

## SUSTAINING A HEALTHY PERFORMANCE & DEVELOPMENT CULTURE

### Our Goals:

- Develop a shared understanding of team and school goals and collective responsibility for achieving these goals
- Develop and sustain high levels of confidence and trust between leadership team and staff
- Develop and sustain a support network for every member of staff
- Identify career goals and support progress in career pathways for staff
- Improve channels of communication and access to decision making for staff
- Recognise and celebrate individual, team and school achievements

### Our professional commitments:

- **Be both independent and interdependent, reflective, global learners who strive to improve in learning and achieve our best;**

This includes developing the confidence to take risks, trust self and others, take initiative and be able to adapt to change or to emerging needs and trends; learning with and from others, developing a team of enquiring people, encouraging meaningful conversations, valuing other's contributions, being outward looking, searching for greater knowledge, inviting others to support us in establishing world class education for our community; being reflective in practice, committing to a cycle of reflection, evaluation, and implementation for self, team and school; and aspiring to be our best as teachers and learners whilst committing to the capacity building of ourselves and our peers. And finally, being ongoing learners, critical thinkers, having aspirations to be our best whilst committing to support the capacity building of ourselves and others.

- **Have a rich understanding and be practiced in the delivery of high quality teaching and learning**

This requires us to develop and sustain common understanding of what effective teaching looks like, how we can recognise this practice and agree to mutual accountability practices; to document curriculum that incorporates instructional frameworks like e<sup>5</sup> and the Principles of Learning and Teaching (POLT); regularly undertake Peer Observation and effective feedback practices; and to use diagnostic tools, a range of available summative and formative data to inform instructional practice.

- **Develop and sustain respectful relationships with colleagues**

This will be promoted through being non-judgemental, positive and by valuing other's contributions and encouraging greater diversity of ideas. We will be active, empathic listeners and use language and tone that are inclusive and promote connectedness. We establish agreed protocols and processes for interactions in meetings, workshops and in less formal interactions which help us to focus on the issues, practices and behaviour rather than the person.

- **Develop and sustain practices that actively promote a strong sense of teamwork, increase our capacity for collaboration, and enable us to have positive self-esteem, and be resilient people.**

We recognise the need to have clarity of role and purpose and have trust in people to undertake their responsibilities to meet their personal, team and school goals. Hence we are committed to gaining agreement on our goals, having agreed behavioural protocols and maintaining common purpose. We agree to take collective responsibility for establishing and meeting time lines, and will work together to ensure that successful outcomes are achieved; we aim to acknowledge and affirm

each other's strengths, celebrate successes whilst still challenging each other to improve. We acknowledge that by working together we will achieve greater success and an increased sense of affirmation as we achieve individual, team and school success.

### **Implementation Guidelines**

1. Each Teacher is allocated to a Performance & Development Team led by a member of the Leadership Team (Principal, Assistant Principal, Leading Teacher).
2. New staff will be allocated each year to Marianne Lee, assistant Principal with responsibility for Staff Development.
3. Education Support Staff will continue to be reviewed by their respective supervisors. Administration support staff to be reviewed with Lisa Bull, Admin Manager and the School Principal
4. Actual "performance reviews" will be completed independently of team sessions, and Leadership Team members will be responsible for performance reviews of teaching staff.
5. Regular team sessions will be included in the meeting schedule at least once per term, and supplemented by agreed team meetings.
6. Individuals will meet with their team leader a minimum of once a term (additional to team sessions) plus an individual review session
7. Sharing of ideas, issues of concern, achievements, innovations etc for each team to be communicated to the School Principal to improve our capacity to communicate widely. This could allow for key issues to be noted for collective discussion, provide ready access to achievements and opportunity for improved affirmation across school.
8. A regular, collective Newsletter will be prepared reporting on progress, issues, achievement.