leadership is a quality that pervades effective organisations. School leaders establish a shared vision for their school as an accountable professional community and a strategic plan for managing its implementation. Professional communities don't just happen – they have to be designed.

Domain 3: Student engagement, learning and wellbeing

Professional communities place high priority on gathering evidence about student outcomes that enables them to evaluate their performance, discuss its implications and plan more effectively. They make intelligent use of evidence to pinpoint areas of needed intervention in order to enhance learning outcomes for all students.

Domain 4: Improving professional knowledge and practice

Professional communities are learning communities that are constantly building their capacity to teach well. They have a shared understanding of effective teaching and quality learning. They draw on ideas and research about better ways to teach, and create opportunities to discuss and evaluate them. They know the characteristics of effective methods for professional learning and create opportunities to engage in them.

Domain 5: Performance and development

Professional communities are accountable communities. A teacher in a professional community accepts responsibility to engage periodically in a review process of their performance in the light of standards for accomplished teaching and then receives feedback about its impact. These cycles of review enable teachers to identify goals for further development, seek opportunities for suitable professional learning and provide evidence that those goals have been achieved.

DOMAIN I
PROFESSIONAL CULTURE

Professional culture is about the habitual ways in which teachers work together systematically to promote high quality opportunities for students to learn. Schools with a strong professional culture are characterised by shared educational norms and values, a focus on student learning, collaborative approaches to work, reflective dialogue and de-privatisation of practice.

A professional culture is an accountable culture. A professional culture does not just happen, it has to be built. It requires a clear vision, time and a clear strategic plan. Mutual trust and respect are essential. Staff members take collective responsibility for achieving the school's educational goals as a whole and collaborate with one another to attain it. Teachers are connected with wider professional communities such as local networks, subject associations and universities. Parents are treated as partners in the promotion of student learning, engagement and wellbeing.

School leaders provide an organisational structure that facilitates activities typical of a professional community. Research shows that school leaders who build a professional culture promote effective teaching and higher levels of student achievement. An effective performance and development process requires a strong school-wide professional culture.

Key elements of a professional culture

- **Shared vision**

  A clear vision of the school as a professional culture provides direction for strategic planning and school improvement. Professionalism is understood to imply mutual accountability for the quality of practice, not autonomy interpreted as privacy. The vision is more likely to be implemented if all staff members take part in its development. A vision typically includes beliefs about students and their ability to learn; priorities about the curriculum and the use of time and space; the responsibilities of staff as members of a professional community; the role of parents in the educational process; and shared decision-making, among others.

- **Shared professional norms and values**

  Students benefit when teachers have shared values and norms about students and their ability to learn, what counts as quality learning and teaching, teachers' roles, the importance of interpersonal relationships and commitment to the collective good.

  Teachers assume all students can learn and they are confident they can help them to learn.

- **Collaborative work**

  Students benefit when teachers collaborate to review student progress in other classes and select activities and resources appropriate to their needs. Sharing ideas and expertise is a normal part of professional work. Teachers keep up with developments in their field of teaching and bring that knowledge into their shared planning.

- **Reflective dialogue**

  The essence of a professional culture is the quality of conversations teachers have about practice. Teachers' professional learning benefits from regular opportunities to discuss each other's ideas and reflect on their beliefs and practices. There is a commitment to reflection as a group activity. Teachers use these discussions to evaluate their practices and their school.

- **De-privatisation of practice**

  The quality of reflective dialogue and professional learning among teachers is enhanced when it focuses on concrete evidence about practice, such as students' work or classroom observation. Opportunities for feedback are also much greater. There are regular opportunities for teachers to learn from each other's practices.

  Teachers regularly review students' work together and share teaching ideas. Teachers welcome observation from colleagues and ideas for practice and engage in performance and development processes. Parents are welcomed into the school and are well informed about the curriculum, expectations for students and student progress.

Indicators of a professional culture

1. The school has a clearly articulated, shared vision of a professional culture.
2. The school has shared understanding of roles expected in a professional culture.
3. There is a collective focus on student learning.
4. The school has a strong collegial culture of mutual trust and support.
5. There is collaborative planning and review of student progress.
6. Practice is de-privatised, observations are shared and there is team teaching.
7. Staff have quality conversations about teaching and learning.
8. Parents are well informed about school programs and how to support them.
9. Staff members maintain high standards in their teaching.

DOMAIN I
Levels of performance

ONE	TWO
There is little or no evidence that: • the school has established a shared vision of a professional culture and teachers' roles within that culture • teachers and school leaders are working toward common goals • teachers work together in a variety of ways with a focus on reviewing and improving opportunities for students to learn • teachers provide each other with opportunities to compare and reflect on their practice and their students' progress • teachers provide parents with information about the aims of current programs and the ways in which they understand and support their children's progress.	There is limited and uneven evidence that: • the school has established a shared vision of a professional culture and teachers' roles within that culture • teachers and school leaders are working toward common goals • teachers work together in a variety of ways with a focus on reviewing and improving opportunities for students to learn • teachers provide each other with opportunities to compare and reflect on their practice and their students' progress • teachers provide parents with information about the aims of current programs and the ways in which they understand and support their children's progress.
THREE: ACCREDITATION	**EXEMPLARY**
There is clear, convincing and consistent evidence of activities consistent with a professional culture. • the school has established a shared vision of a professional culture and teachers' roles within that culture. • teachers and school leaders are working toward common goals • teachers work together in a variety of ways with a focus on reviewing and improving opportunities for students to learn • teachers provide each other with opportunities to compare and reflect on their practice and their students' progress • teachers provide parents with information about the aims of current programs and the ways in which they understand and support their children's progress.	A group of teachers becomes a strong professional community when they commit to working together in ways that de-privatise their practices in a range of ways. They thereby create ways to review and improve each others' teaching practices. They are comfortable providing colleagues with examples of how their practice matches high professional standards; for example, in staff seminars. Strong professional communities are accountable communities. They accept that the evaluation of practice is not just a responsibility of school management. Professional communities take action to rectify practices that are less than optimal for students. A professional culture embraces growth for all through innovative, self-sustaining practices and relationships.

DOMAIN 2
LEADERSHIP

Leadership is essential in establishing conditions that support a vibrant and productive professional community. Unlike bureaucratic organisations, leadership is a quality that pervades effective professional organisations. Teachers feel welcome to initiate ideas for school improvement. School leaders establish a shared vision for their school as a professional community and a strategic plan for managing its implementation. They ensure that this plan is flexible and consistent with wider plans for school improvement. It describes roles and expectations for members of a professional community. It ensures time for joint planning and analysis. It provides a working environment that enables teachers to collaborate and teach as well as they possibly can. It fosters the acquisition of and use of profession wide knowledge and research about teaching and learning. Teachers feel supported and the school values and celebrates successful teaching.

Key elements of leadership

- **A clear vision and plan for supporting a professional culture**

  A clear vision of a professional community provides direction for the development of a professional culture. A strategic plan describes how that vision is to be implemented and institutionalised in the school. School leaders ensure participation in building a community that has a shared understanding of continuous improvement.

  Teachers are actively involved in developing a strategic plan and implementing it. Effective school leaders allocate time for experienced teachers to share their expertise and lead collaborative activities. Collaborative review, planning and evaluation promote better teaching. Time and resources are essential to effective collaboration. School budgets have a specific allocation to ensure broad staff participation in professional learning.

- **Building teacher capacity**

  Effective school leaders take responsibility for building the capacity of all teachers by encouraging participation in effective modes of professional learning, within the school and beyond. Leaders encourage teachers to reflect on current practice in the school as a site for reflection and learning. They articulate and design effective performance and development processes with a focus on school improvement. They use professional standards to guide professional development planning and reflection on practice. They promote a culture of creativity and innovative practice and use professional standards to guide professional development planning.

- **Professional knowledge**

  Leaders of professional communities keep up with wider developments in professional knowledge and research. They remain up-to-date with the literature and share new ideas with colleagues. They ensure teachers have access to and are engaged with new ideas in the profession. The school itself has a climate that supports inquiry and experimentation with new ideas and more effective teaching practices.

- **School improvement**

  Effective school leaders drive school improvement strategies and build a climate of support and shared purpose as a precondition of building a professional culture.

- **Teacher leadership**

  Effective school leaders delegate authority and develop collaborative decision-making processes. They encourage leadership initiatives among their teachers. They recognise that teachers regard other teachers as the most significant source of ideas for improving teaching. They provide roles for teacher leaders together with less experienced colleagues. They build capacity for leadership by encouraging participation in appropriate training courses. Vigorous professional communities encourage all members to contribute to its core activities and provide leadership.

Indicators of leadership

1. A strategic plan has been formed to institutionalise a professional culture, with clear goals and objectives and a roadmap of actions for achieving them.

2. There is a shared understanding of the main characteristic of a professional culture.

3. There are methods of measuring progress toward a professional culture.

4. Staff have opportunities to discuss the relative merits of current and alternative practices.

5. Timetables enable joint planning, collegial observation and shared enquiry.

6. There are regular opportunities for sharing, discussing and acting upon recent professional knowledge and research.

7. There is encouragement for accomplished teachers to provide leadership roles and initiatives.

8. Teachers have opportunities to learn skills of leadership essential to a professional community.

9. Teacher leaders have time and resources to work with other teachers, and monitor and enhance the quality of teaching and learning.

DOMAIN 2
Levels of performance

ONE	TWO
• There is little or no evidence of a strategic plan to establish a professional culture. • There is little or no evidence of a general understanding of practices common to professional cultures. • Teachers mainly work in isolation from each other. • There is a view that good teaching is matter of personality rather than professional standards. • Conversations among teachers rarely focus on teaching practices or evidence of student progress. • There is little or no encouragement for teachers to provide leadership.	• There is evidence of a plan for establishing a professional culture, but implementation is at an early stage. • The school encourages teachers to plan and review practice collaboratively, but few opportunities or specific times are provided for this in the timetable. • Teachers share ideas, but this happens 'on the run', not on a regular or organised basis. • Some teachers undertake leadership initiatives but there is limited evidence of a plan to strengthen capacity for teacher leadership in the school.

THREE: ACCREDITATION	EXEMPLARY
There is clear, convincing and consistent evidence of leadership practices that support a vibrant and productive professional community. There is clear, convincing and consistent evidence that: • a strategic plan for supporting a professional culture is being implemented, with clear goals and objectives and a roadmap of actions for achieving them • teachers understand the plan and their roles within it, and are committed to its implementation • the plan provides regular opportunities and encouragement for teachers to work together on improving practice • key resources and materials to support the plan have been identified and funded • opportunities for joint review of student progress have been built into the timetable • teachers are encouraged to provide leadership initiatives and provided with opportunities to gain training in teacher leadership skills • opportunities are created for teachers to observe effective teaching practices among colleagues in their own school, as well as in other schools.	Leaders of strong professional communities are inventive in structuring the organisation to facilitate collaboration and de-privatisation of practice. They develop organisational norms that support openness to change and risk-taking in new teaching methods. They encourage staff to be innovative. They create norms that value constructive debate about best practices. Unlike bureaucratic organisations, leadership is a quality that pervades strong professional communities. School leaders spawn leadership initiatives in others. Teachers assume responsibility for achieving the school's vision and goals. They encourage staff to evaluate their progress toward achieving school goals. They create opportunities for teachers, students and parents to listen to one another's ideas and genuinely consider their value. They clearly define individual staff accountabilities in terms that are understood, agreed to and can be rigorously reviewed and evaluated. Leaders of strong professional communities focus on sustainable school improvement and maximise the efficacy of all: they are inventive in facilitating collaboration, de-privatisation of practice and shared professional goals.

DOMAIN 3
STUDENT LEARNING, WELLBEING AND ENGAGEMENT

Professional communities are skilled at diagnosing each student's progress and selecting appropriate activities to overcome difficulties and promote development. They are effective at gathering evidence about student outcomes that enables them to evaluate their performance, discuss its implications and plan more effectively. A professional community is characterised by shared responsibility for the quality of student outcomes. Teachers are skilled in assessing and reporting on their students' progress. The school gives high priority to knowing its students well and their family background. There are high expectations for student learning. The school regularly reviews school-level and classroom-level data on student outcomes, including academic outcomes, engagement and wellbeing. The school uses these data to review its performance and identify goals for improvement. All students have equitable access to fully qualified and experienced teachers, resources, materials and equipment necessary for learning. Schools with a professional culture document their practices and performance on a range of indicators. Professionalism is understood to imply mutual responsibility for transparent and quality practice and student outcomes.

Key elements of student learning, wellbeing and engagement

- **Shared responsibility for the quality of student outcomes**

  Students benefit when teachers are highly proficient at assessing individual student progress as well as that of the class as a whole. Students benefit when teachers accept professional responsibility to share their methods for assessing student growth and clearly explain student performance to students, parents and colleagues.

- **Analysis of student outcome data**

  Time needs to be set aside for regular in-depth meetings to analyse data about student progress, at the team level and the school level, and its implications. It is desirable that school leaders collaborate with staff during the process of data interpretation.

- **Expertise in assessment and analysis of student data**

  A focus on student outcomes requires that teachers are skilled in methods of educational assessment. This includes how to collect, interpret and use reliable evidence in their classrooms and how to interpret data from school level and external tests of student achievement.

- **Reliable data about a range of student outcomes**

  Multiple sources of evidence are needed when diagnosing student progress. A focus on student outcomes requires a well-planned timetable for gathering reliable data on a range of student outcomes at school and classroom levels. Procedures need to be in place for systematically gathering data and regularly reviewing each student's progress, engagement and wellbeing.

- **Strategic use of student outcome data**

  Effective schools incorporate data about student outcomes into strategic plans for school improvement. They identify trends in student outcomes over a number of years and identify priorities for strategic planning.

Indicators of student learning, wellbeing and engagement

1. The school has established procedures for collecting, analysing and acting on a range of evidence about student academic progress and wellbeing.

2. Teachers participate in regular meetings that focus on reviewing data about student progress, engagement and wellbeing.

3. Teachers are proficient in collecting, interpreting and using systematically-collected evidence.

4. The school uses multiple and valid methods for assessing student growth.

5. Time is allocated for staff to meet to analyse, interpret and act on results.

6. Trends in student outcomes are used to monitor progress over time and to identify priority projects for school improvement. Close attention is given to:

    –   the performance of students from identified priority groups

    –   evidence of improvement over time

    –   performances in comparison with similar schools

    –   measures of growth across the years of school.

7. Data is used for planning priorities for professional learning.

8. Data is used to recognise effective teachers.

9. Students are clear about their progress.

10. Reporting to parents is useful, timely and accurate.

DOMAIN 3
Levels of performance

ONE	TWO
There is little or no evidence that: • the school regularly collects and analyses various forms of evidence to monitor student welfare and academic progress • that information has been used to identify student needs and priorities for teaching curriculum and school improvement • appropriate professional development in these processes has been provided, or that they have been conducted using methods that are valid, reliable and fair.	There is limited evidence that: • the school regularly collects and analyses various forms of evidence to monitor student welfare and academic progress • information has been used to identify student needs and priorities for teaching curriculum and school improvement • appropriate professional development in these processes has been provided, or that they have been conducted using methods that are valid, reliable and fair.
THREE: ACCREDITATION	**EXEMPLARY**
There is clear, convincing and consistent evidence that the school is focusing on student learning, wellbeing and engagement. There is clear, convincing and consistent evidence that: • the school regularly collects and analyses various forms of evidence to monitor student welfare and academic progress • that information has been used to identify student needs and priorities for teaching curriculum and school improvement • that appropriate professional development in these processes has been provided and that they have been conducted using methods that are valid, reliable and fair.	Strong professional communities are highly skilled at diagnosing student progress and selecting appropriate activities to overcome difficulties and promote development. They measure and monitor teacher and leader effectiveness using evidence about changes in student achievement and wellbeing. Staff collectively reflect on what they are trying to achieve with students and how well they are doing it. School leaders challenge staff to re-examine the extent to which their practices contribute to the learning and wellbeing of all of their students. The school provides accurate and transparent accounts of the school's performance to all school stakeholders. Underpinned by the expectation that all students will succeed, a professional community ensures a personalised response to the learning needs of each student; the student entitlement to learn is realised through the transformative pedagogies of teachers.

DOMAIN 4
IMPROVING PROFESSIONAL KNOWLEDGE AND PRACTICE

Professional communities are learning communities. Domain 4 focuses on arrangements within schools for staff members collectively to keep up with professional knowledge and best practice. The quality of opportunities for students to learn in schools depends mainly on the currency of their teachers' knowledge and skills. Teachers collectively take responsibility for ensuring that their workplace is as much a site for teacher learning as it is for student learning, particularly for beginning teachers. Members of professional communities build in arrangements that help them keep up with research and best practice. School leaders ensure staff members have ready access to knowledge about recent developments in their specialist fields. Research shows, for example, that more effective teachers are knowledgeable about recent research on teaching and learning subject matter. Professional communities focus on building the capacity of all teachers to teach to high professional standards. There is a shared understanding of standards for accomplished teaching and support for teachers to attain those standards. School leaders know that effective teaching is the key to improving student outcomes throughout the school and provide recognition for teachers who reach accomplished levels of practice. They know the research on the characteristics of effective professional development activities and provide opportunities for teachers to participate in them.

Key elements of improving professional knowledge and practice

- **Teaching standards**

    The National Standards for Professional Teaching describe the scope of teacher professional knowledge, practice and responsibilities. Well-written teaching standards are clearly based on research into effective methods of teaching and learning. They provide a clear understanding of effective teaching practices and direction to professional learning over the long term.

- **Research-based teaching and professional knowledge**

    Teachers who are knowledgeable about recent research on teaching and learning the subjects for which they are responsible have higher levels of student achievement. Effective schools keep up with developments in research and professional knowledge.

- **Effective modes of professional learning**

    School leaders and teachers know the research on the kinds of professional learning activities that link to improved student learning. Effective modes of professional learning have these characteristics:

    – the content focuses on what students are to learn and how to address the different problems students may have in learning the material

    – they are based on analyses of the differences between (a) actual student performance and (b) goals and standards for student learning

    – they involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved

- they are primarily school-based and integral to school operations

- they engage teachers in collaborative developmental projects and problem solving

- they are continuous, with follow-up support in the classroom as teachers try to incorporate new skills into their practice.

- **The workplace is a site for professional learning**

  The activities of a vigorous professional community provide multiple opportunities for professional learning, investigation, action research and reflective inquiry. Induction and mentoring programs assist teachers to become effective members of the school's professional community.

- **Recognition for evidence of attaining standards for accomplished teaching**

  As the quality of teaching is the most important factor that affects a school's ability to achieve its educational objectives, all teachers should be encouraged to attain high teaching standards and gain professional recognition.

Indicators of improving professional knowledge and practice

1. The school has a well-planned induction program for new teachers.
2. There is a clear, well-resourced school policy for supporting professional learning.
3. Teachers use teaching standards in planning their professional learning priorities.
4. Teachers can provide a research basis for the practices they use.
5. Each teacher has a useful personal professional learning plan aligned with their learning priorities.
6. Teachers report that the school provides sufficient, relevant and effective opportunities for professional learning.
7. Teachers report a sense of continuing professional learning and improved teaching as result of working in the school.
8. Teachers believe that the quality of teaching in the school is at a high level or is improving.
9. Teachers feel supported and treated as professionals.
10. Teachers believe that if they improve the quality of their teaching it will be recognised appropriately.
11. The school leadership team knows which teachers are most effective.
12. Teachers believe that the school does not tolerate poor teaching performance.

DOMAIN 4
Levels of performance

ONE	TWO
There is little or no evidence that the school is implementing a policy that enables staff members to keep up with professional knowledge and best practice. In addition: • few staff members believe the school provides opportunities for effective professional learning • there is little or no evidence that teachers have a shared understanding of effective teaching and quality learning • few teachers believe their practice is improving as a result of working in the school • there is little or no evidence that school leaders encourage teachers to draw on ideas and research better ways to teach, and discuss them • few teachers feel supported • few teachers believe that if they improve the quality of their teaching it will be recognised appropriately.	There is limited evidence that the school is implementing a policy that enables staff members to keep up with professional knowledge and best practice. In addition: • only a minority of staff believes the school provides opportunities for effective professional learning • there is limited evidence teachers have a shared understanding of effective teaching and quality learning • most do not believe that their practice is improving as a result of working in the school • school leaders provide limited opportunities for teachers to draw on ideas and research about better ways to teach, or to discuss and evaluate them • most teachers do not feel supported • a minority believes that if they improve the quality of their teaching it will be recognised appropriately.
THREE: ACCREDITATION	**EXEMPLARY**
There is clear, convincing and consistent evidence that the school is focusing on improving professional knowledge and best practice. • The school is implementing a policy that enables staff members to keep up with professional knowledge and best practice. • Most staff members believe the school provides opportunities for effective professional learning. • Most have a shared understanding of effective teaching and quality learning. • Most believe that their practice is improving as a result of working in the school. • School leaders encourage teachers to draw on ideas and research about better ways to teach, and create opportunities to discuss and evaluate them. • Most teachers feel supported. • Most teachers believe that if they improve the quality of their teaching it will be recognised appropriately.	Strong professional communities are learning communities. They are committed to research-informed and evidence-based practice, collaborative feedback, and building the capacity of all through reflection and analysis. Members of strong professional communities continue to experiment with new ideas and report to colleagues on what they have learnt. The school has a professional learning program that focuses on deepening teacher knowledge of the content that students are to learn and how to address the different problems they have in learning that content and analyses of the differences between (a) actual student performance and (b) goals and standards for student learning; involves teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved. They know that deep professional learning depends on taking risks. Members collectively keep up with professional knowledge and best practice. School leaders lead discussions about the relative merits of current and alternative practices.

DOMAIN 5
PERFORMANCE AND DEVELOPMENT

Domain 5 focuses on the responsibility of individual teachers, as members of a professional community, to engage periodically in a process of reviewing their teaching in the light of standards for accomplished teaching and responding to various forms of feedback about its impact. The processes associated with teacher performance and development typically occur in a cycle that provides a structure for appraising, developing and refining teaching practice, and recognises the entitlement of teachers to receive feedback and support.

Such review cycles enable teachers to identify goals for further development, seek opportunities for suitable professional learning and provide evidence that those goals have been achieved. The three main components include: reflection and goal setting; professional practice and learning; and feedback and review. The components of the cycle are interwoven, will not necessarily occur in order, and may take more or less time depending on circumstances. However, the cycle provides a useful way of thinking about the process, and assists in identifying its important elements. There are four essential elements within the performance and development cycle, distilled from the research, practitioner advice and an analysis of current good practice.

Key elements of performance and development

- **Reflection and goal setting**

  Each teacher has a set of documented and regularly reviewed goals related to both performance and development, and ways of measuring progress toward them that are agreed with the principal or delegate.

- **Professional practice and learning**

  Each teacher is supported in working towards their goals, including access to high-quality professional learning.

  Evidence used to reflect on and evaluate teacher performance comes from multiple sources and includes as a minimum: data showing impact on student outcomes; information based on direct observation of teaching; and evidence of collaboration with colleagues.

- **Feedback and review**

  Each teacher receives regular formal and informal feedback on their performance. This includes a formal review against their performance and development goals at least annually, with verbal and written feedback being provided to the teacher.

Indicators of performance and development

1. There is a shared understanding between the teacher and leader of the purpose for performance and development cycles.

2. There is a clear plan for implementing and resourcing the process successfully.

3. There are clear guidelines and expectations for annual review cycles.

4. Teachers use the Australian Professional Standards for Teachers (APST) to reflect on their teaching and to identify professional learning goals.

5. Professional learning goals are measurable and achievable and reviewed regularly.

6. The goals are regularly reviewed and adjusted as circumstances change.

7. Goals address both performance and development.

8. All teachers engage in reflection and goal setting informed by evidence and feedback, the school strategic plan, and goals and priorities set by and for teachers within the school.

9. Teachers report that the performance and development cycles in their school are improving their teaching.

10. Teachers use data about student learning outcomes to reflect upon and evaluate their practices.

11. Teachers use data based on observations of their teaching by trained observers to reflect upon and evaluate their practices.

12. Teachers use evidence based on collaborative work with colleagues to reflect upon and evaluate their own practices.

13. There are regular opportunities for each teacher to receive informal feedback about their performance.

14. At least annually, each teacher receives a formal review against their performance and development goals, with verbal and written feedback, based on the APST.

15. Review cycles are conducted in a respectful, consistent, constructive, equitable and valid manner, with a focus on improvement.

16. Teachers are confident that the performance and development process is conducted in a valid, consistent and fair manner.

17. Teachers receive valid, timely and useful feedback on their teaching.

18. Sources of evidence used for feedback have been tested for their reliability and validity.

19. Classroom observers are well trained in the use of valid methods of classroom observation.

20. Reviewers are, or have been, accomplished teachers in the reviewee's field of teaching.

21. Relevant follow-up professional learning is provided.

22. The performance and development cycle has a significant impact upon the way teachers teach.

DOMAIN 5
Levels of performance

ONE	TWO
There is little or no evidence that each teacher: • has a set of documented and regularly reviewed goals related to both performance and development, and ways of measuring progress toward them that are agreed with the principal or delegate • is supported in working towards their goals, including access to high-quality professional learning • reflects on and evaluates their performance feedback, which comes from multiple sources and includes as a minimum: data showing impact on student outcomes; information based on direct observation of teaching • collaborates with colleagues • receives regular formal and informal feedback on their performance. This includes a formal review against their performance and development goals at least annually, with verbal and written feedback being provided to the teacher.	There is limited evidence that each teacher: • has a set of documented and regularly reviewed goals related to both performance and development, and ways of measuring progress toward them that are agreed with the principal or delegate • is supported in working towards their goals, including access to high quality professional learning • reflects on and evaluates their performance feedback, which comes from multiple sources and includes as a minimum: data showing impact on student outcomes; information based on direct observation of teaching • collaborates with colleagues • receives regular formal and informal feedback on their performance. This includes a formal review against their performance and development goals at least annually, with verbal and written feedback being provided to the teacher.

THREE: ACCREDITATION

There is clear, convincing and consistent evidence that most teachers are thinking systematically about their practice and benefitting from feedback.

Each teacher:

• has a set of documented and regularly reviewed goals related to both performance and development, and ways of measuring progress toward them that are agreed with the principal or delegate

• is supported in working towards their goals, including access to high-quality professional learning

• reflects on and evaluates performance feedback, which comes from multiple sources and includes as a minimum: data showing impact on student outcomes; information based on direct observation of teaching; and evidence of collaboration with colleagues

• each teacher receives regular formal and informal feedback on their performance. This includes a formal review against their performance and development goals at least annually, with verbal and written feedback being provided to the teacher.