

# Annual Performance Development Plan for teachers

Before completing, teachers and their supervisors should read and develop a clear understanding of the following documents:

- Queensland State Schools Annual Performance Review process for teachers – Overview
- Queensland State Schools Annual Performance Review process for teachers – A step-by-step guide
- Australian Professional Standards for Teachers

The Annual Performance Development Plan (APDP) needs to be developed in alignment with the [Australian Professional Standards for Teachers](#).

Name: Suzanne Usher Role: Preservice teacher  
 School: Warwick East State School  
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## School priorities (from the school's Annual Implementation Plan):

Phase 1 – Reflection			
A self-assessment tool is recommended to determine areas of strength and areas for development.			
Domains of teaching	Standards	Areas of strength	Areas for development
Professional knowledge	1. Know students and how they learn	Understanding of special needs & ways of T&L; viewed KPs	Creation of ICPs - what determines who/what/how
	2. Know the content and how to teach it	Know AC, experience with C2C, understanding content w/in KLA's	Explicit Instruction in practice
Professional practice	3. Plan for and implement effective teaching and learning	Understand that every minute counts in lessons	PLANNING & TIME MANAGEMENT
	4. Create and maintain supportive and safe learning environments	Understand student needs in environment & lessons	KNOWING STUDENT NEEDS → KPs
	5. Assess, provide feedback and report on student learning	Aware of assessment processes	ASSESSMENT - plan, deliver, + report
Professional engagement	6. Engage in professional learning	Participated in PD sessions, both online & with teaching staff Work in with TA's.	Improve confidence in communicating with professional staff
	7. Engage professionally with colleagues, parents/carers and the community		

Communicate well with parents.

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### Phase 1 & 2 – Goal setting, professional practice and learning

These should be framed through reflection on areas of strength and areas for development within the Australian Professional Standards for Teachers.

<b>Focus areas for improvement</b> As per reflection	<b>Agreed performance development goals</b> Refer to <a href="#">SMART goals framework</a> – Specific, Measurable, Achievable, Relevant, Time-phased	<b>Actions to develop capability</b> Be specific about what actions you intend to undertake and the support and <a href="#">professional learning</a> you will require.	<b>Indicators of success</b> What will you/others see if your goal is achieved? Refer to <a href="#">Documentary Evidence Guides</a> .	<b>Phase 2 – Reflections, comments and notes on professional practice and learning</b> During this phase, the teacher's APDP is put into action during day-to-day work and is supported by professional learning to achieve goals.
PLANNING		Sit in with curric. planning sessions		
KNOWING STUDENT NEEDS		PD sessions		
ASSESSMENT		Deliver assessment & feedback		

#### Optional

Career aspirations	Career goals	Actions to develop capability	Indicators of success

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**Phase 3 – Feedback and review (final review)**

Review of performance against planned goals

Focus areas for development	Agreed performance development goals	Performance outcome (achieved, ongoing, not achieved)	Comment

**Teacher overall comment**

- What has been a significant area of growth or success in my teaching practice and why?
- What have been some of the challenges in my teaching focus and why?
- What areas do I need to focus my teaching on next?
- What are my strengths and how can I build on them?
- What are my career aspirations and what pathways are available to me?
- What support and professional development do I need to further my teaching performance and development?
- What action is required if I do not meet performance expectations on a regular basis?

**Comment (teacher)****Comment (supervisor)****Signature and date (teacher)****Signature and date (supervisor)**

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