

# High Performance and Development Policy

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DRAFT 2



Education



## 1. Purpose and Rationale

- 1.1. Dungog High School is committed to providing a highly innovative, enthusiastic and collegial staff who aim to inspire our students to become lifelong learners. This will create a positive and productive learning environment that will allow every student the opportunity to learn and achieve his or her personal best.
- 1.2. Dungog High School has established the High Performance and Development Policy and the Procedures listed in Clause 2, to provide all teachers with guidelines and instructions for Performance and Development, Induction and Support, and Accreditation.
- 1.3. Dungog High School acknowledges, and will adhere to, the following Department of Education reforms, policies and procedures:

### 1.3.1. Melbourne Declaration on Educational Goals for Young Australians

Outlines key goals for improving educational outcomes for all young Australians.

Goal 1 - *Australian schooling promotes equity and excellence*

Goal 2 - *All young Australians become successful learners and confident and creative individuals, active and informed citizens*

[http://www.curriculum.edu.au/verve/\\_resources/National\\_Declaration\\_on\\_the\\_Educational\\_Goals\\_for\\_Young\\_Australians.pdf](http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf)

### 1.3.2. Strong Start, Great Teacher

An innovative resource focussed on beginning teachers.

<http://www.ssgt.nsw.edu.au/>

### 1.3.3. Great Teaching, Inspired Learning

*Great Teaching, Inspired Learning* was released in March 2013 and provides a set of 47 reform actions across the career cycle of a teacher – initial teacher education, entry into the profession, develop and maintain professional practice, recognise and share practice

<http://www.nswteachers.nsw.edu.au/great-teaching-inspired-learning/>

### 1.3.4. Australian Professional Standards for Teachers

The Australian Professional Standards for Teachers is a public statement of what constitutes teacher quality and makes clear the knowledge, practice and professional engagement required across teachers' careers; inform the development of professional learning goals; assist in self-reflection and self-assessment; provide a basis for professional accountability; guide preparation, support and development of teachers; reflect the continuum of teachers developing expertise across the four career stages.



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<http://www.nswteachers.nsw.edu.au/publications-policies-resources/publications/australian-professional-standards-for-teachers/>

## 1.3.5. Framework for High-Quality Professional Experience

*A Framework for High-Quality Professional Experience in NSW Schools* sets out the expectations for high-quality professional experience placements in NSW schools.

<http://nswteachers.nsw.edu.au/taas--schools/principals-supervisors/professional-experience-framework/>

## 1.3.6. Beginning Teacher Support Funding

<https://education.nsw.gov.au/policy-library/policies/beginning-teachers-support-funding-policy>

## 1.3.7. Accreditation at Proficient Teacher Policy

<https://education.nsw.gov.au/policy-library/policies/accreditation-at-proficient-teacher-in-nsw-government-schools-policy?refid=285855>

## 1.3.8. Accreditation at Proficient Teacher Procedures

<https://education.nsw.gov.au/policy-library/associated-documents/AccredProced.pdf>

## 1.3.9. Accreditation at Highly Accomplished and Lead Teacher Policy

<https://education.nsw.gov.au/policy-library/policies/accreditation-at-highly-accomplished-teacher-and-lead-teacher-in-nsw-government-schools?refid=285855>

## 1.3.10. Accreditation at Highly Accomplished and Lead Teacher Procedures

<https://education.nsw.gov.au/policy-library/associated-documents/hr-accreditation-at-ha-and-l-teacher-procedures.pdf>

## 2. Aims

2.1. This document describes the policy for all teachers employed at Dungog High School in three important areas:

### 2.1.1. Performance and Development Procedures

Achieving and maintaining professional standing with the NSW Education Standards Authority (NESA), through performance and development processes. These include the annual formulation and completion of a Performance and Development Plan (PDP) based on demonstration of the Australian Professional Standards for Teachers (the Standards), as well as required ongoing professional learning and development.

## 2.1.2. Induction and Support Procedures

A program to support teachers new to the school and to the profession.

## 2.1.3. Accreditation Procedures

Seeking and maintaining accreditation with NESA at the mandatory Proficient Teacher level, and at the Highly Accomplished and Lead Teacher levels for those teachers wishing to pursue a higher career level.

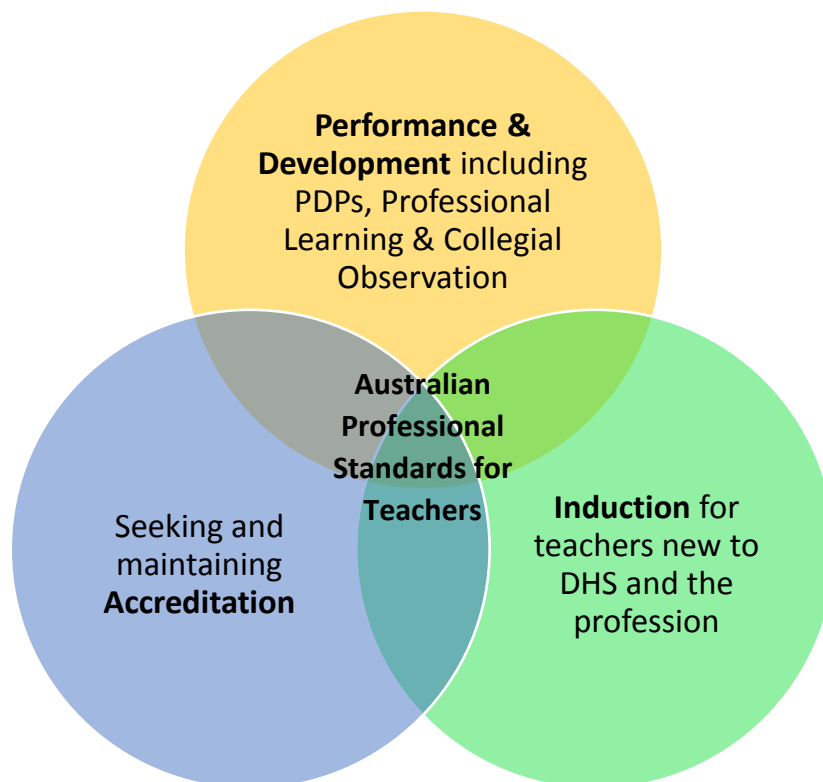
2.2. All three areas are underpinned by the Standards. These apply Australia wide and describe the key elements of quality teaching, which improve educational outcomes for students. They articulate what teachers are expected to know and demonstrate at each of the four career stages:

2.2.1. Graduate Teacher

2.2.2. **Proficient Teacher** – mandatory for all NSW government school teachers

2.2.3. Highly accomplished Teacher

2.2.4. Lead Teacher



2.3. In NSW, achievement of accreditation at the mandatory level of **Proficient Teacher** requires demonstration that the teacher meets the Standards at that level

[\(http://www.nswteachers.nsw.edu.au/publications-policies-resources/publications/australian-professional-standards-for-teachers/\)](http://www.nswteachers.nsw.edu.au/publications-policies-resources/publications/australian-professional-standards-for-teachers/)



### 3. Implementation

3.1. The Head Teacher – Teaching, Learning and Leading (HT-TLL) is responsible for the development and implementation of the school's High Performance and Development Policy and Procedures providing all staff with the processes for:

- 3.1.1. Performance and Development
- 3.1.2. Induction and Support
- 3.1.3. Accreditation

3.2. The role of the Principal

The Principal should ensure that:

- 3.2.1. All staff develop a Performance and Development Plan (PDP) in consultation with their supervisor
- 3.2.2. All new staff to Dungog High School undertake an induction process and are provided with the opportunity for additional support
- 3.2.3. The resource allocation for beginning teachers is implemented as per the Department of Education *Beginning Teacher Support Funding Policy*.

3.3. The Role of the High Performance and Development team

The HPD team, in conjunction with the Principal and HT-TLL will:

- 3.3.1. Ensure all staff are familiar with this policy and related procedures
- 3.3.2. Map teacher professional learning against the Standards
- 3.3.3. Coordinate the induction program for Dungog High School staff
- 3.3.4. Approve teacher identified professional learning for NESAs
- 3.3.5. Support all teachers in seeking or maintaining accreditation

### 3.4. Evaluation

The High Performance and Development Policy and related procedures will be monitored and evaluated regularly to determine if the intended outcomes are being achieved.