



## 1.0 Introduction:

Teacher Performance Appraisals (TPA) for the FRSA considers:

1. Foundational attributes associated with a teacher working in reformed education (What the teacher is).
2. Expectations of teachers in three different domains, across 7 different standards as defined in the National Professional Standards for Teachers (What the teacher does).

These two areas of appraisal must be seen in the context of the pursuit of excellence associated with the aim of education as defined by the FRSA.

## 2.0 Foundational Attributes:

These can be described as:

- Being wholly committed to Christ
- Being of Christian character
- Holding a Christian world view
- Being passionate and mission driven in relation to reformed education
- Exerting Christian influence and leadership

## 3.0 Expectations of Teachers:

Teacher activity draws on and is exercised across three domains as follows:

- Professional Knowledge
- Professional Practice
- Professional Engagement

Within these three domains the following standards need to be met:

- Professional Knowledge:
  - Know students and how they learn
  - Know the content and how to teach it
- Professional Practice:
  - Plan for and implement effective teaching and learning
  - Create and maintain supportive and safe learning environments
  - Assess, provide feedback and report on student learning
- Professional Engagement:
  - Engage in professional learning
  - Engage professionally with colleagues, parents and the community.

## 4.0 The Appraisal Process:

Teacher Performance Appraisal will go through the following steps:

1. The teacher to be appraised will reflect upon the questions relating to foundational attributes and standards and will complete the section of the appraisal documentation by way of self-assessment. Where appropriate the teacher may provide evidence of the assertions made.

2. The Principal and / or Head of School will:
  - a. Examine documentation to the teacher in relation to:
    - i. Self-appraisal
    - ii. Course Organisers
  - b. Arrange to observe a number of lessons of the teacher and offer written feedback on the specifics of these lessons
  - c. Will engage in discussion with the teacher concerned to ascertain the teacher's performance in all aspects relating to teaching
  - d. Will write the final appraisal report for the teacher
  - e. Will discuss this with the teacher in order to achieve sign off
  - f. Will submit the summary of the report to the Council for their consideration.
3. Attributes will be the subject of written comment and discussion and will not be measured beyond a consideration of it being sufficient.
4. Standards are measured in five levels, as follows:
  - Level 0: Not reaching Graduate Teacher Level
  - Level 1: Graduate Teacher Level
  - Level 2: Proficient Teacher Level
  - Level 3: Highly Accomplished Teacher Level
  - Level 4: Lead Teacher Level

## **5.0 Supporting Documentation:**

This appraisal draws on:

- Teacher Handbook

Here the attributes and duties of the teacher are defined:

- 10 traits of Highly Effective Teachers, by Elaine McEwan

In Chapter 2 of this publication a description of traits that indicate character can be found.

- National Professional Standards for Teachers

Descriptors relating to the different levels of performance in relation to the different standards will be helpful for teachers and those conducting the appraisal determining at what level they are functioning.

**6.0 Teacher Assessment:**

**6.1 Foundational Attributes:**

Please provide a short statement of how you see yourself in relation to the attributes listed below:

6.1.1 Being wholly committed to Christ

Teacher:

P / H:

6.1.2 Being of Christian character

Teacher:

P / H:

6.1.3 Holding a Christian World View

Teacher:

P / H:

6.1.4 Being passionate and mission driven

Teacher:

P / H:

6.1.5 Exerting Christian influence and leadership

Teacher:

P / H:

**6.2 Expectations of Teachers:**

Please define and where applicable provide examples of levels of performance in relation to the 7 standards listed below.

6.2.1 Professional Knowledge: Know Students and How They Learn

Teacher:

P / H:

6.2.2 Professional Knowledge: Know the Content and How to Teach It

Teacher:

P / H:

6.2.3 Professional Practice: Plan for and Implement Effective Teaching and Learning

Teacher:

P / H:

6.2.4 Professional Practice: Create and maintain supportive and safe learning environments

Teacher:

P / H:

6.2.5 Professional Practice: Assess, provide feedback and report on student learning

Teacher:

P / H:

6.2.6 Profession Engagement: Engage in professional learning

Teacher:

P / H:

6.2.7 Professional Engagement: Engage professionally with colleagues, parents and the community.

Teacher:

P / H:

7.0 Summary Sheet:

Name:

Standard	0	1	2	3	4
PK 1: Know students and how they learn.					
PK 2: Know the content and how to teach it.					
PP 3: Plan for and implement effective teaching and learning.					
PP 4: Create and maintain supportive and safe learning environments.					
PP 5: Assess, provide feedback and report on student learning.					
PE 6: Engage in professional learning.					
PE 7: Engage professionally with colleagues, parents and community.					
<b>Overall</b>					

**Summary Comment:**

Foundational Attributes:

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Standards

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Signed:

Teacher .....

Principal/Head of School .....

Date .....

General Descriptions for each level are as follows:

### **Graduate teachers**

<http://www.teacherstandards.aitsl.edu.au/CareerStage/GraduateTeachers>

Graduate teachers have completed a qualification that meets the requirements of a nationally accredited program of initial teacher education. The award of this qualification means that they have met the Graduate Standards. On successful completion of their initial teacher education, graduate teachers possess the requisite knowledge and skills to plan for and manage learning programs for students. They demonstrate knowledge and understanding of the implications for learning of students' physical, cultural, social, linguistic and intellectual characteristics. They understand principles of inclusion and strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

Graduate teachers have an understanding of their subject/s, curriculum content and teaching strategies. They are able to design lessons that meet the requirements of curriculum, assessment and reporting. They demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. They know how to select and apply timely and appropriate types of feedback to improve students' learning.

Graduate teachers demonstrate knowledge of practical strategies for creating rapport with students and managing student behaviour. They know how to support students' wellbeing and safety working within school and system curriculum and legislative requirements.

They understand the importance of working ethically, collaborating with colleagues, external professional and community representatives, and contributing to the life of the school. Teachers understand strategies for working effectively, sensitively and confidentially with parents/carers and recognise their role in their children's education.

### **Proficient teachers**

<http://www.teacherstandards.aitsl.edu.au/CareerStage/ProficientTeachers>

Proficient teachers meet the requirements for full registration through demonstrating achievement of the seven Standards at this level.

These teachers create effective teaching and learning experiences for their students. They know the unique backgrounds of their students and adjust their teaching to meet their individual needs and diverse cultural, social and linguistic characteristics. They develop safe, positive and productive learning environments where all students are encouraged to participate.

They design and implement engaging teaching programs that meet curriculum, assessment and reporting requirements. They use feedback and assessment to analyse and support their students' knowledge and understanding. Proficient teachers use a range of sources, including student results, to evaluate their teaching and to adjust their programs to better meet student needs.

Proficient teachers are active participants in their profession and with advice from colleagues, identify, plan and evaluate their own professional learning needs.

Proficient teachers are team members. They work collaboratively with colleagues; they seek out and are responsive to advice about educational issues affecting their teaching practice. They communicate effectively with their students, colleagues, parents/carers and community members. They behave professionally and ethically in all forums.

## **Highly Accomplished teachers**

<http://www.teacherstandards.aitsl.edu.au/CareerStage/HighlyAccomplishedTeachers>

Highly Accomplished teachers are recognised as highly effective, skilled classroom practitioners and routinely work independently and collaboratively to improve their own practice and the practice of colleagues. They are knowledgeable and active members of the school.

Highly Accomplished teachers contribute to their colleagues' learning. They may also take on roles that guide, advise or lead others. They regularly initiate and engage in educational discussions about effective teaching to improve the educational outcomes for their students.

They maximise learning opportunities for their students by understanding their backgrounds and diverse individual characteristics and the impact of those factors on their learning. They provide colleagues, including pre-service teachers, with support and strategies to create positive and productive learning environments.

Highly Accomplished teachers have in-depth knowledge of subjects and curriculum content within their sphere of responsibility. They model sound teaching practices in their teaching areas. They work with colleagues to plan, evaluate and modify teaching programs to improve student learning. They keep abreast of the latest developments in their specialist content area or across a range of content areas for generalist teachers.

Highly Accomplished teachers are skilled in analysing student assessment data and use it to improve teaching and learning.

They are active in establishing an environment that maximises professional learning and practice opportunities for colleagues. They monitor their own professional learning needs and align them to the learning needs of students.

They behave ethically at all times. Their interpersonal and presentation skills are highly developed. They communicate effectively and respectfully with students, colleagues, parents/carers and community members.

## **Lead teachers**

<http://www.teacherstandards.aitsl.edu.au/CareerStage/LeadTeachers>

Lead teachers are recognised and respected by colleagues, parents/carers and community members as exemplary teachers. They have demonstrated consistent and innovative teaching practice over time. Inside and outside the school they initiate and lead activities that focus on improving educational opportunities for all students. They establish inclusive learning environments, meeting the needs of students from different linguistic, cultural, religious and socio-economic backgrounds. They continue to seek ways to improve their own practice and to share their experience with colleagues.

They are skilled in mentoring teachers and pre-service teachers, using activities that develop knowledge, practice and professional engagement in others. They promote creative, innovative thinking among colleagues.

They apply skills and in-depth knowledge and understanding to deliver effective lessons and learning opportunities and share this information with colleagues and pre-service teachers. They

describe the relationship between highly effective teaching and learning in ways that inspire colleagues to improve their own professional practice.

They lead processes to improve student performance by evaluating and revising programs, analysing student assessment data and taking account of feedback from parents/carers. This is combined with a synthesis of current research on effective teaching and learning.

They represent the school and the teaching profession in the community. They are professional, ethical and respected individuals within and outside the school.