



Department of
Education

EMPLOYEE PERFORMANCE

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1 POLICY STATEMENT

Under governing legislation and common law, an employee is required to carry out duties and responsibilities with due competence and care, in accordance with the requirements of their role.

All employees will participate in a performance management process consistent with the *Performance Management Standard* where:

- staff regularly demonstrate accountability for their performance;
- staff have access to growth and development opportunities that allow for employee interests; and
- the process links to the intended outcomes of the Department's strategic directions.

All line managers will conduct and document performance management with staff.

Substandard performance will be managed in accordance with:

- section 79 of the *Public Sector Management Act 1994* for public service officers, members of the teaching staff and other officers;
- the relevant award or agreement provisions for wages staff; and
- the principles of procedural fairness.

2 BACKGROUND

The *Employee Performance* policy is a combination of two previous Department policies that relate to an employee's performance:

- *Policy Framework for Performance Management*; and
- *Managing Unsatisfactory and Substandard Performance of Teaching Staff and School Administrators*.

The Department's *Strategic Plan* supports developing a motivated and effective workforce through performance management. The Director General, is required to ensure the performance of employees is evaluated (section 29(1)(i) *Public Sector Management Act 1994*).

The Director General's *Classroom First Strategy* highlights the importance of effective performance management. The *Strategy* outlines that while the performance of each school is a key focus of accountability, so is the performance of each employee whether that is within a school or other Departmental workplace.

"Performance management will provide the opportunity for each individual to demonstrate their achievements, examine areas of their work where they could improve, and get the help they need to do it."

There may be occasions when an employee's functions are deemed to have been carried out without due competence and care. In such instances, attention must be given to the requirements of the employee's role.

Consistent with the direction of the public education sector, the relationship between principals and their designated line managers is more autonomous. As a result, procedures in policy vary for principals.

3 SCOPE

This policy applies to all employees, but the procedures for principals vary.

Employees covered by section 79 of the *Public Sector Management Act 1994* include:

- public service officers
- members of the teaching staff
- ministerial officers
- employees subject to the *Government Officers' Salaries Allowances and Conditions Award 1989*.

Section 239 of the *School Education Act 1999* imports section 79 of the *Public Sector Management Act 1994* for members of the teaching staff and other officers.

Employees not covered by section 79 of the *Public Sector Management Act 1994* are wages employees. These employees are subject to common law and relevant provisions of Awards and Agreements with respect to the performance of their duties, responsibilities and conduct. This includes the following employee groups:

- cleaners
- gardeners
- education assistants
- caretakers
- catering attendants
- tea attendants
- child care givers
- kitchen and laundry staff.

4 PROCEDURES

4.1 CONFIDENTIALITY

Line managers will:

- maintain confidentiality throughout the performance management and substandard performance process;
- keep documentation produced during the performance and substandard performance process secure as part of official Department records; and
- provide employees with copies of all documentation.

Guidelines

Where there is a change in line manager through movement of the employee or change in supervision, the new line manager should access previous performance and substandard performance documentation.

4.2 PERFORMANCE MANAGEMENT

All employees will participate in a performance management process consistent with the Public Sector Standards on Performance Management where:

- staff regularly demonstrate accountability for their performance;
- staff have access to growth and development opportunities that allow for employee interests; and

- the process links to the intended outcomes of the Department's strategic directions.

All line managers will conduct and document performance management with staff.

Where performance is identified as not meeting expected standards, employees will be advised in writing of aspects of performance not meeting expected standards and potential consequences, which may include a range of sanctions including termination of their employment, should the employee's performance be found to be substandard.

The performance management of teachers will be undertaken in accordance with Appendix C.

The performance management of principals will be undertaken within a Principal Professional Review - see Appendix A.

Guidelines

See Appendix A for procedures relating to principals. Principals are still required to comply with the substandard performance requirements specified in Section 4.3 of this policy.

As a minimum, all employees should participate in an annual performance management process with their line manager.

Circumstances may arise where a line manager is unable to complete the performance management process for his/her staff within the recommended timeframe. In these instances, an extension of no more than twelve months may apply.

A performance management process should include:

- clarity and focus on the expectations of employees;
- a demonstration of accountability;
- quality and timely feedback;
- access to professional growth and development opportunities; and
- decisions and actions that are impartial, transparent and capable of review.

The performance management process should be comprehensively documented.

Line managers should inform new employees of the Department's performance management practices as part of their induction into the work area.

Performance management training is available for all line managers and should be accessed as part of professional development through either:

- the online Performance Management resource; or
- the Institute for Professional Learning.

1. PERFORMANCE MANAGEMENT PLAN

The line manager and employee should develop a performance management plan (PMP) that contains goals, performance indicators, timeframes and agreed support that links to operational priorities.

The line manager should:

- clearly outline the expected skills and knowledge required of the employee in performing the role;
- ensure goals within the PMP are specific, measurable, realistic and achievable within the timeframe; and

- *inform new employees of the Department's performance management practices as part of their induction into the work area.*

2. PLANNING

The employee should:

- *understand their role and responsibilities;*
- *reflect on and self assess their performance in the delivery of the position's requirements;*
- *provide evidence of their performance in relation to their job requirements and to workplace operational priorities;*
- *strive to continuously improve their performance; and*
- *consider professional learning relevant to their current role and career aspirations.*

The line manager should know the employee's role and responsibilities found in:

- *the relevant job description form;*
- *conditions stipulated in the employee's contract of employment; or*
- *the relevant Act, Agreement or Award.*

The line manager should also:

- *use formal and informal performance management strategies;*
- *consider the frequency of performance management meetings;*
- *review any previous PMPs to inform the performance management process;*
- *clarify expectations within the context of the employee's role and responsibilities;*
- *identify and address any issues that impact on the employee undertaking their role and responsibilities;*
- *identify professional learning that may assist the employee to achieve outcomes outlined in the PMP;*
- *assist the employee in accessing resources provided by the Department;*
- *where possible, identify ways the employee's role might be enhanced for greater job satisfaction or support of professional growth;*
- *provide the employee with regular, timely and constructive feedback on their performance; and*
- *actively address performance concerns as they arise.*

To assist with professional development and career guidance, teachers and line managers refer to the Australian Professional Standards for Teachers.

The Department provides a range of resources that will assist employees and line managers in reflecting on individual performance and in preparing for the planning stage of the performance management process. These are located at the HRMWeb on the Department's Intranet. Templates are available for planning, including a template for teachers.

Professional learning on the performance management process is available for line managers through the Institute of Professional Learning and the Labour Relations Branch.

3. IMPLEMENTATION

As part of implementing the PMP, the line manager should:

- *schedule meetings to monitor the employee's progress against the PMP;*
- *provide regular quality and timely feedback on an employee's performance, both formal and informal; and*
- *provide access to relevant professional development opportunities that relate to the PMP.*

As part of quality performance management feedback, a line manager can visit an employee in their classroom or work area. Observation of this nature provides an opportunity for ongoing constructive feedback and the determination of individual development needs. Further information is provided in [Frequently Asked Questions](#).

4. REVIEW

The purpose of the review is to enable constructive, open and honest discussion on the achievement of outcomes in an employee's PMP. The review information can form the basis for career development and future performance management discussions.

An employee should provide evidence of their performance in the achievement of outcomes and goals contained in the PMP.

The line manager should:

- *provide feedback and an evaluation of the employee's performance against the PMP;*
- *be responsible and accountable for identifying and appropriately addressing any areas of serious concern;*
- *document the employee's progress against the performance management plan outcomes;*
- *provide the employee with a copy of the documentation;*
- *place a copy of the documentation on a confidential file; and*
- *identify when meetings will occur to discuss performance.*

The purpose of the review is to enable constructive, open and honest discussion on the achievement of outcomes in an employee's PMP. The review information can form the basis for career development and future performance management discussions.

Performance feedback should be capable of identifying a range of performance from excellent to unsatisfactory.

Should there be concerns relating to an employee's performance, line managers should contact Labour Relations Branch for assistance as early as possible.

5. GRIEVANCES AND BREACH OF PUBLIC SECTOR STANDARD CLAIMS

Performance management is a process that is conducted between an employee and their line manager. If there is a breakdown in this relationship, an employee may request an alternative performance manager, such as a deputy principal or principal.

Consideration will then be given to the circumstances surrounding this request by the line manager's superordinate. This may result in a decision to change the performance manager, but may also result in the present performance manager continuing in the role. The decision process needs to be transparent, capable of review, procedurally fair and clearly communicated to the employee and their line manager when made.

If an employee is concerned about the evaluation of their performance, or the performance management process that was followed, they should discuss their concerns with their line manager or, in the case that the dispute is with their line manager, with a deputy principal or principal.

Where informal resolution fails, an employee may use the grievance procedures contained in the Department's [Grievance Framework](#) or lodge a breach of Standard claim under the Public Sector Management (Breaches of Public Sector Standards) Regulations 2005.

Information on managing a breach claim against the Performance Management Standard is available on the Department's Intranet.

4.3 SUBSTANDARD PERFORMANCE

Superordinates and line managers will:

- base their opinion that an employee's performance is substandard on evidence and the reasonable expectations of the role;
- not normally commence substandard performance management unless an employee has been:
 - previously formally advised what aspects of their performance are considered unsatisfactory;
 - formally advised of the possible consequences, which may include a range of sanctions, including termination of employment, should their performance be found to be substandard; and
 - given a reasonable opportunity and assistance to improve to a satisfactory standard.

In managing substandard performance, line managers will:

- employ and demonstrate a proper and fair process;
- communicate clearly and openly with the employee throughout the process; and
- treat employees with courtesy, sensitivity and consideration.

Guidelines

A substandard performance flow chart is included at Appendix B.

Section 79 of the Public Sector Management Act 1994 provides:

"the performance of an employee is substandard if and only if the employee does not, in the performance of the functions that he or she is required to perform, attain or sustain a standard that a person may reasonably be expected to attain or sustain in the performance of those functions."

Section 239 of the School Education Act 1999 imports section 79 of the Public Sector Management Act 1994 for members of the teaching staff and other officers.

The section 79 provision is a definition of substandard work performance that can be generally applied.

The functions of most employees are described in job descriptions or duty statements and may be elaborated in associated regulations, policy or procedures.

The functions of principals and teachers are described in sections 63 and 64 of the School Education Act 1999 and further elaborated under the School Education Act Employees' (Teachers and Administrators) General Agreement 2011 and the Teachers (Public Sector Primary and Secondary Education) Award 1993.

4.3.1 EMPLOYEES COVERED BY SECTION 79 OF THE PUBLIC SECTOR MANAGEMENT ACT 1994

Line managers will comprehensively document and conduct substandard performance processes in accordance with section 79 of the *Public Sector Management Act 1994* and the principles of procedural fairness.

4.3.1.1 PUTTING THE ALLEGATION TO THE EMPLOYEE

If, during the performance management process and following provision of appropriate support, a line manager considers an employee's performance may be substandard, they will formally brief their superordinate in writing.

If the superordinate considers that there is reasonable evidence that the employee's performance may be substandard, the superordinate will make a written recommendation to the Director General requesting that the allegation of substandard performance is put to the employee.

The Director General:

- provides the employee with written notification of the areas in which their performance is considered substandard;
- invites the employee to admit or deny the allegations in writing within ten (10) working days; and
- informs the employee that a support person may be present as an observer at any meetings.

4.3.1.2 RECEIVING AND CONSIDERING THE RESPONSE

The Director General:

- considers the employee's response before taking further action;
- where the employee provides an adequate explanation, informs the employee that no further action will be taken; or
- where the employee does not provide an adequate explanation, informs the employee that the alleged substandard performance will be investigated and this will include an opportunity for the employee to demonstrate satisfactory performance.

Guidelines

Where an allegation of substandard performance is proven there are sanctions available to employers in accordance with section 79 (3) of the Public Sector Management Act 1994 or any applicable industrial instrument.

Where an employee agrees with the allegation that their performance is substandard, the employer may apply one of the following sanctions:

- *withhold for a period as the employer thinks fit an increment of remuneration otherwise payable to the employee;*
- *reduce the level of classification of that employee;*
- *reprimand the employee; or*
- *terminate the employment in the public sector of that employee.*

4.3.1.3 INVESTIGATION

The Director General authorises an investigation.

4.3.1.4 PUTTING THE REPORT TO THE EMPLOYEE AND CONSIDERING THEIR RESPONSE

The Director General provides the employee with:

- a copy of the report, the findings and any proposed sanctions(s); and
- the opportunity to respond in writing within ten (10) working days.

4.3.1.5 NOTIFICATION OF DECISION

After considering the finding and the employee's response, the Director General notifies the employee of the decision.

4.3.1.6 APPEAL PROCESS

Guidelines

An employee can appeal to the WA Industrial Relations Commission against:

- *a finding that their performance is substandard; and /or*
- *any sanction that has been imposed, except where that sanction is to withhold a salary increment.*

4.3.2 EMPLOYEES NOT COVERED BY SECTION 79 OF THE PUBLIC SECTOR MANAGEMENT ACT 1994

Line managers will document and conduct substandard performance processes in accordance with relevant awards and agreements and the principles of procedural fairness.

Guidelines**1. SUSPECTED SUBSTANDARD WORK PERFORMANCE**

Although section 79 does not apply, the section 79 process embodies the principles of natural justice. The section 79 process should be followed in managing substandard performance for non-section 79 employees.

Any differences will be reflected in the letters and memos used. Please contact Labour Relations for advice regarding which letter/memo to use.

2. SANCTIONS FOR SUBSTANDARD PERFORMANCE

For non-section 79 employees, the only sanctions available for substandard performance are a reprimand, or termination of employment.

3. APPEALS AGAINST SANCTIONS

If a non-section 79 employee is a union member, the union may take a dispute about the sanction to the WA Industrial Relations Commission.

If the sanction is termination of employment, the employee may make an unfair dismissal application to the WA Industrial Relations Commission.

4.3.3 ALLEGATION OF SUBSTANDARD PERFORMANCE NOT UPHeld

Where an allegation of substandard performance is not upheld, but concerns regarding some aspects of the employee's performance remain, the line manager will consider and address any work related issues within the context of performance management.

5 RELATED DOCUMENTS

5.1 RELEVANT LEGISLATION OR AUTHORITY

Catering and Tea Attendants (Government) Award 1982
Children's Services (Government) Award 1989
Cleaners and Caretakers (Government) Award 1975
Code of Practice: Occupational Safety and Health in the Western Australian Public Sector (Commissioner's Circular 2009-11)
Commissioner's Instruction No 7 – Code of Ethics
Education Assistants' (Government) General Agreement 2013
Financial Management Act 2006
Gardeners (Government) 1986 Award No. 16 of 1983
Government Services (Miscellaneous) General Agreement 2007
Public Sector Management Act 1994 (WA)
Public Sector Management (Breaches of Public Sector Standards) Regulations 2005
Public Sector Standards in Human Resource Management – Performance Management Standard
School Education Act 1999 (WA)
School Education Act Employees' (Teachers and Administrators) General Agreement 2011
School Education Regulations 2000 (WA)
Teachers (Public Sector Primary and Secondary Education) Award 1993
Teachers' Aides Award 1979

5.2 RELATED DEPARTMENT POLICIES

Managing Breach of Public Sector Standard Claim
School Improvement and Accountability
Staff Conduct and Discipline
Staff Induction

5.3 OTHER DOCUMENTS

Australian Professional Standards for Teachers
Frequently Asked Questions
Grievance Framework
School Improvement and Accountability Framework

6 DEFINITIONS

ACCOUNTABILITY

The demonstration of an employee's due competence and care in performing functions, responsibilities and obligations as they relate to the intended outcomes of the workplace and thus to the Department's purpose.

EMPLOYEE INTERESTS

Refer to the employee's career and professional development needs and personal circumstances which need to be considered when negotiating work arrangements, discussing career aspirations and development opportunities, and when making an informed assessment of employee performance.

LINE MANAGER

The position to whom the employee reports.

PERFORMANCE MANAGEMENT

The formal and informal continuous process of evaluating and supporting an employee's performance in the workplace.

PERFORMANCE MANAGEMENT PLAN

A document developed by the employee and line manager identifying outcomes, priorities and support, within a performance management process.

PERFORMANCE MANAGEMENT STANDARD

As defined by the Public Sector Commission:

"Outcome: The performance of all employees is fairly assessed to achieve the work-related requirements of the public sector body while paying proper regard to employee interests.

Standard: The minimum standard of merit, equity and probity is met for performance management if:

- an employee is informed about how their performance will be managed and the results of their performance assessment;
- a proper assessment of the employee's performance takes into account both the work-related requirements of the job and identified employee interests; and
- processes, decisions and actions are impartial, transparent and capable of review."

PROCEDURAL FAIRNESS

The concept of procedural fairness is derived from the principles of natural justice. A process that demonstrates procedural fairness is one in which:

- decision makers act fairly and provide reasons for decisions;
- the person affected is given a fair hearing;
- all parties to a matter have an opportunity to present their case where an adverse decision or finding is made;

- the decision-maker is impartial and acts without bias when making the decision;
- all relevant arguments are considered and irrelevant arguments are excluded; and
- the decision, the reasons for the decision and the evidence upon which the decision is made are explained and are capable of review.

SUBSTANDARD PERFORMANCE

The performance of an employee is substandard if and only if the employee does not, in the performance of the functions that he or she is required to perform, attain or sustain a standard that a person may reasonably be expected to attain or sustain in the performance of those functions.

SUPERORDINATE

The person to whom an individual's line manager reports or a more senior manager and:

- in a school setting, will be no lower than principal; or
- in a non-school setting, will be no lower than director.

SUPPORT PERSON

A person who the employee, subject to this policy, elects to be present and observe at meetings where discussions relate to unsatisfactory and substandard performance.

7 CONTACT INFORMATION

Workforce Policy and Coordination

Department of Education

151 Royal Street

East Perth WA 6004

T: (08) 9264 5155

W: <http://det.wa.edu.au/workforcedivision/detcms/navigation/workforce-policy-and-coordination/workforce-policy>

APPENDIX A PRINCIPAL PROFESSIONAL REVIEW (PPR)

The Principal Professional Review (PPR) process has two purposes:

- for principals to demonstrate the effectiveness of their leadership of the school; and
- to assist in the improvement of the principal's leadership of the school.

Principals are accountable for their performance to the Director General, or nominee. As required by Public Sector Standards, the process will be fair, open and capable of review.

There are four steps in the PPR process:

Step 1: Providing principals with clear performance expectations

Step 2: Providing principals with performance feedback

Step 3: Ensuring principals respond appropriately to the performance feedback

Step 4: Providing assistance for principals to improve their performance

Principals may use the Australian Professional Standard for Principals for reflection, self-assessment and development.

The Director General, or nominee utilises the following generic Statement of Expectations for all principals except IPS principals, who have their performance expectations outlined in their *Delivery and Performance Agreements*.

Where the Director General nominates a Regional Executive Director to be responsible for the PPR of principals in their region, the process should be undertaken in accordance with:

- the principles of human resource management as outlined in Section 8 of the *Public Sector Management Act 1994* which requires all employees be treated with procedural fairness;
- Section 9 *Public Sector Management Act* which requires all employees to act ethically. See Staff Conduct and Discipline policy and Commissioner's Instruction No 7 – Code of Ethics; and
- *Code of Practice: Occupational Safety and Health in the Western Australian Public Sector* (Commissioner's Circular 2009-11).

STATEMENT OF EXPECTATIONS

STEP 1: PROVIDING PRINCIPALS WITH CLEAR PERFORMANCE EXPECTATIONS

1. Ensuring that the students achieve appropriate standards of academic and non-academic performance

The principal:

- ensures that the school delivers education programs that enable the students to achieve appropriate standards, taking into account the school's context ;
- ensures that there is a safe and orderly learning environment;
- sets out in a school plan the school's objectives, priorities and achievement targets, and the major strategies that will be used to improve the school's performance; and
- reports on the school's performance through the Annual School Report.

2. Ensuring that all staff are led and managed effectively and ethically

The principal:

- monitors the levels of staff satisfaction with the leadership and responds where needed;
- operates as an effective instructional leader;
- manages change effectively including conflict management;
- encourages an appropriate level of staff engagement in decision-making;
- encourages and supports innovation in educational practice; and
- provides staff with access to appropriate professional development and performance management.

3. Ensuring financial, human and physical resources are managed effectively and efficiently

The principal:

- deploys the school's resources to maximise the educational performance of the school in accordance with Public Sector legislative requirements (e.g. Financial Management Act 2006, Public Sector Management Act 1994); and
- closely monitors the utilisation of leave entitlements to ensure employees clear leave within a reasonable time of it falling due.

4. Ensuring the local community is appropriately engaged in the school

The principal:

- monitors community satisfaction with the school and responds to the findings as appropriate;
- enables the School Council to fulfil its function effectively; and
- encourages and enables parents to be engaged with their children's education.

5. Ensuring the school meets all compliance requirements of a public school

The principal:

- ensures that the school operates within all relevant legislation, industrial agreements and awards;
- complies with Government and Departmental policies and initiatives;
- complies with the Department's School Audit process;
- provides data the Department requires to meet its statewide reporting obligations; and
- complies with all agreements between the Australian and Western Australian Governments.

6. Ensuring effective delivery of Departmental programs located at the school and meeting requirements of the Director General specific to the school

The principal:

- meets the requirements associated with the delivery of any special program hosted by the school on behalf of the system (e.g. Gifted and Talented programs); and
- addresses any school improvement recommendations stemming from a review by the Expert Review Group or directions from the Regional Executive Director.

This set of expectations will be distributed to all principals (except for IPS principals) as part of the Regional Executive Director's explanation of how the PPR process will operate. Any principal who wishes to have an opportunity to clarify with the Regional Executive Director any matters relating to the statement of expectations will be provided with that opportunity.

STEP 2: PROVIDING PRINCIPALS WITH PERFORMANCE FEEDBACK

Feedback on the principal's performance will be provided via the following:

- school performance data delivered via the School Performance Monitoring System;
- staff feedback on the principal's leadership; and
- the School Council.

The Regional Executive Director also provides feedback to a principal if there is information about a performance issue.

It is understood that principals seek feedback from a range of trusted sources as a basis for their professional improvement.

STEP 3: ENSURING PRINCIPALS RESPOND APPROPRIATELY TO PERFORMANCE FEEDBACK

Principals examine the information from all sources of feedback and determine what is required of them to improve their leadership.

All principals prepare an annual performance statement summarising the feedback secured from various sources and outlining any major issues accompanied by proposed action to address them.

This performance statement is to be submitted annually, by mid-November, to the Regional Executive Director, who provides assistance (where required) in interpreting feedback and determining strategies to address issues.

Regional Executive Directors acknowledge receipt of the performance statement and provide a report of completion to the Deputy Director General, Schools by the end of the school year.

STEP 4: PROVIDING ASSISTANCE FOR PRINCIPALS TO IMPROVE THEIR PERFORMANCE

Regional Executive Directors meet with principals who have identified areas for improvement and who need support to develop an action plan.

Regional Executive Directors initiate performance discussions with principals where there are clear performance issues or where the response to feedback is inadequate.

A face-to-face meeting needs to be held to establish:

- that there is a serious performance issue;
- that particular action needs to be taken to address it; and
- what support the principal requires.

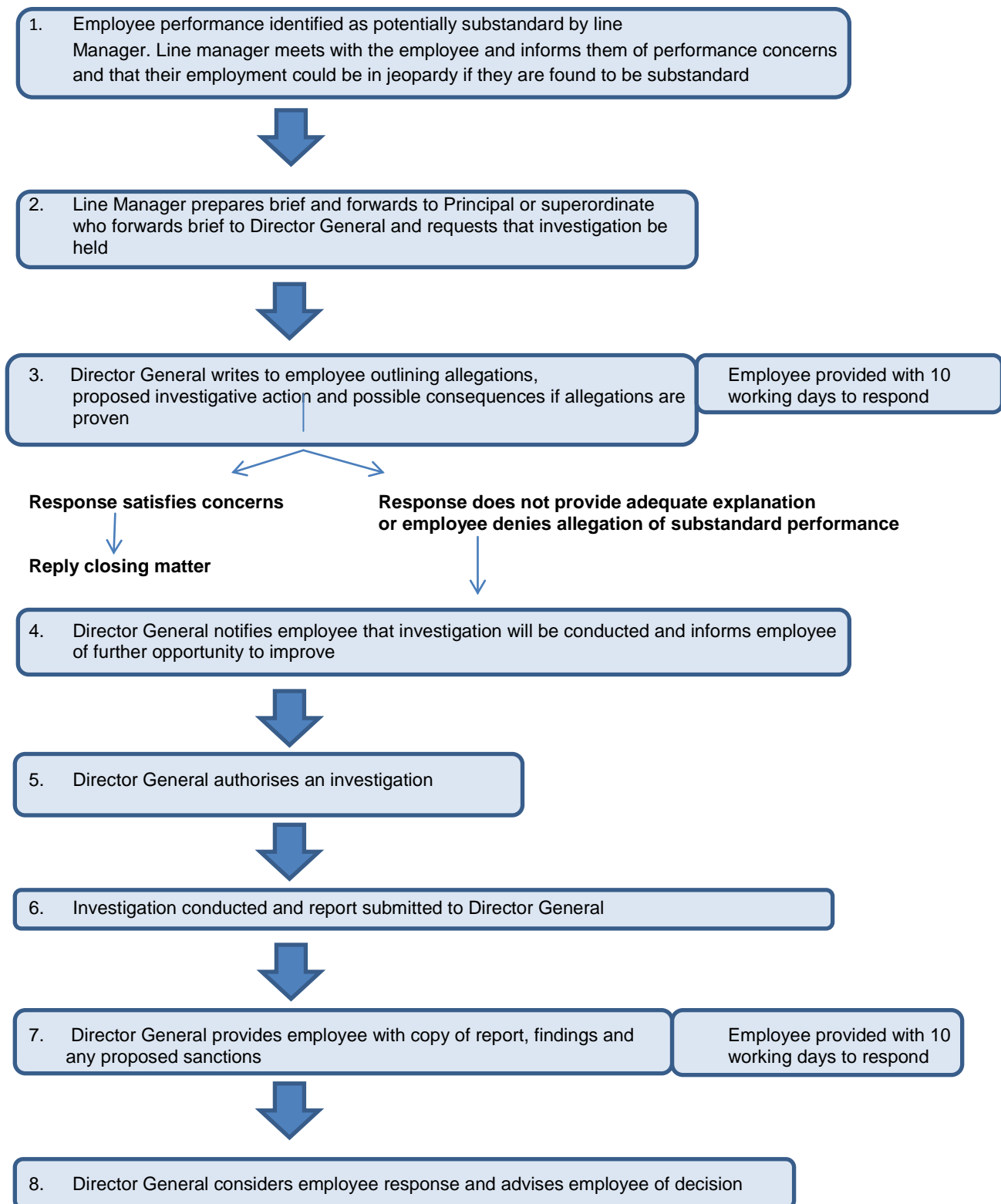
Regional Executive Directors document these discussions, decisions related to improved performance, or not, and relevant reasons that relate to action taken.

Documentation arising from these meetings need to be adequate for the purposes of review and examination when proceeding with cases of substandard performance.

In dealing with substandard performance, Regional Executive Directors follow procedures outlined in Section 4.3 of the *Employee Performance policy*.

A Regional Executive Director deploys their Assistant Regional Executive Director to assist, where necessary. This support is to the Regional Executive Director and does not form a reporting relationship.

APPENDIX B SUBSTANDARD PERFORMANCE PROCESS



APPENDIX C TEACHERS' PERFORMANCE MANAGEMENT

Teachers will use the Australian Institute for Teaching and School Leadership (AITSL) Australian Teacher Performance and Development Framework. The aim of the Framework is to help build a culture of performance and development that focuses on student outcomes in each school.

Teachers are accountable for their performance to their principal or delegated manager.

The management of performance will be fair, open and capable of review, consistent with the Public Sector Performance Management Standard.

There are four elements of the Framework:

- 1) All teachers have a set of documented and regularly reviewed goals, that address both teacher performance and teacher development, and ways of measuring progress towards them, that are agreed with the principal or delegate.
- 2) Evidence used to reflect on and evaluate teacher performance, including through the full review described below, should come from multiple sources and include as a minimum: data showing impact on student outcomes; information based on direct observation of teaching; and evidence of collaboration with colleagues.
- 3) All teachers are supported in working towards their goals, including through access to high quality professional learning
- 4) All teachers receive 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.

The Public Sector Performance Management Standard requires that accountability be demonstrated in the role that is performed.

The Australian Professional Standards for Teachers are the primary reference in developing goals; referring to sources of evidence in the demonstration of accountability; in the provision of performance feedback; and in determining and agreeing on what are appropriate professional learning opportunities related to the development of performance.

Element 1

The performance and development goals are linked to the Standards and directed at developing a teacher's performance through building their capacity, growing professional knowledge, and developing skills.

Element 2

Principals or delegates use a variety of evidence in providing performance feedback to teachers. The sources of evidence referred to are not meant to be exhaustive but are those most frequently referred to in international research:

- impact of teaching on student learning
- observation of teaching
- impact of teaching on colleagues and the school as a whole
- student feedback
- peer/supervisor feedback
- parent feedback
- teacher self-assessment
- participation in professional learning and reflection on its impact.

Element 3

Access to high quality professional learning is a requirement under the Framework and is also mandated by the Teachers Registration Board of Western Australia in order to meet ongoing registration requirements. Appropriate professional learning should be discussed in the context of the Australian Professional Standards for Teachers, on-going registration requirements, and a teacher's development and career aspirations.

Element 4

The principal or delegate provides formal and informal feedback, including a formal review, against the documented performance and development goals. The formal review is documented.

The Framework in practice

Further guidance on putting the Framework into practice within the performance management cycle is provided within the body of the Employee Performance Policy.

The Framework provides a summary of national and international research underpinning its development.

The AITSL [website](#) provides useful Illustrations of Practice. It also provides extensive supporting information and guidance about using the Framework, and in particular, the creation of a performance and development culture that supports student learning and achievement.

Guidelines

The Department provides a template for teachers.

APPENDIX D HISTORY OF CHANGES

Effective Date	Last Update Date	Policy version no	TRIM no	Notes
21 July 2010	5 July 2012	1.2		Guidelines in section 4.2 amended to reflect changes to <i>School Education Act Employees' (Teachers and Administrators) General Agreement</i> as per D12/0372966, nomenclature throughout policy updated, definition of performance management updated.
28 September 2012		1.3		Changes to reflect the <i>National Professional Standards for Teachers</i> . Changes endorsed by Corporate Executive at meeting 7 September 2012.
28 September 2012	11 July 2013	1.3	D13/0357914	Amendment of references to <i>National Professional Standards for Teachers</i> to <i>Australian Professional Standards for Teachers</i> . D13/0098087 Amendment to references to documents as per D13/0222254.
28 September 2012	23 August 2013	1.3	D13/0447369	Updated link to <i>Australian Professional Standard for Teachers</i> in Appendix A. D13/0394461
17 December 2013		1.4	D13/0660766	Addition of procedure at section 4.2 and Appendix C. Changes endorsed by Corporate Executive 2 December 2013.
17 December 2013	19 December 2013	1.4	D13/0679517	Addition of point about leave management to Appendix A, Section 3. D13/0666788
17 December 2013	27 February 2014	1.5	D14/0100442	Minor change to formatting in Appendix C. D14/0061908
28 July 2014		1.6	D14/0369937	Numerous changes throughout policy D14/0259580, D14/0323911 and D14/0369019.
28 July 2014		1.7	D14/0375178	Appendix B updated to reflect v1.6 changes prior to policy taking effect.
28 July 2014	12 September 2014	1.8	D14/0434239	Update to guidance re: professional development and career guidance in section 4.2. D14/0434228.

28 July 2014	1 December 2014	1.9	D14/0527051	Minor changes to guidance and appendix C. D14/0527043.
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