Contents
Introduction........................................................................................................... 1
The distinct role of principals ................................................................. 3
Key features of the Model..................................................................... 4
The process.................................................................................................. 10
Start-Cycle (April/May).............................................................. 11
Reflection and goal setting ................................................................. 11
Mid-Cycle (Sept/Oct) ................................................................. 13
Feedback and review........................................................................... 13
End-Cycle (March/April).............................................................. 15
Review and assessment..................................................................... 15
Support and Resources.................................................................... 18
Useful links........................................................................................... 19
References............................................................................................ 20
Bibliography.......................................................................................... 21
Introduction

Effective, evidence-based performance and development processes within schools lead to improved teaching and leadership practices and the enhancement of learning, engagement and wellbeing outcomes for students and staff alike.

The performance and development model for Victorian government schools (the Model) promotes a consistent process and provides a common understanding and language with which the performance of all school-based staff can be assessed.

It is designed to enable individual and collective accountability, to support collaborative professional learning and to improve the quality of teaching in every classroom, in every Victorian school. Effective leadership is essential in creating a system of teacher appraisal and feedback (Jensen, 2011).

Evidence confirms that teaching is the single most powerful in-school determinant of student achievement (Hattie, 2003). This is why effective performance and development is critical to improving quality teaching and learning outcomes for students and achieving Victoria’s goal of becoming a world leader in education.

The Model supports the highly skilled and complex nature of the professional practice undertaken in schools each and every day. It encourages thriving school cultures where improving skills and continuous development are the norm. The Model sets high expectations for performance and development to align with the best practices that already exist in Victorian schools.

The professional expectations of principal class employees are made explicit in this Model. As school leaders, principal class employees are required to conduct evidence-based performance conversations about leadership practice, reflect on their own performance, and assist in the process of self-reflection and self-assessment of their staff with the objective of enhancing school and student outcomes.

The Department of Education and Early Childhood Development (the Department) is committed to effective performance and development for principal, teacher and education support class employees including differentiated, evidence-based performance assessments.

A balanced scorecard approach is used to document, measure and assess the performance of principal class employees. Performance is appraised across all elements of a principal class employee’s role – including capability development and quality teaching, strategic resources management, relationships and system engagement; and is not focused solely on school and student outcomes.

The Model also incorporates essential elements of leadership research and frameworks, including the Australian Professional Standard for Principals, the Developmental Learning Framework for School Leaders and the Ontario Leadership Framework.

The Model requires the performance and development goals of every teacher and principal class employee to be aligned with their school’s priorities.

Principal class employees will develop their performance and development goals in discussion with their reviewer. The reviewer for school principals is their Senior Advisor or Regional Director’s nominee. The reviewer for Assistant and Campus principals is the school principal. These goals will be aligned to their School Strategic Plan and Annual Implementation Plan, and therefore will reflect local context and school cohort.

The Model enables:

- performance and development to be aligned with the school’s Strategic Plan and Annual Implementation Plan
- performance and development to reflect achievable school and student growth
- all principals to implement effective performance and development in their schools and create the conditions for high quality practice by all staff
- all principal class employees to be provided with feedback on performance to support ongoing learning and development, with a focus on improving school and student outcomes
- effective performance to be recognised and acknowledged, including through remuneration progression where applicable
• a supportive environment for improving performance where required criteria are not met

• more meaningful accountability to students, parents, and the community is enacted through processes that explicitly link staff performance and development, with the achievement of a school’s goals and priorities, which in turn support the achievement of Department and Government targets.

To complement the Model, the Department will provide tools and resources to assist schools to advance their professional practice.

**How to use this document**

This document describes the Model as it applies to all principal class employee performance and development. It explains the key features of the Model based on national and international research on effective performance and development for school leaders.

The key components of the Model and what principal class employees and reviewers need to do are outlined in this document. This includes advice on goal setting against performance and development domains, collecting evidence and providing effective feedback.

A comprehensive overview of the performance and development cycle is provided, with explanations and key actions to be taken by principal class employees and reviewers listed at each stage.

This document is intended to be used as the primary resource for all principal class employees on the performance and development process.
The distinct role of principals

In Victoria’s highly devolved education system principals are expected to be the leading force behind improvements in teaching quality and performance.

Schools share a professional commitment to continual, evidence-based improvement in teaching and learning to improve student outcomes. Principals have a key leadership role in this improvement and must:

- exercise strong management and leadership to drive improved performance in their schools
- align human, financial and intellectual resources with the school’s goals and priorities
- monitor the performance development of their staff and ensure it is aligned with school goals
- distribute leadership in ways that create a strong collective responsibility for teaching and learning and student wellbeing issues
- develop collaborative capacity building and inter-school learning
- review each other’s performance and hold each other to account for outcomes as part of major reforms to the school accountability process and their responsibility towards their communities.

To meet their professional expectations under the performance and development Model, principals will be expected to:

- develop performance goals;
- undertake self-reflection throughout the performance cycle;
- perform a self-assessment at both mid-cycle and end-of-cycle;
- meet with their reviewer to undertake a formal performance and development assessment at the end of the cycle; and
- conduct or delegate performance and development assessments of every staff member in their school.

Campus and Assistant Principals

Campus and assistant principals play significant leadership roles in their schools.

Principals, campus and assistant principals typically work collaboratively with their broader leadership team, and school community to develop and implement the school’s Annual Implementation Plan. They may focus on different aspects or share the same school improvement focus in their respective performance and development plan (PDP). The professional learning aspect of the plan will differ based on individual areas of responsibility and professional learning needs.
Key features of the Model

A Balanced Scorecard Approach

At the beginning of each cycle, principals, in conjunction with their Senior Adviser (or RD’s nominee), will develop performance and development goals to form their personalised PDP using the balanced scorecard approach.

At the end of each cycle, the principal and Senior Adviser (or RD’s nominee) will meet to evaluate the principal’s performance and development. The principal will assume the role of the reviewer for campus and assistant principals.

The balanced scorecard is a holistic tool for principal class employees and schools to plan and measure performance and development. It ensures that performance is appraised across all elements of professional practice.

The balanced scorecard approach comprises of:

- four performance and development domains that are weighted according to individual and school priorities
- performance and development goals in each domain
- evidence that will be collected to demonstrate achievement of each goal
- documented outcomes against each performance and development goal at the end of cycle
- overall performance and development outcomes

The balanced scorecard requires evidence to be agreed for each performance and development goal, and over the course of the performance and development cycle. The process is transparent and robust, and is designed to ensure fair, evidence-based performance and development assessments.

The balanced scorecard is flexible, and can be tailored to meet the specific needs of each school and each principal class employee.

The balanced scorecard approach promotes transparency about what is considered important in a school. Further, the balanced scorecard approach provides an opportunity for discussions between principal class employees and their reviewers; to ensure performance and development goals align with school priorities.

Principal class employee practice domains

For principal class employees, the balanced scorecard will comprise four key performance domains:

1. School and student outcomes
2. Capability development and quality teaching
3. Strategic resource management
4. Relationships and system engagement

Principal class employees will develop one to two improvement goals against each of these domains aligned with the School Strategic Plan and Annual Implementation Plan (see Figure 2). A summary description of each domain is shown in Figure 1.

The first domain, ‘School and Student Outcomes’, will be used in each principal class employees’ Balanced Scorecard. School and student outcomes are defined by a wide and varied list of indicators, including improvements in student learning, student engagement and wellbeing, as well as student transitions and pathways. See Figure 6 for an annotated version of a PDP.

Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Students’ health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students’ positive learning experiences.

Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources - people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best
possible combination to support improved student outcomes and achieve its goals and targets. In line with the School Performance Framework, productivity is included in the School and Student Outcomes domain.

The remaining three domains relate to effective leadership practice. These have been identified through reference to research into effective school leadership practice. They have also been developed with reference to key leadership frameworks and are strongly aligned with the Australian Professional Standard for Principals and the Developmental Learning Framework for School Leaders.

The core accountabilities of principal class employees as set out in Schedule B of their contract are one component of the criteria that needs to be met to obtain a successful performance and development outcome. A record of satisfactory compliance of these core accountabilities is incorporated into the PDP. In addition, principal class employees’ performance and development will be assessed against achievement of their performance and development goals.
Figure 1 The Balanced Scorecard Approach

1. School and Student Outcomes
   In line with their school’s AIP and Strategic Plan, PC employees deliver improvements in student achievement, engagement, wellbeing and productivity outcomes at a whole of school level, as evidenced by a range of qualitative and quantitative data.

2. Capability Development and Quality Teaching
   PC employees are people leaders who embed a culture of learning, development, and continuous improvement of quality educational practice throughout the school community.
   - Principal Class employees:
     a. establish an integrated and whole-school approach to:
        - Curriculum
        - Pedagogy
        - Assessment
        - Reporting
        - Well-being
     b. ensure agreed evidence-based teaching practices are developed in all classrooms
     c. create a culture and structures which support staff to collaboratively improve the quality of their teaching practice
     d. identify and develop sustainable leadership capability and a culture of leadership within the school
     e. model and promote life-long learning through their own professional practice
     f. reflect on the impact of their leadership on school, staff and student outcomes

3. Strategic Resource Management
   PC employees effectively optimise resources through strategic planning and implementation.
   - Principal Class employees:
     a. lead improvements in the effective and efficient (productive) use of school resources
     b. organise school time and facilities to support quality teaching and staff development, by ensuring opportunities for goal-setting and preparation, classroom observation and feedback, peer learning and collaboration are a regular part of their staff’s schedules
     c. select appropriate interventions, innovations and technologies to achieve the school’s improvement priorities
     d. manage performance, effective professional learning and regular feedback to support all staff to achieve high standards of practice and develop leadership capacity

4. Relationships and System Engagement
   PC employees develop and maintain positive and purposeful relationships with students, teachers, parents, and the local, broader, and global communities.
   - Principal Class employees:
     a. model professional practices along with fair and transparent behaviours, based on what is in the best interests of the school community
     b. promote inclusion and develop and maintain positive and purposeful relationships with students, parents and carers to create a student centred school
     c. use multiple sources of feedback (including staff, student, community) as fundamental drivers of school improvement
     d. ensure the cultural richness and diversity of the school and broader community are reflected in how the school operates
     e. ensure that student transitions between stages of learning and into post-school pathways are managed effectively
     f. contribute to the operation of a self-improving system by engaging with other schools, networks and educational research
     g. forge partnerships with external organisations to access new ideas and share innovative and evidence-based practice

Figure 2 Cascading performance expectations across the school context

School Strategic Plan and Annual Implementation Plan

Capability Development and Quality Teaching

Strategic Resource Management

Relationships and System Engagement

School and Student Outcomes

Principal Class Employee Balanced Scorecard

Teacher Balanced Scorecard

Professional Knowledge

Professional Practice

Professional Engagement

Student Outcomes
Weightings

The weighting system is designed to enable schools to place the greatest emphasis on areas they see as most important to achieving their school strategic priorities as well as to provide individually tailored support to staff.

Performance domains will be weighted during the goal-setting stage. Principal class employees will discuss and agree with their reviewer as to the weighting of each performance domain, within the parameters of the minimum and maximum possible weightings as outlined in Figure 3.

There will be flexibility to determine the weightings for each of the domains, based on individual goals and the local school context at the beginning of the cycle. Weightings should reflect the extent to which that domain is a priority for the principal or school. The principal class employee and their reviewer will determine the weighting scales.

Where the principal class employee and their reviewer cannot reach agreement the default weightings provided in Figure 4 will be used.

The Department will provide guidelines, and practice-based learning modules, to assist with and communicate differentiated performance decisions, and ensure objective and evidence-based assessment outcomes for all principal class employees.

Figure 3 Principal Class Employee Weightings

<table>
<thead>
<tr>
<th>Domain 1: School and student outcomes</th>
<th>Domain 2: Capability development and quality teaching</th>
<th>Domain 3: Strategic resources management</th>
<th>Domain 4: Relationships and system engagement</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum weighting</td>
<td>25%</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Discretionary weighting</td>
<td>Allocated across domains in 5% increments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximum weighting</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Figure 4 Default Principal Class Employee Weightings

<table>
<thead>
<tr>
<th>Domain 1: School and student outcomes</th>
<th>Domain 2: Capability development and quality teaching</th>
<th>Domain 3: Strategic resources management</th>
<th>Domain 4: Relationships and system engagement</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Default weighting</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Performance and development assessment and outcomes

In order to achieve a successful performance and development outcome the principal class employee needs to demonstrate that they have:

1. Met the accountabilities set out in Schedule B of the principal class employee's contract; and
2. Achieved all performance and development goals in the principal class employee's PDP.

School priorities should be reflected in the principal class employee's performance and development goals.

The reviewer will use their professional judgement and evidence provided by the principal class employee to assess whether they have met the criteria.

Each goal will be reviewed against the following outcomes: Exceeds, Meets Criteria, Needs Improvement or Does Not Meet Criteria. See Figure 5 for a definition of the outcomes.

Based on the principal class employee's achievement of their performance and development goals in line with agreed success indicators, the reviewer will use their judgement to provide them with an overall performance and development outcome for the cycle.

This process enables greater articulation, communication and recognition of differentiated outcomes.

It ensures that the assessment method is consistent from one employee to the next, and assists principal class employees to establish shared expectations for performance across the school.

The Department will provide guidelines, and practice-based learning modules, in order to assist reviewers to make and communicate differentiated performance decisions, and ensure objective and evidence-based assessment outcomes for all principal class employees.

Figure 5 Performance and Development Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds</td>
<td>The individual has met the accountabilities set out in Schedule B. They have exceeded their performance and development goal(s) in relation to agreed success indicators.</td>
</tr>
<tr>
<td>Meets Criteria</td>
<td>The individual has met the accountabilities set out in Schedule B. They have achieved their performance and development goal(s) in line with agreed success indicators.</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>The individual has met the accountabilities set out in Schedule B. They have demonstrated progress towards achievement of their performance and development goal(s), but have not achieved their goal(s) in line with agreed success indicators. The individual needs improvement to meet the criteria.</td>
</tr>
<tr>
<td>Does Not Meet Criteria</td>
<td>The individual has not met all of the accountabilities set out in Schedule B. They have demonstrated little or no progress towards achievement of their performance and development goal(s). The individual needs significant improvement to meet the criteria.</td>
</tr>
</tbody>
</table>
## Figure 6 Annotated PDP template for principal class employees

**Domain title**

**Description of your first SMART goal**

**School support/resources and/or development required to achieve the goal(s) for this Domain**

**Continues to subsequent Domains: Strategic Resource Management, Relationships and System Engagement and School and Student Outcomes**

**Agreed weighing for associated Domain to prioritise goals for the performance and development cycle**

**Performance outcome given for each goal:**
- Exceeds
- Meets Criteria
- Needs Improvement
- Does Not Meet Criteria

<table>
<thead>
<tr>
<th>Name</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Job Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overarching School Goal(s)**

**Date Plan Developed**

**SMART goal**

**Strategies**

**Evidence**

**End cycle outcome**

**Please Select...**

A description of the School support/resources and/or development required to demonstrate achievement of performance and development goal.
The process

The following section provides a step-by-step guide through each stage of the performance and development cycle, which commences on 1 May each year and concludes on 30 April in the following year.

Responsibility

It is important to note that while the Senior Adviser (or RD’s nominee) will manage the principal performance and development, the RD has the ultimate responsibility for decisions about a principal’s performance and development. Senior Advisers (or RD’s nominee) will make recommendations about principal’s performance and development to the RD and the RD must make the final decision.

In the case of the performance and development of Assistant and Campus principals, the school principal has the ultimate responsibility for decisions about an Assistant or Campus principal’s performance and development.

Figure 7 Overview of the performance and development cycle for principals

The yearly performance cycle commences on 1 May each year and concludes on 30 April in the following year (see Figure 7).

A principal class employee with less than 6 months eligible service by 30 April at a particular salary subdivision will not be eligible for salary progression for that cycle.
Roles and Responsibilities

<table>
<thead>
<tr>
<th>Principal class employee</th>
<th>Reviewer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflect on your practice / past performance</td>
<td>Provide support where required</td>
</tr>
<tr>
<td>Develop annual performance goals and short-term strategies, and identify evidence required to demonstrate goal achievement</td>
<td></td>
</tr>
<tr>
<td>Develop your PDP</td>
<td>Assist principal class employee with creation of PDP – where required</td>
</tr>
<tr>
<td>Meet with reviewer to discuss and agree on your PDP</td>
<td>Review and approve principal class employee’s PDP</td>
</tr>
<tr>
<td>Obtain reviewer approval of your PDP</td>
<td></td>
</tr>
</tbody>
</table>

Principal class employees will develop one or two individual, meaningful and measurable performance and development goals for each of the four domains. These goals should follow the SMART methodology (Specific, Measurable, Achievable, Realistic, and Time-Bound).

Principal class employees can document short-term strategies that will directly support them to achieve their performance and development goals over the course of the performance and development cycle. It also allows principal class employees to record their longer-term career and development goals that extend beyond the annual performance and development cycle.

Principal class employees will also need to clearly nominate a range of evidence that will demonstrate achievement of their performance and development goals. An agreement will be reached between the principal class employee and their reviewer about what will constitute success (i.e. success indicators) at the end of the performance and development cycle. Weightings for each of the domains will be determined at this stage.

Principals will require approval from their Senior Adviser (or RD’s nominee). The RD has the ultimate responsibility for decisions about a principal’s performance and development. Assistant and Campus Principals will require approval from their principal.
Goal setting

Goal-setting ensures that principal class employees are empowered to have significant input into decisions about how their performance will be appraised. Performance goals should be clear, evidence-based, and linked to school strategic priorities, and individual developmental needs.

Principal class employees will draw on a range of resources to inform their goal-setting, including:

- the Australian Professional Standard for Principals
- the School Strategic Plan and Annual Implementation Plan
- evidence and research about effective teaching and leadership
- the school’s agreed approach to teaching and learning
- school and student data.

Performance goals should be:

- SMART (Specific, Measureable, Attainable, Relevant and Time-bound)
- evidence-based
- aligned to school priorities
- appropriate to the principal class employee’s role and responsibilities
- based on areas or skills that are yet to be achieved, rather than those already consolidated.
- regularly reviewed and adjusted if required
- approved by the reviewer

Identifying and collecting evidence

Evidence is critical to effective performance and development processes. Principal class employees will provide evidence of their practice which demonstrates their progress towards and achievement of performance and development goals.

One source of evidence is insufficient to make judgements about principal class employee performance and development, and the Model emphasises the importance of using multiple sources of evidence.

Principal class employees are expected to act as role models for all teachers and education support employees by proactively seeking out multiple sources of feedback. They are expected to include evidence collected from multiple sources, including – but not limited to:

- school and student outcomes data
- peer and colleague feedback
- teacher feedback
- student feedback
- parent and community feedback
- evidence of system contribution, for example collegiate activity outside of the school
- progress demonstrated against goals in the Strategic Plan and/or Annual Implementation Plan.

Evidence can be used to share and celebrate achievements within schools, and to promote a culture of continuous improvement and personal growth.
STAGE 2

Mid-Cycle (Sept/Oct)

Feedback and review

<table>
<thead>
<tr>
<th>Roles and Responsibilities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal class employee</strong></td>
<td><strong>Reviewer</strong></td>
</tr>
<tr>
<td>1 Reflect on your practice (self-assessment)</td>
<td>Consider evidence presented</td>
</tr>
<tr>
<td>2 Meet with reviewer to discuss progress towards achieving performance goals</td>
<td>Provide quality feedback to principal class employee, indicating progress to date and identifying support options where required</td>
</tr>
<tr>
<td>3 Refine PDP (if required)</td>
<td>Assist principal class employee in refining PDP</td>
</tr>
<tr>
<td><strong>Optional</strong>: Request preliminary rating</td>
<td><strong>Optional</strong>: Provide preliminary rating</td>
</tr>
</tbody>
</table>

A mid-cycle meeting should be scheduled between principal class employees and their reviewer to discuss progress against agreed performance and development goals. This mid-cycle meeting provides an opportunity for principal class employees to receive feedback and, where required, receive support to ensure performance and development goals will be achieved by the end of the cycle.

Principal class employees should monitor progress against their performance and development goals and focus on collecting evidence of practice and school and student outcomes throughout the year. Ongoing analysis and discussion about principal practice with colleagues is encouraged. Principal class employees should undertake a self-assessment against their performance and development goals to prepare for the mid-cycle performance discussion. They should continually reflect upon and evaluate their practice and its impact on school and student outcomes.

Discussion at this stage of the cycle enables both the principal class employee and their reviewer to refine goals, professional learning, measures of performance and evidence identified in the PDP. Any changes should be agreed upon by the

Professional learning

Education support employees, teachers and principal class employees have a responsibility to support performance and development by establishing a culture that values highly effective professional learning that supports improved teaching practice and ultimately, improved student outcomes.

Professional learning can have a demonstrable impact on student learning, engagement and wellbeing. For professional learning to be effective, it must be relevant, collaborative and future-focused. Employees should choose appropriate professional learning that is related to their annual performance and development goals.

The Australian Charter for the Professional Learning of Teachers and School Leaders (2012) states that a high quality professional learning culture is characterised by:

- a high degree of leadership support for ongoing adult learning and risk-taking
- collective responsibility for improving practice
- disciplined collaboration focused on student learning needs
- high levels of trust, interaction and interdependence
- support through school structures, explicit planning and the allocation of time.
- coaching and mentoring, and teacher-led action research, which are strategies that commonly feature in effective school-based staff development.

The Department has developed The Evidence Based Professional Learning Cycle to support teachers to measure the impact of their professional learning on their practice and their students’ learning. The Cycle is modelled on the work of Professor Helen Timperley (2008) and can be accessed on the Department website at: http://www.education.vic.gov.au/school/teachers/profdev/Pages/cycle.aspx
reviewer.

Where there are concerns about the performance of a principal, the mid-cycle meeting is an opportunity to discuss reasons for this concern and develop support strategies to assist the employee to improve personal and/or school performance.

Upon request to their reviewer, it is possible for principal class employees to receive a preliminary performance and development outcome to give an indication of their progress. Offering a preliminary outcome is at the discretion of the reviewer; it is not a requirement. The primary purpose of the mid-cycle meeting is for principal class employees to receive quality feedback.

Feedback and support

Regular performance and development conversations and effective feedback are built into the Model and are expected to occur throughout the performance cycle. The Model encourages principal class employees to engage in peer appraisal and feedback, to build knowledge and capacity as well as share this knowledge to lift performance across the system.

Principals will receive meaningful, development focused feedback from their Senior Adviser (or RD’s nominee). The principal has responsibility to provide feedback, support and conduct the performance and development assessment of their Assistant or Campus principals.

Quality feedback

Feedback is an investment in improvement. Regular feedback and support is to be provided to principal class employees to enhance their leadership capacity in order to improve their school performance. For feedback to be constructive and effective, it is important that it is actionable, honest and supported by examples.

Both verbal and written feedback should be provided to principal class employees. Informal feedback is encouraged throughout the cycle, from the reviewer, a Critical Friend, colleagues, peers, parents and students, to encourage continual reflection and improvement from all lenses of the learning environment. Jensen (2011) recommends that schools use at least four to eight methods found to be the most effective in assessing and developing teaching and learning:

- student performance and assessments
- peer observation and collaboration
- direct observation of classroom teaching and learning
- student surveys
- parent surveys
- 360-degree assessment
- self-assessment and external observation

Equally as important, principal class employees must enter feedback sessions with an open mind, and be willing and receptive to receiving positive and constructive feedback.

Critical friend

A Critical Friend is a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critiques of a person’s work as a friend.

A Critical Friend takes the time to fully understand the context of the work presented and the outcomes that the person or group is working toward. The friend is an advocate for the success of that work (Costa & Kallick, 1993). A Critical Friend role is a strategic one and provides both support and challenge for Principal Class Employees. A Critical Friend may be:

- a mentor
- a coach
- a colleague in a local school or similar setting
- a retired Principal Class Employee
- the School Council President
- a teacher
- a leader from another organisation or business.

A principal class employee may invite a Critical Friend to be involved in the development of their PDP and provide regular support and advice throughout the year. A principal class employee may also invite a Critical Friend to participate in discussions about their performance and development.
STAGE 3

End-Cycle (March/April)
Review and assessment

<table>
<thead>
<tr>
<th>Roles and Responsibilities</th>
<th>Principal class employee</th>
<th>Reviewer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Consider the evidence you have collected. Have you met all of the accountabilities set out in Schedule B?</td>
<td>Reviewer</td>
</tr>
<tr>
<td>2</td>
<td>Evaluate your performance and development against your goals in the PDP. Have you achieved your goals?</td>
<td>Meet with the principal class employee for their performance and development assessment. Consider evidence presented</td>
</tr>
<tr>
<td>3</td>
<td>Meet with reviewer for your performance and development assessment.</td>
<td>If reviewer is Senior Adviser, provide performance recommendation to RD to determine final outcome; OR If reviewer is principal, determine performance and development assessment outcome</td>
</tr>
<tr>
<td>4</td>
<td>Receive final performance and development assessment outcome.</td>
<td></td>
</tr>
</tbody>
</table>

2. Achieved all performance and development goals in the principal class employee’s PDP.

Performance and development review

The Senior Adviser (or RD’s nominee) is responsible for managing the performance and development process of the principal. They will make recommendations about the principal’s performance and development to the RD and the RD must make the final decision. The school principal is responsible for managing the performance and development process and making final decisions about the assessment outcome of the assistant and campus principals.

In early March each year, principal class employees will meet with their reviewer for an end-of-cycle performance conversation. The principal class employee, together with their reviewer may decide how peers can be involved in the assessment process.

At this meeting, it is the responsibility of the principal class employee to present evidence that they have met their core accountabilities and achieved their professional goals outlined in their PDP.

Feedback sessions will focus on specific areas of improvement, and will assist principals in developing appropriate performance and development goals for the next performance cycle. This feedback should be incorporated in the development of a balanced scorecard for the following year, including an appropriate professional development action.

A decision on the principal class employee’s performance and development outcome will be made based on the context of the school and its stage of development, achievements, evidence of student and school outcomes and other relevant information demonstrating performance against
school priorities criteria (Schedule B and performance and development goals).

Based upon achievement of performance and development goals, an overall performance assessment will be determined. There are four possible outcomes: Exceeds, Meets Criteria, Needs Improvement or Does Not Meet Criteria. See Figure 5 for definitions.

Although the Senior Adviser (or RD’s nominee) will manage the principal performance and development process, the RD has the ultimate responsibility for decisions about a principal’s performance and development outcome. The principal is responsible for and has the ultimate decision about the performance and development outcome of their assistant and campus principals.

Principals will be advised of the outcome by 30 April. Performance and development assessment outcomes must be recorded for every principal class employee.
Other information

Remuneration progression

In order to achieve a successful performance and development outcome, a principal class employee must demonstrate that they have:

1. Met the accountabilities set out in Schedule B of the principal class employee’s contract; and
2. Achieved all performance and development goals in the principal class employee’s PDP.

Where a principal class employee is eligible for but has not met the requirements for remuneration progression in that year, the principal will not receive remuneration progression for that cycle.

Eligible service for remuneration progression

Consistent with the VGSA 2013, a principal class employee with less than six months eligible service at a particular remuneration level in any particular progression cycle will not be eligible for remuneration progression.

Non-participation

Where a principal class employee does not participate in the performance and development process his or her performance will be assessed against Schedule B and other relevant information in relation to the principal class employee’s performance and development.

Unsatisfactory performance

When it is considered that a principal class employee’s performance is unsatisfactory, the unsatisfactory performance procedures (set out in Schedule 5 of the VGSA (2013)) should be implemented.


Alignment with principal contract renewal processes

The principal performance and development process is a core component of the principal contract renewal process. On appointment to a principal position the Regional Director (or nominee) will meet with the principal to set expectations for the life of the contract, including advice on the specific qualities and capabilities they should focus on developing. These expectations will be reflected in the principal’s PDP.

The principal and their reviewer will design and implement processes that support improved principal performance and development for the duration of the contract. They will develop and approve a PDP that takes account of the relevant school context and the implications this has for the principal’s performance goals. Outcomes of the performance and development cycles over the period of the contract will be included in the process of contract review.

Grievances

Principal class employees may be eligible to lodge a grievance in accordance with the relevant Ministerial Order under the Education and Training Reform Act 2006 in relation to the performance and development assessment.

Information on grievance procedures can be obtained from the Merit Protection Board website at www.mpb.vic.gov.au.
Support and Resources

System-wide support is essential in building a positive culture in performance and development in a school.

The Victorian Professional Practice Framework, an online portal containing all available tools and resources, is being developed to assist schools to support and develop quality professional practice.

The Department will provide:

- PDP exemplars for teachers and principal class employees
- observational tools
- feedback tools and protocols
- student surveys and tools
- validated instructional models, as well as criteria to assist schools to select their own model
- support and training for principal class employees.

The Australian Institute for Teaching and School Leadership (AITSL) website hosts national guidelines to assist principals and schools with performance and development and professional learning, and offers a range of tools and resources including the application of standards, self-assessments, illustrations of practice, and voluntary certification: http://www.aitsl.edu.au/

Modelling lifelong learning

When leaders engage in continuous professional learning it sends a very powerful message that a professional learning culture is an essential element of an effective school.

Principals are asked to reflect on their school improvement strategies and their own professional learning needs, and to undertake actions that will build on and further enhance their leadership skills and behaviours. When planning professional learning actions it may also be helpful to consider them as:

- independent action — undertaken alone, such as professional reading
- supported action — supported by a coach, mentor or critical friend
- collective action —shared through teams or collegiate groups
- formal programs — provided by the Department and other organisations.
Useful links

The Australian Institute of School Leadership
http://www.aitsl.edu.au

The Australian Professional Standard for Principals

Bastow Institute of Educational Leadership

Curriculum

The Developmental Learning Framework for School Leaders

e5 Instructional Model

Evidence-Based Professional Learning Cycle

ilead 360° Survey

Merit Protection Board
www.mpb.vic.gov.au

Professional Development

School Performance Framework

Unsatisfactory procedures
References


Bibliography


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