

# Taking control of your professional development

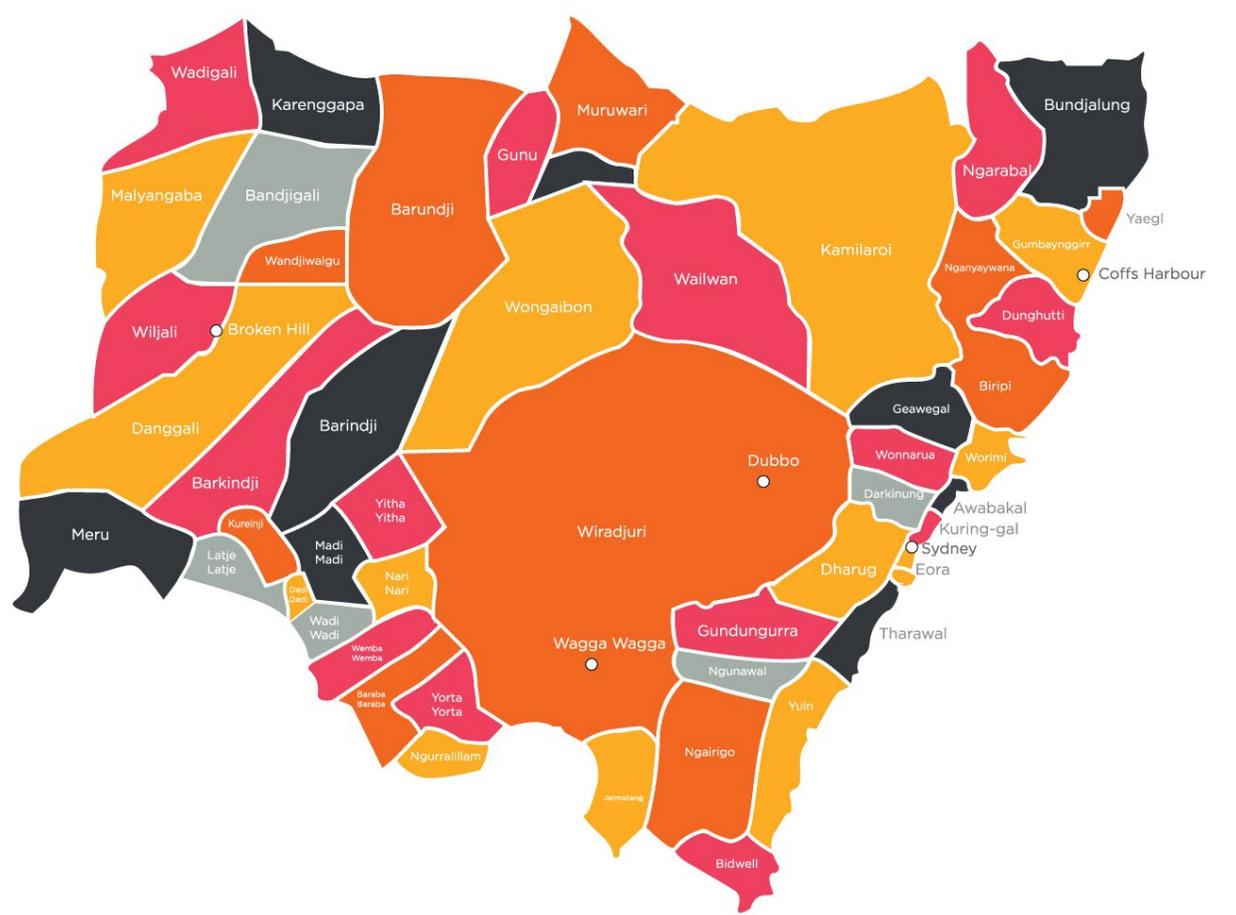


## Setting up for success

Pre-service and conditional teacher series of 'how to' workshops  
Hosted by the NSW Department of Education



Jacqui Hood and Christianna Elliott



Learning intention:

Together, we will learn to plan for and reflect on professional improvement.

Success criteria:

At the end of this session, we can:

- Articulate our next step(s) in our continuous improvement journey.
- Use suggested resources and strategies to support our professional growth.

Understand how to use the Australian Professional Standards for Teachers:

*Engage in Professional Learning* - Standards 6.1, 6.2, 6.3 and 6.4



“Every Teacher Can Improve” – Dylan Williams



You:  
Human  
Professional  
Teacher  
Colleague



School:  
Localised  
Contextual  
Responsive  
Layers of needs

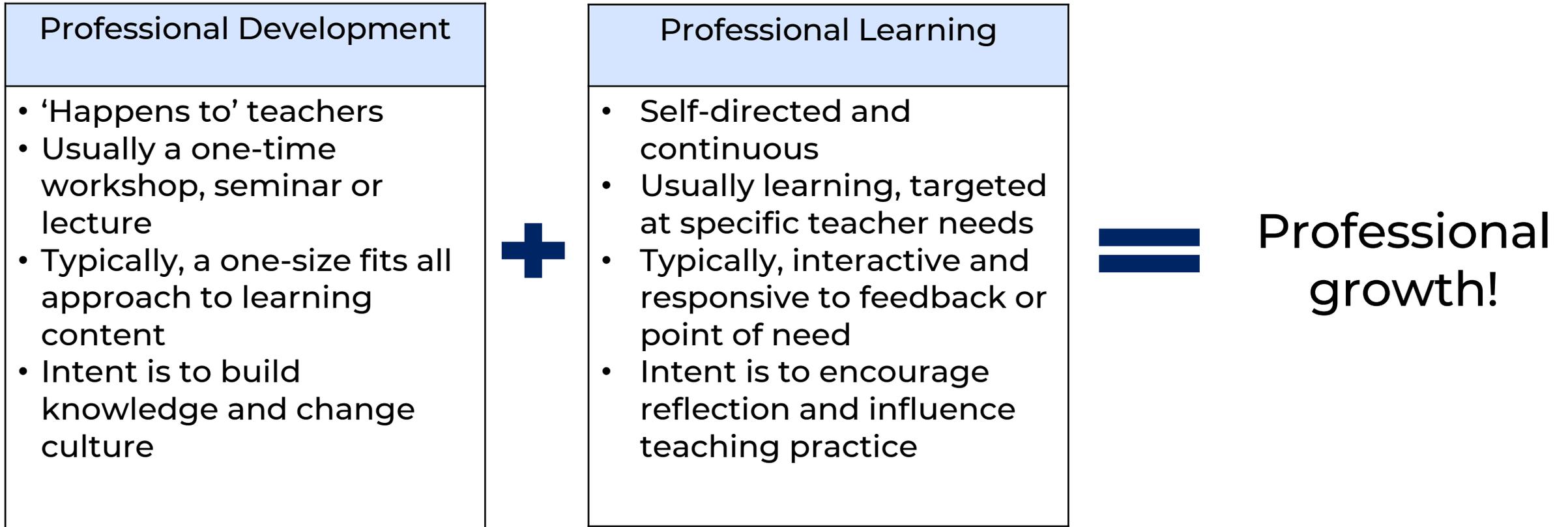
Department of  
Education:  
State-wide  
Systems  
Legislation and policy  
Funding

Striving for  
continuous  
professional  
growth



# Professional learning or professional development?

## Why not both?



Interchangeable! We need both!

# What types of activities are included?



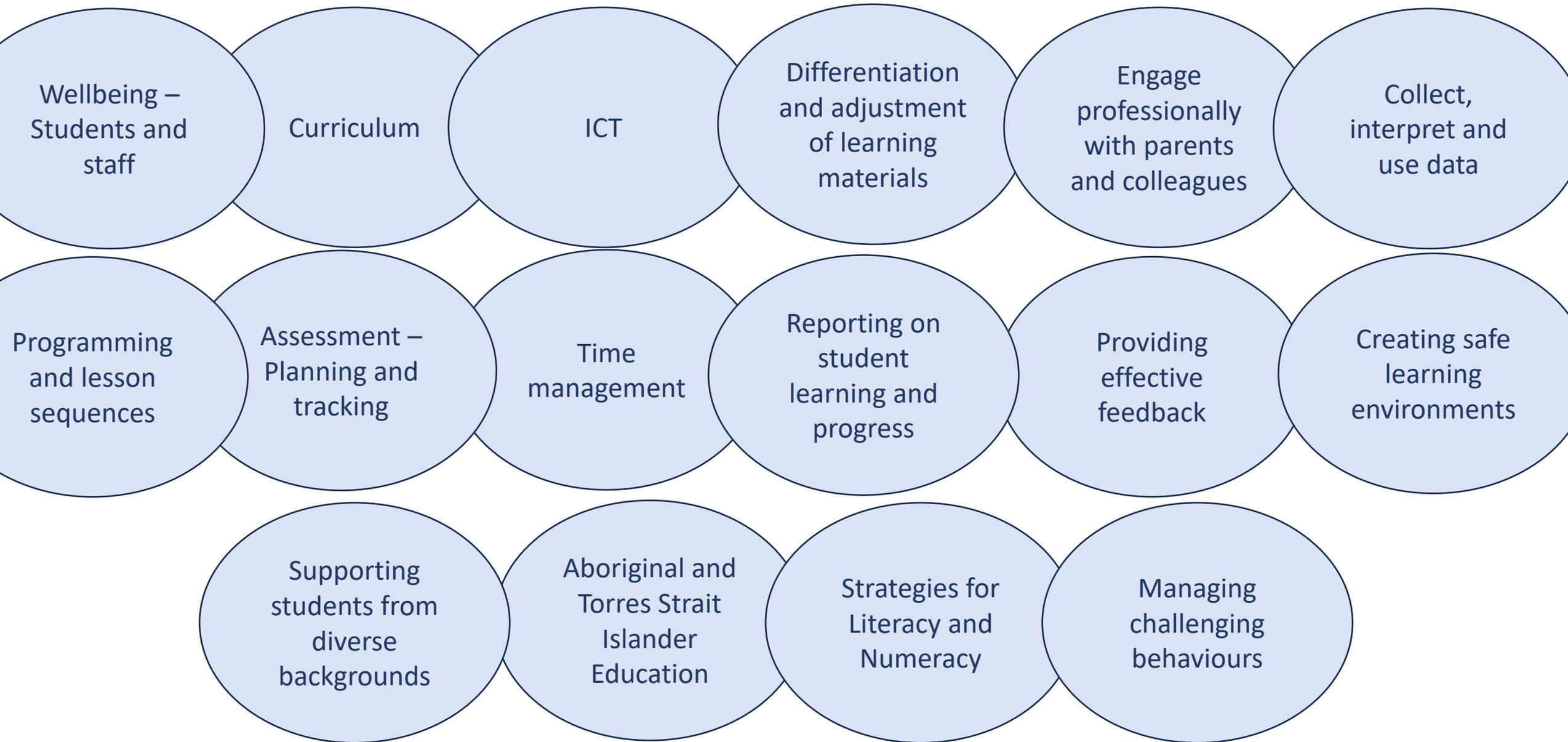
Professional Development	Professional Learning
<ul style="list-style-type: none"><li>• Staff Development Days</li><li>• Courses/workshops (e.g. on subject matter, curriculum and/or other education-related topics)</li><li>• Educational conferences or seminars</li><li>• Formal qualification programs (e.g. Masters of Education, diploma courses)</li><li>• Online learning (e.g. Mandatory modules, online forums)</li></ul>	<ul style="list-style-type: none"><li>• Participation in a network of teachers or professional learning community (PLC), formed specifically for the professional development of teachers</li><li>• Collaboration with colleagues, looking at student work samples or assessments</li><li>• Individual or collaborative professional reading and listening</li><li>• Research on a topic of professional interest</li><li>• Mentoring and/or and coaching, as part of a formal school arrangement or informal structure</li><li>• Peer observations</li><li>• Professional reflection</li><li>• Professional conversations and dialogue</li></ul>

**Examples of data to support the identification of professional learning needs include:**

- ✓ student feedback
- ✓ peer/supervisor feedback
- ✓ parent feedback
- ✓ teacher self-assessment and reflection
- ✓ classroom observation reports
- ✓ lesson plans
- ✓ professional learning conversations and goals
- ✓ student data and work samples

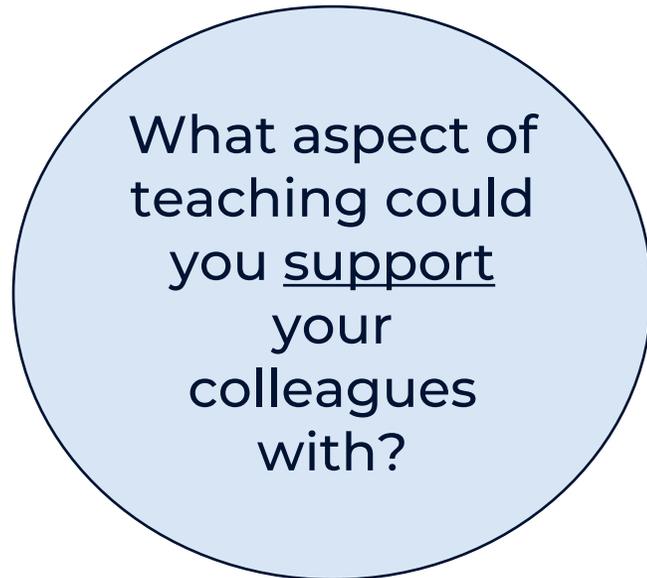


# Common areas of focus...



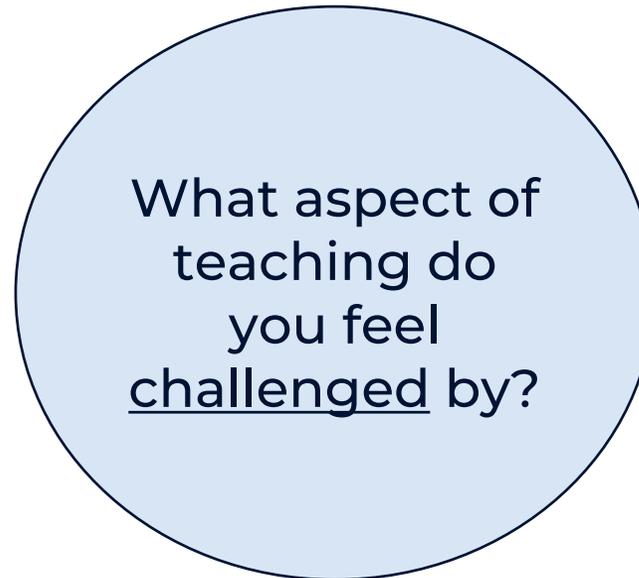
# Reflection Activity:

Areas of strength:



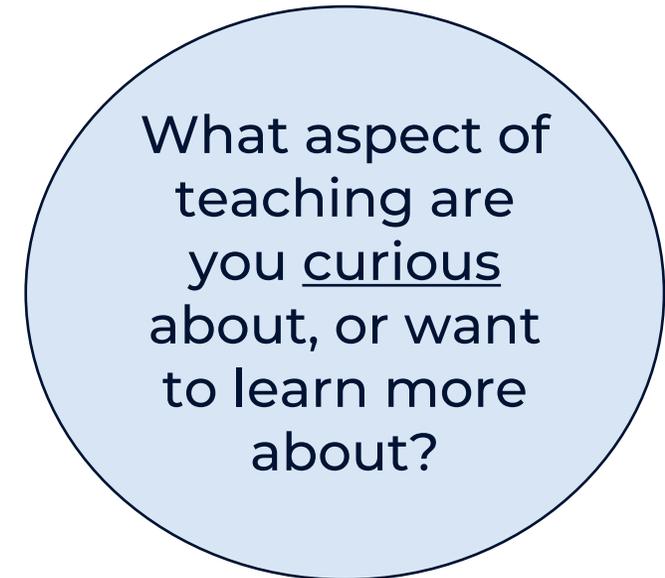
These are the areas you can extend, teach and lead others.

Areas for improvement:



These are the areas you should target for PD and PL.

Areas for expansion:



These are the areas you could research, read and experiment in.

I've got some ideas...  
**What do  
I do now?**

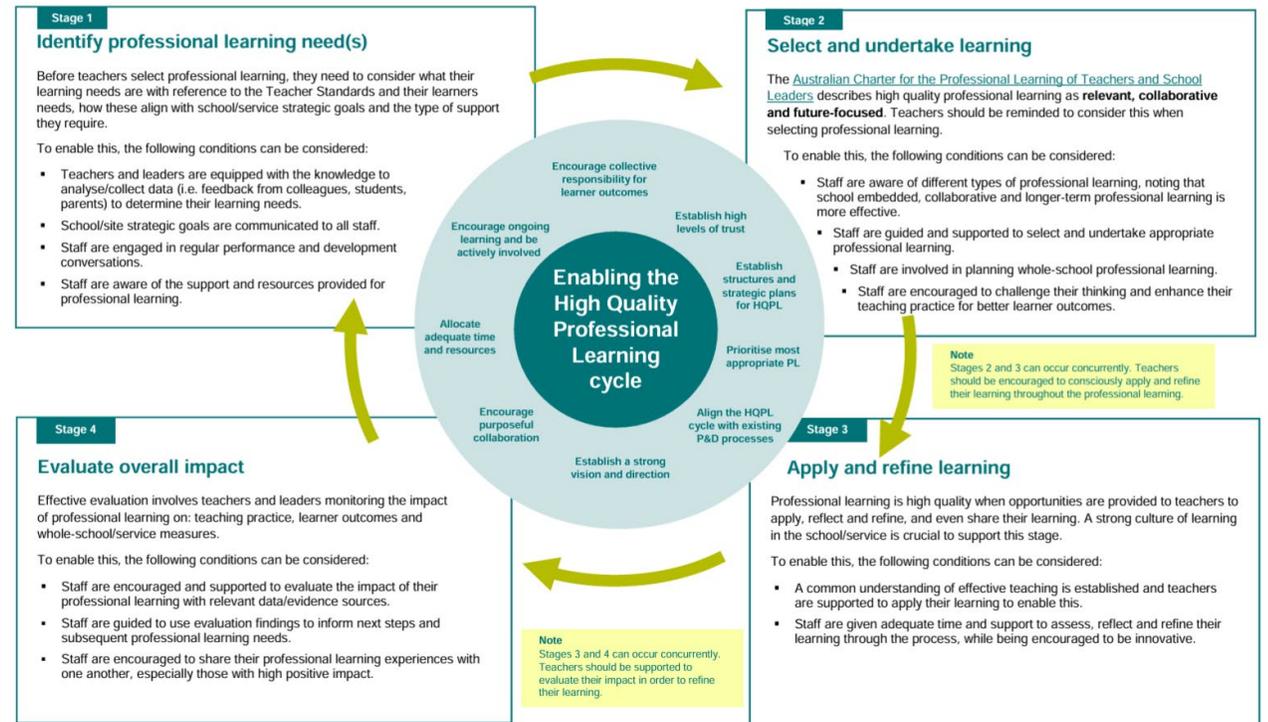




## Enabling the High Quality Professional Learning cycle

Considerations for leaders – Print on A3

The High Quality Professional Learning cycle is enabled by strong support from leaders and a strong culture of continuous development. The cycle below complements the [template for teachers](#), focusing on leadership support. It sits alongside the [Australian Teacher Performance and Development Framework](#). The stages may differ according to needs and context, and provide a scaffold to successfully encourage high quality professional learning in schools/services.



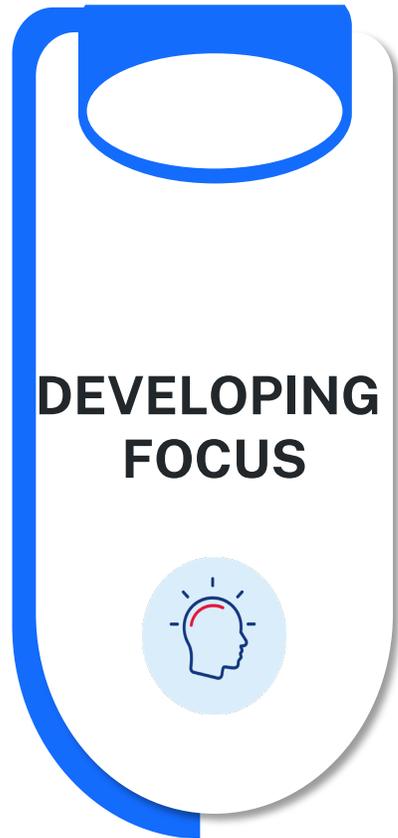
# Take control by focusing your goals to influence the feedback you receive.

The research is clear:  
improving feedback  
practices can significantly  
improve student learning  
and the quality of teaching  
in classrooms.



069443

# Developing focus: Developing, then defining the focus of your goals (and feedback).



- Participate in lesson observations:
- Reflect on and develop practice using SMART planning template:
- Analyse and discuss new data that informs your Performance and Development Plan

**A lesson observation process linked to SMART goals**

**PRE-SERVICE TEACHER**  
Complete contextual information below then submit this with a full lesson plan to your Supervising / Mentor Teacher 24-hours in advance to provide more context.

<b>Pre-service Teacher:</b>	<b>Mentor Teacher:</b>
<b>Class/Room:</b>	<b>Date:</b>

**Set the scene:** Describe the class context and how this lesson links to the syllabus/program/sequence of learning. You may also list contextually relevant information that will assist your teacher mentor to give feedback, e.g. Formative feedback from student work samples from previous lesson.

**Clarify your thinking:** Give an overview of your lesson topic or activities and how you will know your lesson has been effective, e.g. including learning intentions and success criteria.

<b>Learning Intention</b>	<b>Success Criteria</b>
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**Define the feedback:** You will be provided feedback on all relevant standard descriptors under standards 1-5. If you would like to indicate specific standard descriptors you want feedback on, list them below. Explain what will you do to demonstrate the standard descriptors.

**Break down your goal:** Is this lesson linked to one of your professional experience goals? If yes, please include your SMART goal and an explanation of what success will look like, feel like and sound like.

1 NSW Department of Education | 2024

## SMART planning template

When writing SMART goals it might be helpful to follow the structure below and consider the questions below. Please note, a SMART goal does not need to be written in the order of the acronym, the most important thing is that the goal is specific, measurable, relevant and time-bound

	<b>SPECIFIC</b> Describe your goal State the goal simply	<b>ACHIEVABLE</b> I will... State the actions you will take to achieve the goal	<b>RELEVANT</b> Identify the focus Reference to the Standard, school priorities and/or departmental vision etc	<b>MEASURABLE</b> Measures of success How will you know you have succeeded?	<b>TIME BOUND</b> Completion date When will the goal be completed by or how often?
<b>Questions to consider</b>	<ul style="list-style-type: none"> <li>What goal are you trying to accomplish?</li> <li>Does your goal answer the questions who, what, where, why and which?</li> <li>What exactly do you want to happen?</li> <li>Is it clearly written?</li> </ul>	<ul style="list-style-type: none"> <li>What actions will you put in place to ensure you achieve this goal?</li> <li>What professional learning do you need to undertake to help you achieve your goal?</li> <li>Is this goal too easy to achieve?</li> <li>Is it out of reach?</li> <li>Can you get the support needed to achieve the goal by the target date?</li> </ul>	<ul style="list-style-type: none"> <li>How does this goal align with your role?</li> <li>What Standard/s and Descriptor does this goal relate to?</li> <li>How does this goal relate to my school's priorities?</li> <li>Is this important enough for me to put a plan in action?</li> <li>Does the goal make a difference to your teaching/career/students?</li> </ul>	<ul style="list-style-type: none"> <li>How will you know you have achieved your goal?</li> <li>What is your intended outcome?</li> <li>What evidence will you use to show you have achieved your goal?</li> <li>Does your goal answer the question 'how much or how many'?</li> </ul>	<ul style="list-style-type: none"> <li>What is the timeline for achieving this goal?</li> <li>Do you have a completion date?</li> </ul>
<b>Examples (this is not an exhaustive list, use as a starting point to help you write SMART goals)</b>	<ul style="list-style-type: none"> <li>Differentiate for student learning</li> <li>Implement new syllabus</li> <li>Improve skills in ICT</li> <li>Improve behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Observe other experts</li> <li>Develop/revision</li> <li>Gain skills in Analyse</li> <li>Implement</li> <li>Investigate</li> </ul>	<ul style="list-style-type: none"> <li>Know students and how they learn (Standard 1)</li> <li>Know the content and how to teach it (Standard 2)</li> <li>Plan for and</li> </ul>	<ul style="list-style-type: none"> <li>Data on student learning and development outcomes</li> <li>Feedback from students</li> <li>observations other</li> </ul>	<ul style="list-style-type: none"> <li>Beginning/End of term</li> <li>Beginning/End of semester</li> <li>Beginning/End of year</li> <li>By -year-</li> </ul>

| NSW Department of Education

## Performance and Development Plan (PDP)

The following documentation is to be completed consistent with the requirements of the Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools (Jan 2015), which includes three phases: Plan, Implement and Review. These processes are based on the Australian Professional Standards for Teachers, the Australian Teacher Performance and Development Framework and the Australian Charter for the Professional Learning of Teachers and School Leaders.

Teacher's details	Supervisor's details	Annual Performance and Development Cycle
Name: _____	Name: _____	From: _____
School/Work Location: _____	Supervisor Work Location: _____	To: _____

## Plan

Table A - Professional goals

Goals	Record at least three and no more than five goals
1	_____
2	_____
3	_____
4	_____
5	_____

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# Developing focus:

## How to create, then use SMART Goals

SMART	<b>SPECIFIC</b> <b>Describe your <u>goal</u></b> <i>State the goal simply.</i>	<b>ACHIEVABLE</b> <b>I will...</b> <i>State the actions you will take to achieve the goal</i>	<b>RELEVANT</b> <b>Identify the <u>focus</u></b> <i>Reference to the APST, school priorities and/or departmental vision etc</i>	<b>MEASURABLE</b> <b>Measures of success</b> <i>How will you know you have succeeded?</i>	<b>TIME BOUND</b> <b>Completion date</b> <i>When will the goal be completed by or how often?</i>
<b>Questions to consider</b>	<ul style="list-style-type: none"> <li>• What goal are you trying to accomplish?</li> <li>• Who needs to be included?</li> <li>• When do you want to do this?</li> <li>• Why is this a goal?</li> <li>• What exactly do you want to happen?</li> <li>• Is it clearly written?</li> </ul>	<ul style="list-style-type: none"> <li>• What activities will you put in place to ensure you achieve this goal?</li> <li>• Do you have the skills required to achieve the goal? If not, can you obtain them.</li> <li>• What professional learning do you need to undertake to help you achieve your goal?</li> <li>• Is this goal too easy to achieve?</li> <li>• Is it out of reach?</li> <li>• Can you get the support needed to achieve the goal by the target date?</li> <li>• What is the motivation for this goal?</li> </ul>	<ul style="list-style-type: none"> <li>• Why am I setting this goal now? Is it aligned with overall course/subject objectives?</li> <li>• What Standard/s and Standard Descriptor does this goal relate to?</li> <li>• How does this goal relate to the school's priorities?</li> <li>• Is this important enough for me to put a plan in action?</li> <li>• Does the goal make a difference to your teaching/ career/ students?</li> </ul>	<ul style="list-style-type: none"> <li>• What is your intended outcome?</li> <li>• What evidence will you use to show you have achieved your goal?</li> <li>• Does your goal answer the question 'how much or how many'?</li> <li>• How can you measure progress and know if you've successfully met your goal?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the timeline for achieving this goal?</li> <li>• Do you have a completion date?</li> <li>• Have you set check points along the way to monitor progress?</li> </ul>

<p><b>Examples (this is not an exhaustive list, use as a starting point to help you write SMART goals)</b></p>	<ul style="list-style-type: none"> <li>• Design activities to engage the diverse perspectives and needs of students.</li> <li>• Adapt tasks to student readiness.</li> <li>• Explore different ways to assess students' prior knowledge.</li> <li>• Explore 8 – 15 strategies to manage and respond to student behaviour.</li> <li>• Use formative assessment by provide tools for students to assess their own work.</li> <li>• Observe 2 -3 learning support team meetings to gain a better understanding of Standard 1</li> </ul>	<ul style="list-style-type: none"> <li>• Observe other classroom teachers and reflect on what you saw.</li> <li>• Use models of best practice to develop/design a new lesson sequence on ...</li> <li>• Gain skills in</li> <li>• Analyse</li> <li>• Investigate how.</li> <li>• Acquire information on</li> <li>• Become familiar with</li> <li>• Enhance my understanding of</li> <li>• Learn about/how to</li> <li>• Enrol in</li> <li>• Access the school-based mentor and observe a beginning teacher meeting / lesson observation.</li> </ul>	<ul style="list-style-type: none"> <li>• Know students and how they learn (Standard 1)</li> <li>• Know the content and how to teach it (Standard 2)</li> <li>• Plan for and implement effective teaching and learning (Standard 3)</li> <li>• Create and maintain supportive and safe learning environments (Standard 4)</li> <li>• Assess, provide feedback and report on student learning (Standard 5)</li> <li>• Engage in professional learning (Standard 6)</li> <li>• Engage professionally with colleagues, parents/carers and the community (Standard 7)</li> </ul>	<ul style="list-style-type: none"> <li>• Student feedback, data and work samples.</li> <li>• Supervisor feedback on the teaching and learning cycle.</li> <li>• Mid placement or end of placement professional experience report.</li> <li>• Classroom observation reports</li> <li>• Professional conversation with other teachers, mentors, school executive and other meetings.</li> <li>• (G) TPA</li> </ul>	<ul style="list-style-type: none"> <li>• 1 week into professional experience.</li> <li>• Mid placement report</li> <li>• End of the professional experience placement.</li> </ul>
<p><b>Write your own goal and transfer this to your PDP template</b></p>	<p>Examples:</p> <ol style="list-style-type: none"> <li>1. <b>By the end of</b> Week 5 of placement, <b>I will</b> use supervisor's feedback, visit other classrooms, and talk to a range of teachers to implement and practice at least 15 different management strategies. <b>So that</b> I can leave this placement feeling confident in my ability to enter a classroom and know the steps and strategies to manage most students.</li> <li>2. By the end of placement, I will be able to deliver engaging and educative lessons that are understood by all students. This goal will be measured through observation of student engagement, collecting student work samples, and using end of lesson formative activities to gauge their understanding of the learning intention and success criteria. I will achieve this by teaching and observing as many classes as I can, getting feedback on my lesson plans, lesson delivery and asking students questions about their experience and how they learn best.</li> </ol>				

# Defining focus: Using the SMART goals to focus the feedback and activate your thinking.

## A lesson observation process linked to SMART goals



### PRE-SERVICE TEACHER

Complete contextual information below then submit this with a full lesson plan to your Supervising / Mentor Teacher 24 hours in advance to provide more context.

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<b>Class/Room:</b>		<b>Date:</b>	
<p><b>Set the scene:</b> Describe the class context and how this lesson links to the syllabus/program/sequence of learning. You may also list contextually relevant information that will assist your teacher mentor to give feedback. e.g. Formative feedback from student work samples from previous lesson.</p>			
<p><b>Clarify your thinking:</b> Give an overview of your lesson topic or activities and how you will know your lesson has been effective. e.g. including learning intentions and success criteria.</p>			
<b>Learning Intention</b>		<b>Success Criteria</b>	
<p><b>Refine the feedback:</b> You will be provided feedback on all relevant standard descriptors under standards 1-5. If you would like to indicate specific standard descriptors you want feedback on, list them below. Explain what will you do to demonstrate the standard descriptors.</p>			
<p><b>Break down your goal:</b> Is this lesson linked to one of your professional experience goals? If yes, please include your SMART goal and an explanation of what success will look like, feel like and sound like.</p>			

### A lesson observation process linked to SMART goals

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<b>Pre-service Teacher:</b>	<b>Mentor Teacher:</b>
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<p><b>Break down your goal:</b> Is this lesson linked to one of your professional experience goals? If yes, please include your SMART goal and an explanation of what success will look like, feel like and sound like.</p>	



# Reflection Activity:



Goal:  
*I will learn to use a variety of ICT to engage students in their learning, by using Kahoot and polls during my lessons.*

Rewrite this goal using the following sentence structure and including what it could look, sound, feel like.

By the end of... I will ... so that.... (impact on learning)

Which goal informs the observer of the specific feedback required?

SPECIFIC

ACHIEVABLE

RELEVANT

MEASURABLE

TIME BOUND

# Take control by being mindful of your attitude and approach



## *Continually aim to improve*

Continuous improvement involves a process of setting goals, measuring progress, and adjusting as needed to ensure that those goals are achieved.

A process of making small incremental changes that add up to significant results.

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# Take control by fostering reflective practice against the Standards

During this phase Supervising Teacher / Mentors can support you to:

- Get familiar with the Professional Standards:
- Reflect and plan for teaching practice against the Standards:
- Participate in Professional Learning and reflection against the Standards:

**DEVELOPING FOCUS**



TEACHER ACCREDITATION

Conditional/Provisional → Proficient → Maintenance → Highly Accomplished/Lead

Celebrating quality teaching and inspirational teachers

Self-reflection of competency against Australian Professional Standards for Teachers

Preparing to become accredited as a Proficient Teacher

Name: \_\_\_\_\_  
Date #1: \_\_\_\_\_ Date #2: \_\_\_\_\_

STANDARD 1 - PROFESSIONAL KNOWLEDGE	I HAVE DEVELOPED PROFICIENCY IN THIS DESCRIPTOR.	I HAVE COMMENCED THINKING ABOUT AND ACTING ON THIS.	I NEED TO DEVELOP THIS AREA OF MY TEACHING PRACTICE.
Know students and how they learn.	My evidence includes...	I am continuing work on...	What can I do? What help do I need?
Focus Areas			
1.1.2 Physical, social and intellectual development and characteristics of students	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.		
1.2.2 Understand how students learn	Structure teaching programs using research and collegial advice about how students learn.		

1 NSW Department of Education | Teacher Talent - 2022

Reflective Practice

## Attitudes and Attributes

The 3 attitudes that form the basis of reflective practice are:

Open-mindedness

Responsibility

Wholeheartedness

Hover over each word for more information

## What about Attributes?

Larivee (2006) further identified the attributes of reflective teachers:

Click the button

Attributes



# Take control by understanding the operational indicators of practice

## Identify your professional learning needs and compare your practice to the Professional Experience - Evidence guide for supervising teachers

Plan for and reflect on professional improvement to support your (G)TPA and professional experience.

Name:	
Date #1:	Date #2:

STANDARD 1 - PROFESSIONAL KNOWLEDGE			I need more knowledge and modelling of this standard.	I have commenced thinking about and acting on this standard	I have developed at the graduate level in this standard
Know students and how they learn.					
Focus Areas			I could... What help do I need?	I am continuing work on...	My evidence includes... I could extend myself by?
1.1.1	Physical, social and intellectual development and characteristics of students	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.			
1.2.1	Understand how students learn	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.			

### DOCUMENT 4 EVIDENCE GUIDE

#### DOCUMENT 4

#### PROFESSIONAL EXPERIENCE - EVIDENCE GUIDE FOR SUPERVISING TEACHERS

##### Background

The Australian Professional Standards for Teachers is a public statement of what constitutes quality teaching. The standards define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools, which results in improved educational outcomes for students. The standards do this by providing a framework that describes the knowledge, practice and professional engagement required at stages in teachers' careers. They present a common understanding and language for discourse between teachers, employers, teacher educators, teacher organisations, professional associations and the public.

In NSW, accreditation is the structure through which teachers are recognised as meeting these standards. It ensures the integrity and accountability of the profession. It recognises the significance of teaching as a profession, and the position of trust and responsibility that teachers have within society. There are two mandatory levels of accreditation: Provisional/Conditional and Proficient Teacher.

Teachers with a completed teaching qualification are eligible for provisional accreditation. Applicants still undertaking their teaching qualification are eligible for conditional accreditation. Completion of an approved teacher education program recognises that the teacher has met the standards at the Graduate Teacher career stage. The second stage of a teacher's career is recognised when they demonstrate their achievement of the standards at the Proficient Teacher career stage.

##### The purpose of this evidence guide

Supervising teachers in schools are pivotal in assessing and supporting teacher education students on professional experience. Initial teacher education providers place trust in them to fulfil these dual roles.

This evidence guide for the Graduate Teacher Standards is designed to help build the capacity of supervising teachers to make professional judgements by clarifying the meaning and significance of each Graduate Teacher Standard descriptor. It is a practical guide that develops from the conceptual to the operational with indicators of practice.

It should also support the rigour and consistency of assessment by providing supervising teachers with specific examples of what teacher practice at this level should look like.

It is designed to be inclusive of practice across the kindergarten to Year 12 years of schooling. The evidence guide differentiates between what a teacher education student should be able to demonstrate during an early professional experience practice and the final placement, at which time all of the relevant standard descriptors should be demonstrated.

The intention is that providers should include this evidence guide, or a variation of it, in their professional experience handbooks for access by supervising teachers and teacher education students.

When selecting evidence of achievement of the standards, supervising teachers should be aware that evidence should verify a teacher education student's achievement of each of the standard descriptors.

Take control by  
using models to  
support your  
reflection.

E.g. GROW



## **Reflective practice questions**

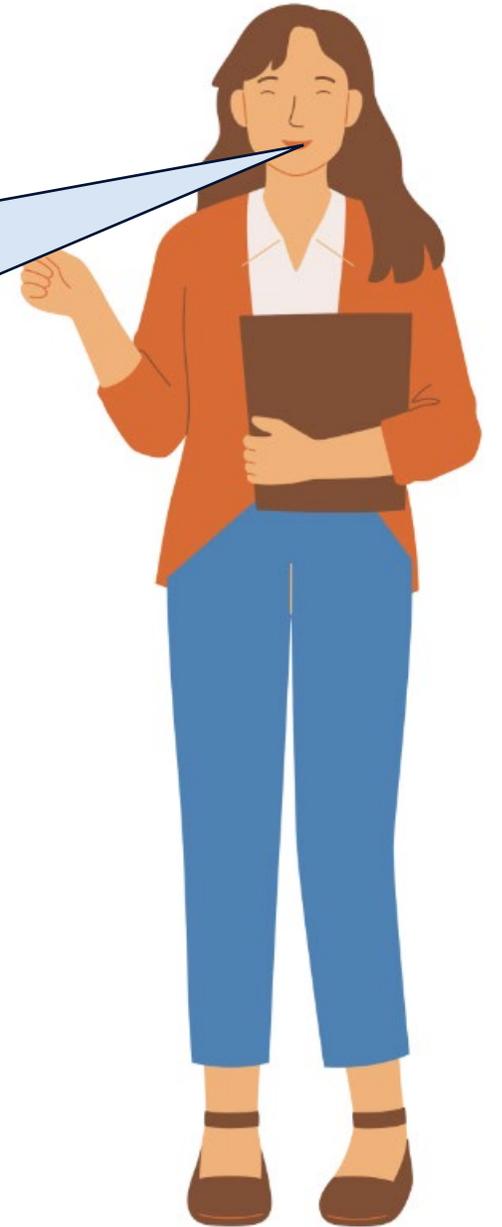
Teachers can use the following reflective practice questions when reflecting on their teaching practice.

1. What is happening? What can I do to re-engage students in this lesson?
2. Why am I reacting in this way?
3. How can I reword the instructions?
4. What worked in this lesson? How do I know?
5. Why did things happen that way?
6. What were my intentions when I did that?
7. What triggered such a response from me?
8. What would I do the same or differently if I could reteach this lesson? Why?
9. Student behaviour is a form of communication. What root cause might be prompting this behaviour and what are they trying to tell me?
10. What do I believe about how students learn?
11. How does this belief influence my instruction?
12. What data do I need to make an informed decision about this problem?
13. Is this the most efficient way to accomplish this task?
14. Where did I succeed as a teacher in the past?
15. What is my next SMART goal?
16. What can I do to make my teaching more fun while adding to my students' learning and enjoyment?
17. What can I do to be more proactive in my professional development?
18. What types of students do I need to spend more time focusing on?
19. How can I best use my mentor teacher / other colleagues, to support my professional development journey?

STAY  
FOCUSED

STAY  
CURIOUS

Where can  
I find support  
whilst on  
placement?





Peers/colleagues:  
Low stakes  
conversations  
Observations and  
modelling of practice  
Examples of goals



NSW DoE – Resources:  
Pre-service teacher  
resources  
Employee Assistance  
Program (EAP)  
Beginning Teacher Hub

Supervising  
teacher/mentor:  
Lesson observations and  
ongoing feedback  
Experience with  
Professional Standards  
Resources to support  
knowledge and skills



Supporting  
your  
professional  
growth

# Opening up the conversation

We know it can be confronting opening conversations with supervising teachers/mentors during placement! Here are some lines you might use to frame your conversation:

Opening the conversation	Expanding the conversation	Questions – To prompt yourself
<ul style="list-style-type: none"> <li>• I am wondering how I'm tracking with my goals, I'm wondering if you have some time to go through my initial goals and talk about where I'm up to?</li> <li>• I've found some aspects of this placement tricky, so I wanted to check in and see if my goals are achievable for this placement.</li> <li>• I am wondering if I can chat with you about my goals for this placement.</li> </ul>	<ul style="list-style-type: none"> <li>• Are we able to go through/break down the feedback for the lesson observation you conducted?</li> <li>• What suggestions would you make to improve my knowledge and/or skills, as I work toward my goal?</li> <li>• I want to work on ....., what is the best way to go about this? Or what has worked for others in the past?</li> <li>• Does the school have any resources or support in relation to .....</li> <li>• I need some support as I work toward ..... What would you recommend?</li> </ul>	<ul style="list-style-type: none"> <li>• What have I done thus far, to work toward my goal?</li> <li>• What are the barriers or obstacles to progressing with my goal?</li> <li>• How will I know when I've achieved my goal?</li> <li>• I've achieved my goal – where to next?</li> </ul>

# Please evaluate this session



<https://forms.office.com/r/CKcRwmPqRD>

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