



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5109
Teacher Appraisal and Development

Summer Semester

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IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5109 Performance Appraisal and Development/Performance Based Culture (6 units of credit)
Summer Semester 2016

2. STAFF CONTACT DETAILS

Course Coordinator: J. Rodriguez
Office Location: John Goodsell Room 125
Email: jaime.rodriguez@unsw.edu.au
Phone: 0407666715
Availability: Contact to arrange a meeting time

3. COURSE DETAILS

Course Name	Performance Appraisal and Development/ Performance Based Culture
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	11, 12, 14, 15 January 2016 9.30am – 4.30pm John Goodsell, LG19

Summary of the course

The focus of this course is on understanding the relationships between leadership, culture and student outcomes, and investigating the role of a leader in developing a culture of teacher appraisal and development in that context. Key concepts in teachers' appraisal and development framework are discussed. Various appraisal and development systems used nationally and globally in various organisations will be compared and evaluated. The challenges involved in the development of appraisal and development models will be considered. Comparisons of individual and team performance and development models will be made.

Students will develop their own informed theoretical model for an effective appraisal and development system in an educational context.

The main ways in which the course has changed since last time as a result of student feedback are:

Aims of course

The aim of course is to assist aspiring and practicing educational leaders acquire an understanding of relevant theory, research and practice in appraisal and development systems and apply this understanding to the development of effective systems in their own educational context.

Important Information

Assessment: Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes be achieved.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure

Student Learning Outcomes

At the end of this course students should be able to:

	Outcomes	Assessment (s)
1	Explain the relationship between leadership, culture and student outcomes	1,2
2	Describe the role of a leader in developing effective performance based cultures in educational organisations	1,2,3
3	Define and clarify the key terms used in performance and development systems literature (e.g. performance standards, performance appraisal etc.).	1,2
4	Investigate, compare and evaluate various national and global educational performance and development systems	1,3
5	Identify and explain staff and student performance measures	2,3
6	Develop a theoretical model for an effective performance and development system based on relevant scholarship and research.	2,3

Graduate Attributes

Students will be encouraged to develop the following graduate attributes by undertaking selected activities and knowledge content. These attributes will be assessed within the prescribed assessment tasks:

Standard		Assessment (s)
1	Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesise and apply disciplinary principles and practices to new or complex environments.	1,3
2	Enquiry-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education	1,2,3
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills	3
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	2,3
5	Global outlook Demonstrate an understanding of international perspectives relevant to the educational field	1,2,3
6	Ethics Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Governments and education communities are strongly focused on developing systems to evaluate teacher and student performances in education organisations. The course responds to the demand from aspiring and practicing educational leaders for access to the latest theory, policy, research and practice in relation to performance and development frameworks that foster teacher quality and effective professional growth.

5. TEACHING STRATEGIES

This course will be taught within the classroom with a strong emphasis on student participation. Students will be provided with online material and references to research journals which they will be expected to read prior to each session. Students will have the opportunity of sharing their ideas with each other and in an online discussion group. Various activities e.g. small group discussions, debates, group and individual surveys, will engage students and enable a deeper understanding of the related issues. Two written papers will require students to research, compare and evaluate various systems as well as synthesize material to develop a theoretical model. A short individual presentation of an executive summary will develop oral presentation skills.

6. COURSE CONTENT AND STRUCTURE

Date	Seminar Topics
Monday 11/01/16	Why focus on teacher appraisal and development
Monday 11/01/16	Leadership, Performance-based Culture and student outcomes: what does the research say?
Monday 11/01/16	Realising the potential of Professional Learning: Appraisal as Professional Learning
Tuesday 12/01/16	Performance appraisal and development of professional capital: Significant Components of an Effective Appraisal and Development culture.
Tuesday 12/01/16	The Power of Feedback: Open to Learning conversations
Thursday 14/01/16	Investing in Capability and Commitment
Thursday 14/01/16	Implementing Performance Development Systems: The Role of Professional standards
Thursday 14/01/16	Critical Analysis of Global systems of Teacher Appraisal and Development
Friday 15/01/16	The Challenges of Implementation
Friday 15/01/16	Performance-Based culture: Role of Students, Parents.
Friday 15/01/16	Dealing with underperformance.

Seminar Topics

1. Why focus on teacher appraisal and development

This seminar will focus various factors influencing the attention on teacher appraisal and development. It will explore the evidence from educational research that suggest that certain teachers are a major in-school influence in affecting student achievement. The seminar will discuss the place of teacher appraisal and development in the current political context. It will explore the work of the Australian Institute for Teaching and School Leadership in the process of teacher appraisal and development.

Essential Reading:

Hattie, J. (2003, October). Teachers make a difference: What is the research evidence? Paper presented at the Australian Council for Educational Research Annual Conference on Building Teacher Quality, Melbourne.

2. Leadership, Performance-based Culture and student outcomes: what does the research say?

This seminar will explore the key research that informs our understanding of school culture and school improvement. It will explore the role of school leaders in the development of school culture.

Essential Reading:

Timperley, H, A background paper to inform the development of a national professional development framework for teachers and school leaders, AITSL, Melbourne, unpublished

The Essential Guide to Professional Learning: Leading Culture. A resource prepared by the Australian Institute for Teaching and School Leadership. Accessed from: <http://www.aitsl.edu.au>

3. Realising the potential of Professional Learning: Appraisal as Professional Learning

This seminar will situate teacher appraisal and development processes in the context of professional Learning. This importance of continuous teacher development will be discussed and research-based approaches to improve teacher quality will be explored.

Essential reading:

Timperley, H.S. (2011a). Realizing the Power of Professional Learning. Maidenhead: Open University Press. (Ch.1)

4. Performance appraisal and development of professional capital: Significant Components of an Effective Appraisal and Development culture.

This seminar will explore the literature on developing professional capital in schools. It will explore the learnings from that literature to identify the elements that may be used to inform a process of teacher appraisal.

Essential reading:

Hargreaves, A, & Fullan, M 2012, Professional capital: Transforming teaching in every school, Routledge, London & New York (Ch. 5)

5. The Power of Feedback: Open to Learning conversations

This seminar will explore the research that informs our understanding of effective feedback. It will examine Open to Learning Conversations as a useful tool to engage teachers in a process of receiving and giving feedback for improvement. It will discuss the place of Open to Learning Conversations as part of a teacher appraisal and development process.

Essential reading:

Robinson, V. (2009). *Open-to-learning Conversations: Background Paper*.

6. Investing in Capability and Commitment

This seminar will explore the research on effective leadership and the role of leaders in implementing a teacher appraisal and development framework through practices that foster teacher growth and commitment to continuous learning.

Essential reading:

Hargreaves, A, & Fullan, M 2012, Professional capital: Transforming teaching in every school, Routledge, London & New York (Ch. 4)

7. Implementing Performance Development Systems: The Role of Professional standards

This seminar will examine the development of Teaching Standards and their significance as part of a teacher appraisal and development. It will explore the role of teacher accreditation processes, the role of teacher institutes and government policies, in the effective development of professional capital.

Essential reading:

http://www.aitsl.edu.au/docs/default-source/default-document-library/australian_charter_for_the_professional_learning_of_teachers_and_school_leaders

8. Critical Analysis of Global systems of Teacher Appraisal and Development

This seminar will examine the implementation of various teacher appraisal and development frameworks from around the world. It explore the lessons from the international experience and will evaluate their impact on informing the Australian experience.

Essential reading:

http://www.aitsl.edu.au/docs/default-source/aitsl-research/insights/re00077_global_trends_in_professional_learning_and_performance_-_development_innovation_unit_may_2014.pdf?sfvrsn=4

9. The Challenges of Implementation

This seminar will explore the various competing pressures with which school leaders have to contend in order to ensure that teacher appraisal and development processes are effectively implemented in the interest of promoting teacher improvement.

Essential reading:

http://www.aitsl.edu.au/docs/default-source/national-policies-resources/evaluation_of_standards_implementation_interim_report_findings.pdf

10. Performance-Based culture: Role of Students, Parents.

This seminar will investigate the role of various stakeholders and the way in which they can be engaged in the process of teacher appraisal and development. It will discuss leadership practices that can foster community engagement in developing a culture of shared commitment and accountability.

Essential reading: TBC

11. Dealing with underperformance.

This seminar will examine the challenges posed by underperformance. It will discuss leadership practices that can be implemented to prevent underperformance and practices to re-engage and motivate underperforming teachers.

Essential reading: TBC

7. ASSESSMENT

Assessment component	Description	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date due
Assessment task 1	Discussion essay	1500-2000 words	20%	1,2,3,4	1,2,5	8/01/16 Midnight
Assessment task 2	Seminar presentation	Seminar	30%	1,2,3,4,5,6	2,4,5	Friday 15/01/16
Assessment task 3	Major Research Paper	3000-3500 words	50%	1,2,3,5,6	1,2,3,4,5,6	02/02/16 Midnight

Electronic and hard copy must be submitted otherwise students will be awarded a fail grade in this assessment task.

Assessment details

- **Assessment Task 1: Write a discussion essay engaging with relevant research on the importance of effective Teacher Development and Appraisal processes.**

Read the following articles:

1. Wright, S.; Horn, S. & Sanders, W. (1997). 'Teacher and Classroom Context Effects on Student Achievement: Implications for Teacher Evaluation', *Journal of Personnel Evaluation in Education*, 11, pp. 57-67.
2. Hattie, J. (2003, October). Teachers make a difference: What is the research evidence? Paper presented at the Australian Council for Educational Research Annual Conference on Building Teacher Quality, Melbourne.

With reference to these articles and other relevant research, discuss the importance of teacher development and appraisal processes in promoting teacher effectiveness and a culture of professional learning in light of the statement below.

'... the most important factor affecting student learning is the teacher. ... The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor'.

Wright, S.; Horn, S. & Sanders, W. (1997). 'Teacher and Classroom Context Effects on Student Achievement: Implications for Teacher Evaluation', *Journal of Personnel Evaluation in Education*, 11, pp. 57-67.

The discussion essay must not exceed 2000 words.

- **Assessment Task 2: SEMINAR PRESENTATION**

Working in pairs or individually, this task requires students to present **an evaluative analysis** on the application of the research they conducted for Task 1, the discussions and readings from the course's lectures, and other relevant research into their own professional context.

Using the format of a SWOT analysis, that is, discussing Strengths, Weaknesses, Opportunities, and Threats, students will deliver a presentation to the class where they apply Fullan and Hargreaves' framework, and other relevant research into developing a performance appraisal process in their own professional context.

Some class time will be provided for consultation with your lecturer and for working with your pair.

All presentations will take place on Friday 15th of January.

Length of the seminar presentation: 15 minutes

A hard copy of your SWOT analysis must be submitted on the due date.

You may like to organise copies of your SWOT analysis for the class.

- **Assessment Task 3: Creating a Best Practice Model for a Performance and Development Framework in Education - Major research paper**

This task requires students to develop and evaluate a Teacher Performance and Development Framework relevant to their educational context.

The framework should include all the steps considered necessary for its implementation in the school context. All aspects of the framework need to be based, explained, and evaluated with reference to relevant educational research.

Students are required to refer to relevant educational research to justify the selection of elements, instruments, and steps included in their framework.

All templates and instruments designed for the Teacher Performance and Development Framework must be submitted as part of this assessment.

The length of this paper must not exceed 3500 words.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5109 PERFORMANCE APPRAISAL AND DEVELOPMENT/PERFORMANCE BASED CULTURE

Student Name:

Student No.:

Assessment Task: Discussion Essay

SPECIFIC CRITERIA	(-) \longleftarrow \longrightarrow (+)				
Understanding of the question: <ul style="list-style-type: none"> • Discusses relevant research on the issue of teacher professional learning and performance appraisal • Explores the relationship between relevant theory, research and practice in regards to teacher professional learning and performance appraisal • Information presented is relevant to the issue of teacher professional learning and performance appraisal • Demonstrates an understanding of the complexities and interrelationships involved of the issue of teacher professional learning and performance appraisal 					
Depth of analysis and/or critique in response to the task: <ul style="list-style-type: none"> • Presents well-reasoned arguments based on relevant research on teacher professional learning and performance appraisal • Presents a sound analysis of the literature and its practical application on the issue teacher professional learning and performance appraisal 					
Familiarity with and relevance of professional and/or research literature used to support response: <ul style="list-style-type: none"> • Provides appropriate research references to support responses • Uses a sound range of research references on the topic 					
Structure and organisation of response: <ul style="list-style-type: none"> • Writes a clearly structured academic essay • Writes using logical and coherent organisation of ideas relevant to the topic 					
Presentation of response according to appropriate academic and linguistic conventions: <ul style="list-style-type: none"> • Uses APA style for citations and references & complete reference list • Utilises appropriate academic language style with clarity and precision to present the arguments 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 35%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5109 PERFORMANCE APPRAISAL AND DEVELOPMENT/PERFORMANCE BASED CULTURE

Student Name:

Student No.:

Assessment Task: Seminar Presentation

SPECIFIC CRITERIA	(-) \longleftarrow \longrightarrow (+)				
Understanding of the question: <ul style="list-style-type: none"> • Discusses relevant research on the issue of teacher professional learning and performance appraisal • Explores the relationship between relevant theory, research and practice in regards to teacher professional learning and performance appraisal • Information presented is relevant to the issue of teacher professional learning and performance appraisal • Demonstrates an understanding of the complexities and interrelationships involved of the issue of teacher professional learning and performance appraisal 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Presents well-reasoned arguments based on relevant research on teacher professional learning and performance appraisal • Presents a sound analysis of the literature and its practical application on the issue teacher professional learning and performance appraisal 					
Familiarity with and relevance of professional and/or research literature used to support response: <ul style="list-style-type: none"> • Provides appropriate research references to support responses • Uses a sound range of research references on the topic 					
Structure and organisation of response: <ul style="list-style-type: none"> • Delivers a clearly structured seminar presentation • Delivers a presentation with logical and coherent organisation of ideas relevant to the topic • Delivers an engaging presentation 					
Presentation of response according to appropriate academic and linguistic conventions: <ul style="list-style-type: none"> • Uses APA style for citations and references & complete reference list • Utilises appropriate academic language style with clarity and precision to present the arguments 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 15%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5109 PERFORMANCE APPRAISAL AND DEVELOPMENT/PERFORMANCE BASED CULTURE

Student Name:

Student No.:

Assessment Task: Major Research Paper

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
<p>Understanding of the question:</p> <ul style="list-style-type: none"> • Discusses relevant research on the issue of teacher professional learning and performance appraisal • Explores the relationship between relevant theory, research and practice in regards to teacher professional learning and performance appraisal • Information presented is relevant to the issue of teacher professional learning and performance appraisal • Demonstrates an understanding of the complexities and interrelationships involved of the issue of teacher professional learning and performance appraisal 					
<p>Depth of analysis and/or critique in response to the task:</p> <ul style="list-style-type: none"> • Presents well-reasoned arguments based on relevant research on teacher professional learning and performance appraisal • Presents a sound analysis of the literature and its practical application on the issue teacher professional learning and performance appraisal 					
<p>Familiarity with and relevance of professional and/or research literature used to support response:</p> <ul style="list-style-type: none"> • Provides appropriate research references to support responses • Uses a sound range of research references on the topic 					
<p>Structure and organisation of response:</p> <ul style="list-style-type: none"> • Writes a clearly structured academic essay in response to the question • Writes using logical and coherent organisation of ideas relevant to the topic 					
<p>Presentation of response according to appropriate academic and linguistic conventions:</p> <ul style="list-style-type: none"> • Uses APA style for citations and references & complete reference list • Utilises appropriate academic language style with clarity and precision to present the arguments 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 50%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

8. RESOURCES

Required Readings

- http://www.aitsl.edu.au/docs/default-source/default-document-library/australian_charter_for_the_professional_learning_of_teachers_and_school_leaders
- AITSL. (2012). Australian Teacher Performance and Development Framework. Accessed http://www.aitsl.edu.au/verve/_resources/Australian_Teacher_Performance_and_Development_Framework
- Australian Institute for Teaching and School Leadership (AITSL), (2011) *National Professional Standards for Teachers*. February, 2011. Available Online.
- Cardino, C. (2005). Leadership and Professional Development: The quiet revolution. *International Journal of Educational Management*, 19(4), 292-306.
- Daft, R. (2008). *The Leadership Experience*. Thomson Learning Academic Resources Centre, United States of America (especially the chapter on Motivation and Empowerment).
- Darling-Hammond, L. (2010). Evaluation Teacher Effectiveness: How Teacher Performance Assessment can Measure and Improve Teaching. Accessed from www.americanprogress.org.
- DEST. (2007). *Performance-based Rewards for teachers. Surveys and Workforce Analysis Section*.
- Fielding, M., & Rudduck, J. (2002). The transformative potential of student voice: Confronting the Power Issues. ESRC Teaching and Learning Program Project.
- Fletcher, C. (2001). Performance appraisal and management: The developing research agenda. *Journal of Occupational and Organisational Psychology*, 74, 473-487.
- Hallinger, P. (2011). Leadership for learning: lessons from 40 years of empirical research. *Journal of Education Administration*, 49(2), 125-142.
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- Ingvarson, L., Kleinhenz, E., & Wilkinson, J. (2008). *Research on Performance Pay for Teachers*. ACER.
- Jensen, B. (2011). *Better Teacher Appraisal and Feedback: Improving Performance*. Melbourne: Grattan Institute.
- Lindahl, R. (2006), *The Role of Organizational Climate and Culture in the School Improvement Process: A Review of the Knowledge Base* as found at <http://cnx.org/content/m13465/1.1/>.
- Renchler, R. (1992) *'Student Motivation, School Culture, and Academic Achievement: What school leaders can do'*. ERIC Clearinghouse on educational Management, University of Oregon.
- Robertson, J. (2004). *Coaching leaders: The path to improvement*. New Zealand Educational Administration and Leadership Society Conference. Dunedin, New Zealand.

- Robinson, V. Hohepa, M. & Lloyd C. (2009). *School Leadership and Student Outcomes: Identifying What Works and Why*. Best Evidence Synthesis Iteration (BES). Wellington: Ministry of Education.
- Robinson, V. M. J., R., Timperley, H. S. (2007), The leadership of the improvement of teaching and learning: Lessons from initiatives with positive outcomes for students, *Australian Journal of Education*, 51(3), 247-262.
- Sachs, J.(2003). Teacher Professional Standards: controlling or developing teaching? *Teachers and Teaching: Theory and Practice*, 9(2), 175-186.
- Timperley, H, A background paper to inform the development of a national professional development framework for teachers and school leaders, AITSL, Melbourne, unpublished.
- West-Burnham, J. (2001). Creating a Performance Culture. In J. West-Burnham, I. Bradbury, & J. O'Neill, *Performance Management in Schools: How to Lead and Manage Staff for School Improvement* (pp. 15-27). Pearson Education.
- West-Burnham, J. (2002, January 1). *Leading and Managing for high Performance*. APC Monographs.; ACER. http://research.acer.edu.au/apc_monographs\9

Further Readings

- OECD. (2011). Strong Performers & Successful Reformers in Education: Lessons from PISA for the United States. Accessed from <http://www.oecd.org/pisa/46623978.pdf>
- Dinham, S., Ingvarson, L., & Kleinhenz, E. (2008). *Teaching Talent: The best teachers for Australian Classrooms*. Melbourne: Business Council of Australia.
- Perillo, S. (2006). Practice Enhancement: Optimising teacher performance in schools. *International Journal of Educational Management*, 20(5), 365-379.
- Weiner, R., & Jacobs, A. (2011). *Designing and Implementing Teacher Performance and Management Systems: Pitfalls and Possibilities* . Aspen Institute.