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AN EXPLORATORY STUDY OF THE IMPLEMENTATION OF A PERFORMANCE AND DEVELOPMENT FRAMEWORK IN NSW GOVERNMENT SECONDARY SCHOOLS

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SUMMARY

New public management has delivered a range of reforms to schools including the self-managing school and standards based reform. Implicit in the reform agenda is the notion that teachers, schools and school systems be held accountable for their contributions to student learning. The new external accountability requirements have created many challenges for schools as professional learning communities in terms of their development of sustainable leadership, collaborative cultures and effective professional learning.

This multiple case study explores how three government secondary schools are interpreting and implementing the New South Wales Department of Education's *Performance and Development Framework* introduced in 2015. A theoretical framework developed from a review of the literature provides a basis for analysing and discussing the implementation of the accountability framework within the schools. The study sought to identify any challenges that are arising from implementation, how those challenges are being resolved, if at all, and to what outcomes for principals, teachers and their performance and development supervisors. In doing so, it also sought to identify any implications for further research.

STATEMENT OF CANDIDATE

I certify that the work in this thesis entitled **"An exploratory study of the implementation of a performance and development framework in NSW government secondary schools",** has not previously been submitted for a degree, nor has it been submitted as part of requirements for a degree to any other university or institution other than Macquarie University.

I also certify that the thesis is an original piece of research and it has been written by me. Any help and assistance that I have received in my research work and the preparation of the thesis itself have been appropriately acknowledged.

In addition, I certify that all information sources and literature used are indicated in the thesis.

The research presented in this thesis was approved by Macquarie University Ethics Review Committee, reference number:

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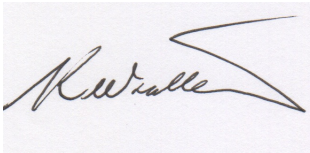

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CHAPTER 1

INTRODUCTION

OVERVIEW

New public management has delivered reforms which have created challenges for schools in terms of sustainable leadership, collaborative cultures and effective professional learning.

The literature review examines the historical development of performance management and presents a theoretical framework for examining and discussing accountability frameworks within professional learning communities or schools.

This multiple case study explores how three government secondary schools are interpreting and implementing the New South Wales Department of Education's *Performance and Development Framework* (PDF) introduced in 2015.

The exploratory study further investigates any challenges that may arise from the implementation, how those challenges are being resolved, if at all, and to what outcomes for principals, teachers and their performance and development supervisors.

In the spirit of a multi-case study, a cross–case analysis is conducted to highlight similarities and differences between the schools or cases. A discussion follows centring on a number of themes emerging from the data including implementation, school leadership, school culture and professional learning.

The findings of the study are summarised according to the key themes and commented upon in relation to the recent literature. Further discussion follows of the main implications for school practice, policy development and research arising out of the findings.

The rationale for studying this topic was born out of a strong personal belief in the importance of performance management and professional development for all teachers and school executives, following a thirty-year career in NSW public secondary school education as a teacher, head teacher, deputy principal and principal.

Further, it is anticipated that an exploration of the early interpretations and experiences of a sample of educators in three secondary schools with the 2015 NSW Performance and Development Framework, can provide useful understandings of how principals and teachers are responding to this new critical NSW education policy and identify future possible areas of research.

THE NATURE OF THE RESEARCH PROBLEM

The focus of the study is to understand how the *New South Wales Performance and Development Framework* (PDF) is being interpreted and implemented in different secondary school situations and contexts.

The new external accountability requirements have created many challenges for schools as professional learning communities in terms of sustainable leadership, building collaborative cultures and promoting effective professional learning. The literature review in Chapter 2 proposes a theoretical framework for investigating, analysing and discussing the implementation of performance development and review (PDR) cycles within schools.

The purpose of this exploratory study is to address an identified gap in the literature with regards to increasing the literature base on the current implementation of mandatory performance and development cycles in schools and to inform directions that any wider study might take. An important reason for doing multi-case studies is to examine how the PDF performs in different environments. The NSW performance and development policy framework binds the cases together in the context of the overall regulatory framework for Australian education in this area.

KEY QUESTIONS GUIDING THE RESEARCH

The key questions the study seeks to explore are:

- How is the NSW PDF being interpreted and implemented in three public secondary schools?
- What issues, if any, arise in the implementation of the PDF?
- How are any issues that emerge resolved, if at all, and to what outcomes for principals, teachers and their performance and development (PD) supervisors?

THE SIGNIFICANCE OF THE STUDY AND THE POTENTIAL LEARNING OUTCOMES

If a teacher PD framework is an important tool for teacher improvement, there are several reasons why research in the area is important.

There is state-wide adoption of the PDF in NSW. An exploratory study of how some schools have proceeded to implement PDF in schools and the outcomes of that implementation may both inform the literature and be of value to policy makers and schools alike.

Teacher quality is a critical and topical issue. PDR is a key mechanism to support improvements in teacher development and instruction in schools. In terms of access and equity, all students deserve the best quality teaching in schools.

Research estimates that 30-50% of teachers leave teaching in the first five years (ACER, 2012). One of the reasons teachers advanced for why teachers do not stay in the profession is because they do not get the support, mentoring and collaboration they need (ACER, 2012). Investigating the PDR improvement cycle in some schools will reflect the extent to which leadership impacts on school cultures to support teacher professional needs at a variety of career levels.

The Organisation for Economic Cooperation and Development (OECD) acknowledges the provision of support to teachers as a policy direction for school systems internationally. Understanding the impacts and identifying possible issues related to the implementation of PDR in various jurisdictions and school contexts may clarify the effectiveness of such professional support.

In high performing systems, accountability focuses not only on student performance but also on the quality of instruction and professional learning (Jensen & Roberts-Hull, 2016). Unquestionably, there is a need therefore to:

- Explore how NSW schools are initially interpreting and implementing the PDF
- Identify any issues arising from the implementation of the PDF
- Understand how the issues may be resolved, if at all
- Identify the outcomes for principals, teachers and their PD supervisors and
- Discover the extent to which the PDR focus is on professional learning which supports teaching practice in some schools.

Finally, as an exploratory study, this study seeks to identify areas where further, more detailed research might be of value.

CHAPTER 2

LITERATURE REVIEW

TEACHER PERFORMANCE DEVELOPMENT AND REVIEW

Teacher performance development and review schemes have become a key component of the Australian education landscape (AITSL, 2016) and elsewhere. This chapter reviews a selection of the available literature on the backgrounds, purpose, implementation and critiques of such schemes so as to provide a framework for investigating their use in schools.

The overarching purpose of the performance and development process is held to be one of supporting the ongoing improvement of student outcomes through continuous development of a skilled, effective and professional teaching workforce. The *Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools* (NSW Department of Education, 2015), the focus of this study, is one example. Its stated intention is to provide simple, adaptable information and tools that support principals, executives and teachers to sustain a positive and collaborative performance and development culture in their workplace.

To site this initiative in its broader context, this literature review provides:

- an overview of New Public Management (NPM) and its relationship to and influence on the development of professional learning communities as indicative of alternative paradigms influencing education
- an overview of the historical development of performance management
- an overview of educational perspectives on performance management, and
- a discussion of the themes that emerge from the literature.

While the literature review is not exhaustive for a study of this nature in discussing performance and development in schools, it does, however, seek to identify any gaps in the literature with regard to the implementation of performance and development review cycles.

For the purpose of the literature review, the following definitions are useful:

<u>Performance management (PM)</u> is defined as the systematic regular and comprehensive capturing, measurement, monitoring and assessment of crucial aspects of organisational and individual performance through explicit targets, standards, performance indicators, measurement and control systems (Diefenbach, 2009). It can also be defined as how an

organisation plans, measures, monitors and enhances its performance on different levels (Chelniciuc, 2013). Both are useful in a study of this nature.

The performance and development cycle (PD cycle) is defined as a cyclical process that provides a structure for appraising, developing and refining teaching practice and recognises the entitlement of teachers to receive feedback and support (AITSL, 2012). In the Australian context, and specifically the state of New South Wales (NSW) where this study is sited, it is applicable to permanent, temporary and casual teachers, executives and principals working in NSW public schools and administered by the NSW Department of Education for the purpose of reviewing teacher performance and development progress and achievement (NSW Department of Education, 2015).

Performance and development review (PDR) refers to the formal review of teacher performance and development progress and achievement through self-assessment and annual reviews to provide explicit, constructive feedback to the teacher to inform the next planning cycle (NSW Department of Education, 2015).

The *NSW Performance and Development Framework (PDF)* is the policy structure that provides information and tools to support principals, executives and teachers in NSW public schools to "sustain a positive and collaborative performance and development culture in the workplace" (NSW Department of Education, 2015, p. 1).

It is the intention of this study to identify any tensions in implementation of PDR in a small number of secondary schools and to investigate how and what ways, if at all, the implementation of the PDR cycle influences the specific nature of school leadership, school culture and professional learning across the sample schools. This is especially critical in the light of current claims that "principals should be accountable for the performance of their teachers; too many teachers feel underprepared in classrooms; the millions of dollars invested in professional development is too often viewed as a waste of time and young Australian teachers require more feedback on their teaching" (Bita, 2016, p. 8). The question therefore is one not so much of whether teacher PD cycles should exist, but rather one of how they are being interpreted and to what purposes and outcomes. The policy discourse surrounding performance and development, therefore, provides an important window into the cultural expectations for this area given that micro level studies can reveal the social psychology of accountability; that is, how accountability demands are understood by those involved and why certain patterns of response are evident (Johnstone, 2008; Robinson & Timperley, 2000).

EDUCATION PARADIGMS

Performance management emanating from New Public Management (NPM) and the development of professional learning communities emanating from the notion of a learning organisation can be seen as indicative of alternative paradigms as to how schools might be organised and run.

New Public Management (NPM)

Termed variously as 'new public management', 'new managerialism', entrepreneurial governance' and 'corporate managerialism", (Power, Halpin, & Whitty, 1997, p.343) and causal to the changes in organisations and education, is the discourse of NPM. This new model of public sector management describes how management techniques from the private sector are applied to the public services and not-for-profit entities. It draws upon the contributions of scholars from political science, economics and organisational theory (Lane, 2000). The neoliberal principles that underpin it prescribe that market forces should determine the success or failure of any entity or organisation. They support a reduction in public services and promote choice, competition and accountability (Croft, Roberts & Stenhouse, 2016).

In the education sector, NPM has manifested itself in the reformulation of relations between the centre and the periphery and an increasing permeation of business values into what might have previously been considered a 'purely professional domain' (Power et al., 1997, p.343) . NPM has also delivered high stakes global and national testing, standards and outcomes-based measures along with national policies dictating teacher accountability and evaluation measures.

It was claimed the new education management, with its emphasis on site based decision making and consumer accountability, would enable principals to "take control of their schools and make them more productive environments to work and study" (Power et al., 1997, p.343). Accountability measures were considered by some to potentially facilitate and boost processes of organisational learning (Schillemans & Smulders, 2015). Understanding organisational social capital (the sub dimensions of social interaction, trust and common values and goals), it was argued, would assist in implementing NPM strategies such as performance management more effectively and that these strategies in turn would build the learning and development capabilities of the organisation (Tantardini & Kroll, 2015).

A considerable literature has grown from the 1990s, with some early authors critiquing aspects of NPM's influence on schools (Granstrom, 1996; Blackmore, 1995; Hargreaves, 1994) including the development of low trust cultures, the tendencies for a top-down executive mode of decision making despite decentralisation, the development of 'contrived'

versus genuine collegiality, and the isolation of principals and head teachers emerging from the rise of competition between schools. The role of the principal, it is argued, changed to that of CEO with increasing emphasis on budgetary responsibilities and less preoccupation with teaching and learning. The standardised reform movements were seen to legislate the content and micromanage the process of learning to such a degree that there was little scope for teachers to learn in what little time was left over (Giles & Hargreaves, 2006).

Developing internal capacities to improve school performance has therefore proved difficult. Some have argued that it requires a broader more complex view of performance-based accountability, requiring different kinds of policies (Elmore & Fuhrman, 2001).

Professional learning communities

In 1990, *Fortune* magazine commented "Forget your tired ideas about leadership. The most successful corporation of the 1990s will be something called a learning organisation" (Senge, 1990, p. 4). Following this trend, many writers advocated that schools become learning organisations (Fullan, 1993; Leithwood & Louis, 1998; Mitchell & Sackney, 2000, as cited in Giles & Hargreaves, 2006, p. 126). The concept of the learning organisation was influenced by Wenger's notion of communities of practice, where schools would operate as strong professional learning communities (Newman et al., 1995, 2000, as cited in Giles & Hargreaves, 2006, p. 126).

Despite a number of issues emerging regarding sustainability of schools as learning organisations (Fullan, 1995, 2011; Hargreaves, 2002; Hough, 2004; Stoll & Louis, 2007), the basic elements of the paradigm have evolved into the more contemporary mindset and philosophy of the professional learning community. Like learning organisations, communities of practice and collaborative communities or cultures, professional learning communities can be seen where groups or teams of teachers work together on common issues of learning and teaching with the clear intention to improve learner outcomes (Harris & Jones, 2015). While they may look different in every school, they essentially reflect the synergy of collaboration, learning and community (Cooper & Boyd, 2007).

Research has shown that when schools are strategic and persistent in creating productive working relationships within and across academic departments or among teachers school-wide, the benefits can include greater consistency in instruction, more willingness to share practices and try new ways of teaching, and more success in solving problems of practice (Darling-Hammond, 2014). Several large-scale studies have identified specific ways in which professional learning community building can deepen teachers' knowledge, build their skills and improve instruction (Darling-Hammond, 2014, p. 13).

To encourage sustainability in the professional learning community, the role of principal now incorporates the cultivating of collaborative cultures by building professional capital across his or her organisations through modelling learning, shaping school culture and maximising the impact on learning (Fullan & Quinn, 2015). It is a point now reflected in the *Performance and Development Framework* for NSW principals who are required to present evidence to address three broad areas of professional practice including building a positive, collaborative workplace culture (NSW Government, 2015, p. 5).

According to the simple logic of standards-based reform, schools and school systems should be held accountable for their contributions to student learning. Yet this logic has been seen to be at odds with the existing pathologies of the institutional structure of public schools and school systems (Elmore, 2000, p. 4). A tension is apparent between the paradigms underpinning NPM and schools as collaborative learning communities respectively. Some argue, for instance, that in many schools the purposes and expectations behind performance-based accountability systems are often unclear to the public, students, schools and school systems and have been reduced to an essentially test-based form of compliance (Elmore & Fuhrman, 2001).

While the simple logic of standards-based reform is maintained – that schools and school systems should be held accountable for their contributions to student learning – along with the prevailing assumption that the standardised tests measure what policymakers want, performance-based accountability systems will remain at odds with the existing pathologies of the institutional structure of public schools and school systems.

Research on accountability-driven school reform suggests there is little evidence that test–based accountability of schools and teachers produces better educational achievement (Mehrens, 1998). On the other hand, there is research illustrating the importance and power of professional learning communities in building professional capital and improving school performance (Hargreaves, Boyle & Harris, 2014; Hargreaves & Fullan, 2012; Harris & Jones, 2010).

Performance-based accountability has gained more attention globally because of the ongoing concerns of the quality of classroom teaching, the narrowness and focus on lower level skills with respect to assessment and standardised testing (Darling-Hammond & Adamson, 2014), the historical short comings of many districts' teacher evaluation practices at a time when more and more is being asked of schools (Darling-Hammond, 2013). Further, the case is being made in the public domain that the quality of the teaching profession has declined in many countries over the past decade because it fails to develop the professional capital of its members (Hargreaves & Fullan, 2012). In addition, recent reports have emphasised that

Australia is producing more low-performing students and fewer top-of-the-class students (OECD, 2015). How to respond and the place of performance management in that response are pertinent issues.

HISTORICAL DEVELOPMENT OF PERFORMANCE MANAGEMENT

Throughout the organisational literature, performance management (PM) is referred to variously as: performance management review, performance review, performance development review, performance appraisal and performance and development (Chelniciuc, 2013; Diefenbach, 2009; Ghorpade, Chen, & Caggiano, 1995; Glendinning, 2002; Kavanagh, Benson & Brown, 2007; Murphy & Cleveland, 1995).

Performance reviews have evolved from the earliest recorded Chinese philosopher's criticism of a biased rater employed by the Wei Dynasty (Nankervis, Compton, Baird & Coffey, 2011). Commentators have outlined the reasons why PM arose (Cascio, 1996; Compton, 2005; Diefenbach, 2009; Edmonstone, 1996; Taylor, Lehman & Forrde, 1989) and described the diverse range of schemes used differently in every organisation. (Buckingham & Goodall, 2015; Chelniciuc, 2013; Nankervis, Compton, Baird & Coffey, 2011). While PM is considered one of the most praised, criticized and debated management practices for decades (Lawler, 1994), the positive aspects and concerns underlying PM are supported by many writers (Ashkeras, 2011; Bretz & Milkovich, 1992; Brown, Hyatt, & Benson, 2010; Buckingham & Goodall, 2015; Compton, 2005; Edmonstone, 1996; Ghorpade, Chen & Caggiano, 1995; Joinson, 2001; Raver, Jensen, Lee, & O'Reilly, 2012; Taormina & Gao, 2009).

The rise of NPM in the context of a knowledge society has ushered in personnel control systems linking the PM vocabulary to measurement and achievement of strategic organisational objectives, targets, standards, outputs and performance indicators. One outcome has been that, in performance-driven business contexts experiencing years of downsizing and restructuring, the effects of rapid change, increased availability and circulation of information challenging management opinion, high surveillance and measurement and high turn-over, organisations have frequently exhibited a low trust culture and discourse (Hargreaves, 2002, p. 396).

Teacher performance and development: An education perspective on performance management

Programs specifically for teacher performance and development (PD) are termed variously throughout the literature as appraisal, review, performance management, evaluation, appraisal cycle, enhancement and performance development. Ideally, PD is defined as formative evaluation; the qualitative appraisal on teacher current practice aimed at identifying strengths and weaknesses and providing adequate professional development opportunities for areas in need of improvement (Isoré, 2009).

Across the globe there is significant variation in the form of PD. In Australia, PD varies across the states and educational sectors. Historically, it has evolved from the earliest inspectorial programs to the most recently implemented performance development and review cycle implemented in NSW in 2015.

As in business, the matter of appraisal is commonly controversial, and often described as an awkward, uncomfortable topic (Cummins, 2011). Criticisms labelled early Australian systems as invalid, unjust, inefficient and illegitimate and warned of the danger of misappropriation (Lokan & McKenzie, 1990; Sarros & Sarros, 1991).

Several writers have been more positive, commenting on the conditions in schools that could nurture successful systems for teacher appraisal and development. The term 'learning organisation' was popularised in school education to describe situations where teachers at all levels could continually build and share knowledge building on the work of Senge (1990). A notion of 'professional supervision' was developed to describe a multifaceted approach to professional development via informal and formal strategies such as peer coaching, team learning, action research and class visits (Walkley, 1998), and the development of 'a climate of trust' was identified as crucial for teachers to collaborate for the common good (Townsend, 1998).

The impact of 'corporate managerialism' on the nature of teachers' work, according to some, created a focus on performance indicators, performance management, employment and school charter contracts (Naidu, 2011). Through these systems, it is argued by some, the state developed greater power and control over the direction of schools that were becoming more self-managing through strong accountability technologies, performance management objectives, annual reports and standardised assessment (Blackmore & Thorpe, 2001). Negative perceptions of supervision likened the process to a 'dog and pony' show, or as a weapon principals could use to coerce and control. More positive perceptions saw PD as a form of empowerment and validation; a process yielding opportunities for coaching as well as

a vehicle for professionalism (Zepeda & Ponticell, 1998). Clearly, PD raised potential conflicts of interest between different stakeholders in their expectations and outcomes (Avalos & Assael, 2006; Kennedy, 2005).

By the end of the first decade in the twenty-first century, teacher evaluation was still seen to have few consequences. TALIS data reported 63% of teachers saw appraisals as only satisfying administration requirements while 61% reported appraisal on their work had little impact on the way they teach (Jensen, 2011).

The combined circumstances of Australia's declining performance in the OECD's Program for International Student Assessment (*PISA*) results, together with large variation of performance development processes across Australian schools (Marshall, Cole & Zbar, 2012), and the knowledge that systems linked to improved teaching can increase teacher effectiveness by as much as 20-30% (Jensen, 2011), no doubt propelled the Council of Australian Government's (COAGs) *National Partnership on Improving Teacher Quality*. This pushed forward with the inherent intentions incorporated in the *Melbourne Declaration* (2008), the *Australian Professional Standards for Teachers* (2010), the *Australian Charter for the Professional Learning of Teachers and School Leaders* (2012), the *Australian Teacher Performance and Development Framework* (2012) and, in NSW, the *Great Teaching, Inspired Learning* (2013) policy framework.

In 2015, the NSW Department of Education and Communities, in agreement with the NSW Teachers Federation, the industrial union, implemented the *Performance and Development Framework* for government schools.

THEMES EMERGING FROM THE LITERATURE

A number of key themes emerge within this broad review of the literature.

Accountability

The increased global attention for education accountability to increase economic competitiveness with governments expected to improve student outcomes is well documented (Levin & Young, 1998; Lauder & Hughes, 1999; Finkelstein & Grubb, 2000 as cited in Leithwood, Steinbach, & Jantzi, 2002). Several authors have examined appraisal theory and the performance-based approaches to large scale school reform (Danielson, 1996; Danielson & McGreal, 2000; Fletcher, 2001; Judge & Ferris, 1993; Truss, 2008; Wright & Nishii, 2007). Despite government initiatives there has been a lessening of educators' commitment to implementing an accountability-driven policy (Fuhrman, 1994; Heneman, 1998; Kelley &

Protsik, 1997). This is a situation which arguably led Leithwood (2006), to call for a commitment-building policy approach to restructuring, arguing that centrally-defined solutions do not pay for students and urged for a move from a regulatory approach to one which is primarily educative and developmental.

In stark contrast to the standardized education economies is the Finnish policy for accountability, where there is no repetition of the global education reform movement and where educational accountability preserves and enhances trust and a shared responsibility for teaching and learning (Sahlberg, 2012). More recently, in the Australian context, the key to effective appraisal is being recognized as getting the balance right between assessing performance and assisting personal development (Elliott, 2015).

School leadership

Key responses to the issues highlight the formation of professional learning communities in schools. They emerge from the literatures of leadership, collaboration and institutional trust. Elmore (2000), called for a new distributed leadership that makes the reciprocal nature of accountability relationships explicit and incorporating a language of reciprocity and mutual dependency not the language of control (p. 23).

In the high school context, Hodges (as cited in Silins & Mulford, 2000, p. 10), likened learning organisations to the successful 'productive' schools; they existed where principals practised transformational leadership. Leadership encouraging the role of (teacher) "voice", teacher collaboration or peer influence in setting up the evaluation process has been shown to positively influence outcomes (Chakravarthy & Garguilo, 1998; Supovitz, Sirinides & May, 2010; M. Tuytens & Devos, 2014).

The notion of sustainable leadership was described by Heifetz and Linsky (2002) and Hargreaves and Fink (2006) and reconciled with the concept of innovation (Hargreaves, 2007, p. 227). Fullan (2006), expanded Senge's conceptual framework fostering 'system thinkers in action', arguing for the development of leaders to widen their sphere of engagement with others in a process called 'lateral capacity building' sustainability (p. 116).

Collaboration

The role of professional collaboration in building, sustaining and enhancing organisational capacity is documented (Harris & Jones, 2012; Jones & Harris, 2013). Elmore (as cited in Fullan & Quinn, 2015, p. 114) noted that schools with collaborative cultures are better equipped to deal with external accountability requirements by establishing internal processes to make effective decisions, and further, improve instructional practice by fostering teacher

collaboration and collective accountability, where accountability is defined as responsibility. The role of the lead learner (principal) in establishing collaborative cultures is paramount (Hargreaves & Fullan, 2012; Hattie, 2015). Connecting professionals together is a critical part of improving schools and school systems. It is imperative to have a clear model of professional learning to guide staff (Jones & Harris, 2013). The professional capital view of teaching assumes that good teaching is a collective accomplishment and responsibility, and is perfected through continuous improvement (Hargreaves & Fullan, 2012, p. 14). However, not all forms of professional collaboration have a positive impact; if mandated or imposed it can sometimes fall into low level co-operation or seem like an extra burden on teacher time (Harris & Jones, 2015). Unless a basic platform of trust and secure relationships has been established, a lot of collaborative work will dissipate (Hargreaves & Fullan, 2012, p. 127).

Trust

The importance of institutional trust in effective organisations has been documented (Lane & Buckman 1998, Toole 2000, Fukuyama 2000, as cited in Hargreaves, 2002). The impacts of downsizing, restructuring, rapid information and change on trust in organisations has also been detailed (Giddens 1991, Elliott & Atkinson 1999 as cited in Hargreaves, 2002; Fink, 2016). In a study matching trust measures with international PISA results, the findings demonstrated high trust leads to high achievement, low trust leads to low achievement and fewer opportunities to succeed for students; and that high quality schools and systems, for example, Canada and Finland, trust their educators and teachers to deliver superior educational programs to all children (Fink, 2013; Fink, 2016). Robinson (as cited in Fink, 2013, p. 29) noted there is compelling evidence that the level of trust among members of a school community also makes an important difference to the way they work together and to the social and academic progress of students. Such findings reinforce the importance of trust as the 'emotional catalyst' in strong professional communities (Hargreaves, 2002, p. 404) and generates increased human capital (Hargreaves & Fullan, 2012, p. 4). These findings raise the question of whether the Australian Government's recent school improvement efforts, and those in NSW, help build trust relationships across schools and within schools, or whether they are 'heavy on low trust strategies' (Fink, 2013, p. 30). Achieving an appropriate balance between trust and verification, as Fink (2016) observes, appears to be key.

Motivation

The literature on human motivation theory and evidence about conditions likely to influence motivation can be found in earlier works (Bandura, 1986, 1990; Ford, 1992; Ilgin, Fisher & Taylor, 1979; Miles & Huberman, 1984; Pittman, 1998). Of particular relevance is

Leithwood's (2002) framework, a synthesis of human motivation theory and evidence about conditions likely to influence teachers' motivation to implement reform. Some research findings suggest largely negative motivations to implement accountability initiatives and differences in motivation between teachers and school leaders. Hence, there is a need to draw from studies on a range of variables including teacher self-efficacy, self-regulation, goal setting (Dweck, 1990) and procedural justice (Erdogan, 2002; Greenberg, 1990; Narcisse & Harcourt, 2008). More recently, the work of Field (2015) and Fink (2013, 2016) offer valuable insights into trust and motivation in academic settings.

Feedback

The importance of teacher feedback cannot be underestimated (Ilgin, Fisher & Taylor, 1979). The volume and complexity of variables inherent in the feedback process have highlighted several concerns including the consistency of measurement (Keeping & Levy, 2000), absent or low quality feedback, untrained evaluators, a concern that the process did not result in instructional improvement (Frase & Streshly, 1994), and a process which was met with low satisfaction and acceptance (Cawley, Keeping & Levy, 1998). Somewhat disconcertedly, Sinnema and Robinson's (2007) findings demonstrated neither the teacher evaluation tools nor the way they were used in discussion encouraged inquiry into the impact of teaching and learning. More recently, Tuytens and Devos (2012) found that the source, timing and frequency of feedback had an effect on teacher behaviours.

Professional learning

Australian teachers regularly report their professional learning is of variable quality, not suited to their development needs and not suited to their classroom teaching (Jensen, Sonnemann, Roberts-Hull & Hunter, 2016). According to a national staff in Australia's schools (SIAS) teacher survey data (Australian Commonwealth, 2013) sixty-one percent of professional development undertaken by secondary teachers surveyed spent time on "learning how to evaluate and improve their own teaching", while fifty-nine percent "engaged with performance and development plans" (p. 31).

2014 OECD data (as cited in Jensen 2016, p. 7) revealed that despite ninety-seven percent reporting universal access to professional learning, Australian teachers do not see a positive impact on their teaching. In contrast, across high performing systems (British Columbia, Hong Kong, Shanghai and Singapore), learning communities have emerged as a cornerstone program for effective professional learning. The strategic approach adopted in these systems requires all professional learning to be developed around the improvement cycle (Jensen, 2016, p. 6).

SUMMARY

The literature review encompassed the historical development of performance management and educational perspectives on it over time. It also identified the following areas as being apposite to the study: accountability and surveillance; educational leadership; some elements of school culture including collaboration, trust, motivation and feedback and professional learning.

The review identified a multitude of factors impacting on performance management in schools and demonstrated that more studies are clearly needed on the implementation of PD cycles (Elliott, 2015; Tuytens & Devos, 2009, 2012, 2014). The effects of PDR cycles, their links to teacher professional learning, and the impact on student learning are still largely unexplored (Antoniou & Kyriakides, 2011; Ellett & Teddlie, 2003; Sinnema & Robinson, 2007) as is the influence PDR has on overall school culture.

The literature review informs the development of a theoretical framework for the study. Table 1 gives an indication of its dimensions.

TEACHER PERFORMANCE AND DEVELOPMENT				
Education Paradigms	**New Public Management**	**Professional Learning Communities**		
Themes	*External policy and accountability process*	*School leadership*	*School culture*	*Professional learning*
	Implementation Communication Transparency	Characteristics Conditions Sustainability	Collaboration Trust Motivation Feedback	Impact on teaching Relation to PDF

Table 1: Major paradigms and themes informing the theoretical framework of the study.

This study seeks to build on the work of previous research on the implementation of PDR cycles in schools by providing insights from NSW Government schools.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

In this chapter the design of the research and the methodologies employed are discussed as well as the processes and instruments that were used.

RESEARCH DESIGN

In this study, a qualitative, collective case study approach was used to provide greater insight into the research questions outlined above by concurrently studying multiple cases in one overall research study. The multiple case design has several advantages (Yin, 2002). It enables:

- Several cases to be compared for similarities and differences and
- Greater opportunities to generalise the results from multiple cases than a single case.

The unit of analysis or case in this multiple case exploratory design is a NSW Government secondary ("public") school. Three cases were selected to investigate how each school interprets and implements the PDF at a holistic level. The cases were then compared for similarities and differences.

The study utilises a purposive sampling design strategy where the cases for study (schools and people) are selected because they are potentially information rich and illuminative, offering useful manifestations of the implementation of the PDF. Sampling is aimed at insight about the phenomenon, not empirical generalisation from a sample to a population (Patton, 2002, p. 40).

In order to understand the situation of each case, the cases were bound by:

1. Time: research was undertaken in the schools in June –July, 2016 - 1.5 years after the initial implementation of the PDF
2. Place: schools were based in different school networks located in north, northwest and western Sydney and
3. Activity: all schools had implemented the mandated PDF in 2015.

School and participant selection

The schools which participated in the study did so voluntarily out of interest in the research topic. The study utilised a purposeful sampling strategy, where the cases for study, schools and people, were nominated because they potentially offered useful manifestations of the implementation of the PDF. Government secondary schools were preferred as the cases because the NSW Department of Education had mandated the PDF to be implemented in 2015. Other school sectors in NSW, Catholic and Independent, were at varying stages of implementation. School Network Directors (SNDs) across five school networks were contacted to recommend principals and a variety of school types to participate in the research.

Principals and teacher participation in the case studies was voluntary. In order to create opportunities for intensive study and a cross section of opinion within each school, purposive sampling occurred based primarily on the different career stages of teachers and their performance and development (PD) supervisors. Once principals expressed interest in participating in the study, they sought commitment initially from interested executive team members and then volunteer teacher participants based on the above sampling criteria.

One principal, three PD supervisors and six teachers who reported to them, including three experienced and three early career teachers, were invited to participate in the study from each school. While Cases A and B met this criteria, only the principal, a PD supervisor and two teachers participated in Case C- the reasons are outlined in the school context section of Case C. A total of twenty-four participants volunteered to take part in the study.

RESEARCH METHODOLOGY

Instrument design and data collection

The main method of data collection was the use of open-ended interviews across multiple sources of data (principals, supervisors and teachers) enabling triangulation of data and enhancing the validity of the study (Johnson & Christensen, 2014, p. 301). Schedule A in the Appendix illustrates the interview questions used in the study.

In summary, the question schedule was derived from the key research questions of the study which were subdivided into four core focus areas and sub categories illustrated in Figure 2 (page 26). The question schedule probed four key areas:

1. Interpretation - targeted purpose and experience of the PDF
2. Implementation - focused on respondents' goal setting, lesson observations, self assessment and annual review

3. Issues - related to training and support, feedback and time and
4. Outcomes - explained key outcomes, impacts, overall experiences and recommended changes.

This methodology permitted the researcher to directly address the research questions (Stake, 1995). Documentation from the NSW Department of Education (DoE), school annual reports and school web sites was examined to enhance understanding of the school context. The open-ended interviews were digitally recorded and transcribed. Notes were also made during the interviews.

The use of additional probe questions enabled the researcher to pursue responses of interest more deeply. Open-ended interviews allowed the participants to personally reflect on the question and respond by using their own words providing opportunity for authentic, unanticipated responses. Figure 1 represents a graphic design of the multi-case study.

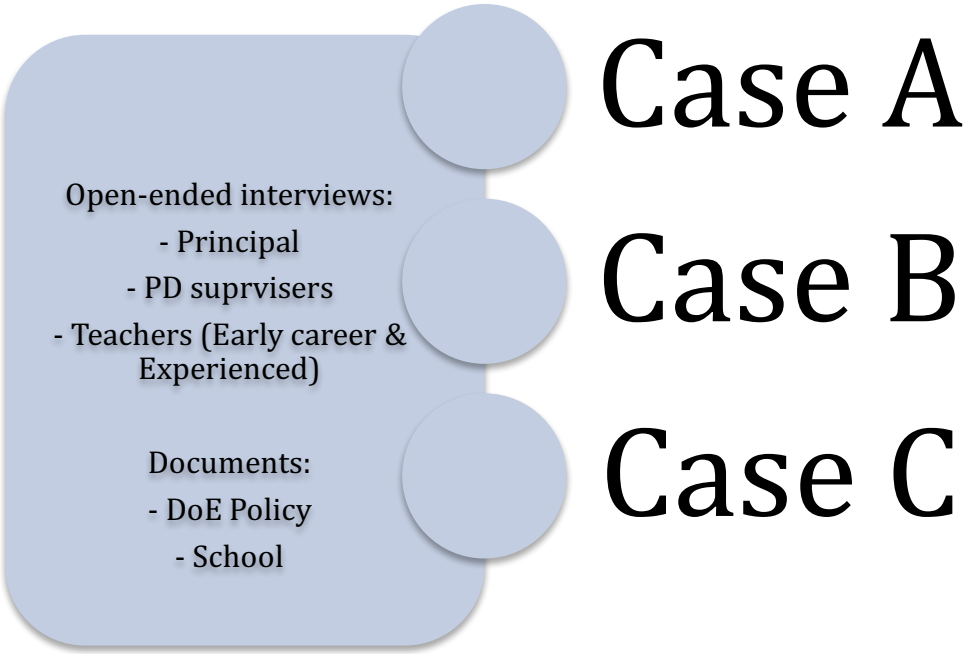

Figure 1: Design of the multi-case study

Data analysis

In addressing the research questions, the motive for doing the exploratory multi-case study was to understand how the PDF was being interpreted and implemented, identify any issues arising from the implementation, and understand how they were resolved, if at all, and to what outcomes for principals, teachers and their PD supervisors. Hence, the initial analysis of the data was directed at the research questions first.

Data was analysed using a process of data reduction – a process of "selecting, focusing, simplifying, abstracting and transforming" the data (Miles & Huberman, 1994 as cited in Appleton, 1995 p. 995).

Initial data analysis began by numerically coding each line of the transcript according to the question number it related to in the interview schedule. To make the data more manageable, the data in each of the key questions were re-analysed and broken down into categories and subheadings per question in a process known as latent content analysis (Field & Morse, 1985). The categories were further critically analysed, questioned and compared to the original interview data and descriptive themes emerged.

The Appendix details the data collected from the open ended interview schedule for all participants. In each of the forty-five tables, responses were labelled *a-z*. Numerical values were ascribed to the frequency of *like responses* given by participants to the particular questions. For example, the alpha-numeric reference "*6a*" appearing in the frequency column of a table indicates that response "*a*" occurred six times by six different participants.

Figure 2 illustrates the four key research categories of the study – interpretation, implementation, issues and outcomes and the interview schedule sub categories from which the themes of the study will emerge.

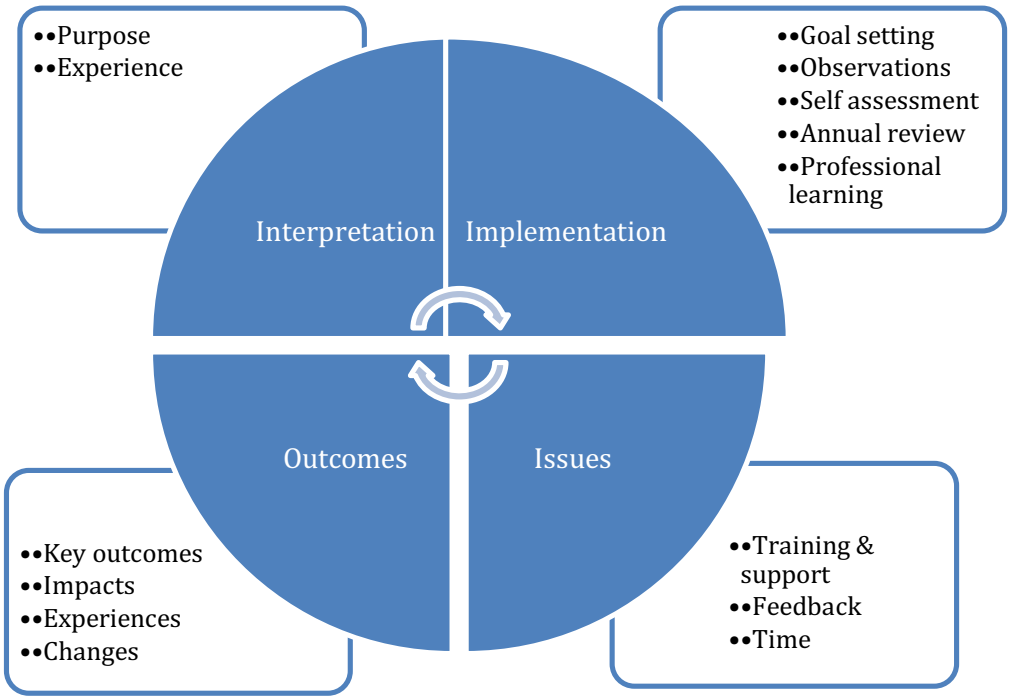

Figure 2: Key research focus areas and sub categories

In the study, qualitative data are presented in the form of narrative text supported by matrixes and excerpts from the data. Results and findings, address the research questions (Stake, 1995) and occur through rich holistic descriptions of the context and operation of the cases. Subsequent discussion will illuminate themes, issues and implications. Each case was examined first in total and then the different cases were compared in a cross-case analysis for similarities as well as differences.

Setting up the study

Decisions around the involvement of schools were generally based on the responses of School Network Directors (SND) that were initially contacted to gauge interest in the study. The nature of the study suggested that schools identified would willingly participate in the study; ideally, they were schools that were interested in seeking feedback on the current process of the PDF and, therefore, possibly inclined to think positively about it, at least at the principal level. The possibility of working in three diverse schools with differing contexts was considered of value.

Ethical considerations

Several ethical dimensions were considered in relation to this research including the role of the researcher, participant selection procedures and confidentiality. The case study approach carried out in this research was exploratory in nature and sought to draw out principals and teachers' personal and professional perceptions about the implementation of the PDF. It also involved interviewing principals and reviewing a number of DoE policy documents in relation to the PDF.

The researcher needed to be mindful of respecting the confidentiality of individuals and each school and the importance of developing an awareness of the culture of each school and the context from which each principal and teachers' perspectives were generated. It was critical that the relationship between the researcher was not power-coercive, either actual or perceived, and that school leadership was confident that staff would benefit from the relationship with the researcher on both personal and professional levels.

Practical application of an ethical approach to this research included:

- Implementing a process of contact and engagement with schools which was professional, respectful and sensitive to the school's culture, operational and confidentiality requirements
- Ensuring that information about purpose, process, feedback and reporting of the research was thorough and clearly communicated to the school

- Ensuring all participants received written information and authorised consent forms to participate in the research study
- Using a participant selection procedure which was purely voluntary in nature, with the option for participants to withdraw at any time without having to provide a reason and without consequences and
- Observing the protocols in relation to recording interviews where permission to record interviews was sought and gained from all participants.

The study contained herein was based on these approaches, which were deemed appropriate for use with teachers and in schools by the Macquarie University Ethics Committee.

LIMITATIONS OF THE STUDY

The limitation of this multiple case approach - the depth of analysis is sacrificed due to the breadth of analysis obtained from studying more than one case - is acknowledged as well as the limited size of the sample. It was, however, deemed appropriate for the purposes of an exploratory study in the Master of Research program.

CHAPTER 4

CASE STUDY A

In this chapter the collection and analysis of data on the implementation of the NSW PDF in the context of the first case study is described.

SCHOOL BACKGROUND AND CONTEXT

School context

Case A is a public comprehensive high school located in northwest Sydney, New South Wales. The *2015 School Annual Report* stated the school employed 64.7 teachers and had an executive staff of 15. With a student enrolment of 1023 students from diverse backgrounds and cultures, school attendance was above the state average at 92.57%. In 2015, 61% of year 12 students were offered a place at university.

The school utilises an online platform, Blue Sky, for logging and maintaining professional learning and improvement where individual teachers track their progress within their own secure online portfolio and work with a PD supervisor in a supportive environment. Professional Development Plans (PDPs) are uploaded and tracked through Blue Sky. All staff members use the Blue Sky platform to outline their professional learning goals for the year and inform the professional learning team of areas for future and further consideration.

In 2015 focus areas of school development included: teaching for the future, 21st Century learning, development of the school management plan and project based learning. In 2015 $4836 was spent on professional learning or $60.6 per teacher.

School selection rationale

Case A was strongly supported by the School Network Director (SND) as a possible case in the study. The SND reported the school was "doing something really interesting" in terms of the PDF. The enthusiasm was mirrored by the principal who conveyed excitement about how the PDF and associated staff Personal Development Plans were operating. Principal A enthusiastically accepted an invitation to participate in the study.

Participant selection

Using the process outlined in Chapter 3, Table 2 illustrates the volunteer participants that emerged in the study.

Participant	Number
Principal	1
PD supervisors	3
Early career teachers	3
Experienced teachers	3

Table 2: Case A study participants

Open ended interviews

Volunteer participants met with the researcher at a prearranged time over one week period. Each forty-minute interview was conducted in a quiet, private and comfortable space. The question schedule for the open-ended interviews is included as Schedule 1 in the Appendix.

Website and documentation review

The DoE's policy documents together with the school's Annual Report and website material were readily accessible.

COLLECTION AND ANALYSIS OF DATA

FINDINGS

Tables 1-15 in the Appendix detail the data collected from the open-ended interview schedule for Case A participants.

Interpretation

To understand how the Performance and Development Framework (PDF) was being interpreted, the researcher drew on data that showed how participants defined the purpose and described their experiences of the PD cycle. Tables 1 and 2 in the Appendix illustrate the data for this section.

Purpose

There was overwhelming agreement regarding the purpose of the PD cycle. Nine participants related the purpose to enhancing professional growth with opportunities to improve pedagogy and teaching standards and develop teaching skills through reflection on practice. Two executive teachers related the purpose to accountability, professionalising the industry and

creating standards to be met by "forcing people to do what should be done" or possibly "forcing early retirement".

Experiences

For nine participants, working through the phases of the PD cycle represented a professional developmental experience. The principal likened it to a "vehicle for improved practice" and recalled that the experience of "lesson observations had changed from supervision to developmental". Two PD supervisors and two early career teachers together with all experienced teachers described their experiences as a skills based learning process which supported a reflective, multi-focused, self-directed professional development. The general view was summarised by an early career teacher:

> *It's been really good. It gives me a clear focus and I know I've got that time to set aside to focus solely on developing my practice.*

As well as a developmental opportunity, this "reform that the Department was now imposing" according to the principal and all PD supervisors, provided opportunities for greater staff supervision, surveillance, performance management and accountability. These views are illustrated by the executive comments:

> *It gave me that line in the conversation if someone was challenging why I wanted them to do something...it is a requirement of the Department.*
>
> *For some teachers it gives (me)....the authority and it makes them (teachers) more accountable.*

Interestingly, a substantial number of participants, from each representative group, expressed the view that the implementation of the cycle did not represent a great deal of change to what was already occurring in the school. The school's utilisation of Blue Sky, a software program managing teacher professional planning development, and implemented well before PD cycles were introduced, had seemingly provided a great advantage in preparing staff as evidenced by comments from the PD supervisor and principal respectively:

> *We're already doing what's been asked in the PDF...it's just formalising the necessary observations.*
>
> *We've been working with Blue Sky for three years...the introduction of Blue Sky was our big change because that was the shift toward performance and development...and evaluations....so it almost feels like the framework hasn't actually impacted anything.*

Five participants, including the principal, three PD supervisors and one experienced teacher, construed the PD cycle as an *accountability* tool. Responses inferred the DoE's reform could

provide the much needed rationale to challenge recalcitrant staff when confronted about "formalising lesson observations" and the "focus on performance management".

Implementation

The implementation findings relate to participants' perceptions about training, support, planning and the practical components including lesson observation, self-assessment, annual review, professional learning and feedback. Tables 3-10 in the Appendix illustrate the data for this section.

Training and support

There was substantial agreement across all groups of participants, with eight respondents, excluding the principal and one PD supervisor, regarding the beneficial training and support that had been implemented by the school. School support incorporated a diverse offering of professional learning opportunities including communication about the PDF at executive level, a lesson observations project to support volunteer teachers in developing their skills in observing lessons, the provision of school- based Teacher Professional Learning (TPL) sessions to support staff in implementing the PDF and the use of school development days to focus on the PDF process.

Three participants, including a PD supervisor, an experienced teacher and an early career teacher, acknowledged the advantage that *Blue Sky* provided in digitally capturing and organising professional learning information for all staff across the school.

Training provided by the DoE was not viewed as positively as comments from executive teachers illustrate:

> *The only training was that vast meeting.....where we were talked through a Powerpoint presentation.*
>
> *I think it (training) was minimal...there should have been a lot more information.*

Six participants, including two PD supervisors, two experienced teachers and two early career teachers, saw no need for additional support as they considered the school was providing ample support.

Specific requests for support were made from four participants including managing people and goal setting (principal), written implementation guidelines on the PDF (PD supervisor), training in how to give and receive feedback (experienced teacher) and an early career teacher indicated she would have benefited from a teacher mentor to share post lesson evaluations.

Planning

Data revealed that one of the critical issues in developing individual professional development plans (PDPs) for teachers was articulating their professional learning goals. Most teachers readily developed task-oriented goals, when they needed to be developmental or learning focused. Training teachers how to develop learning goals supported them in this aspect of the planning process. However, the principal acknowledged the "lost time" in the value of the process by the comment:

> *In the beginning the goals did not have a learning focus, they were task focused....I think we lost a year, most schools would have lost a year.*

Four participants (principal, experienced and two early career) acknowledged the initial confusion and challenges around goal setting and the need for training in developmental or learning-focused goals. As a result the school employed a coach (a retired principal with a background in positive psychology) to support staff in professional goal development.

The collaborative nature of the planning process was identified by three teachers (two experienced and early career) who acknowledged the opportunity to collaborate with other individuals, faculty members or whole staff in relation to the training and sharing of goals and objectives.

Four participants (two PD supervisors, experienced and early career) noted time was an issue in the planning process, with only one teacher suggesting the time allocated to planning was sufficient.

Five participants (three PD supervisors and two early career) characterised the environment in which the planning process occurred as highly collaborative. The collaborative learning environment was illustrated by an executive teacher's reference to the principal's style of working:

> *The principal's very sure minded as in the way we work together. She say's "I don't tell you what to do, we all work together as a unit".*

Within this learning community focus, three participants across three groups (PD supervisor, experienced and early career) acknowledged and appreciated the flexibility to pursue independent subject specific learning goals.

Self-assessment and annual reviews

The reflective nature of both the self-assessment and the annual review components of the cycle was widely valued by eight participants across all groups.

The evaluative process of the annual reviews was considered an important check in providing good data to acknowledge accomplishments and enable forward planning by five participants representing all groups.

Professional learning

There was widespread satisfaction, as indicated by nine participants, with the mix of professional learning (PL) offered to participants which related to both individual PDP goals and whole school PL including mandatory training.

Four participants, representing all groups, stated most PL undertaken related to PDP goals, while three stated half the PL related to their PDP goals.

There was strong appreciation by staff generally for the range of training and support provided by the school in implementing the PDF. Five participants considered the provision of school based PL, offered as regularly timetabled teacher professional learning sessions was valuable. While attendance was mandated by the principal, these sessions offered staff support on a variety of topics, determined by a staff skills audit. The introduction of a Lesson Observations Project not only developed the skills of teachers who voluntarily participated in this program, but all teachers who shared the outcomes of the project.

Feedback

Feedback provided by supervisors and colleagues was delivered in several formats including written reports, conversations, meetings, faculty discussions and interviews. Five participants, representing all groups, reported that feedback provided from supervisors and colleagues was positive in nature. Terms used to describe the nature of feedback included: valuable, excellent, helpful, good, accommodating, straightforward, open and honest. Across three groups (PD supervisor, experienced and early career), three respondents described feedback as collegial, professional, positive, regular, supportive and collaborative. One PD supervisor and two experienced teachers indicated the need for more individual and specific feedback.

Challenges

The key challenges of the PD cycle for participants are illustrated in Table 7 of the Appendix. The biggest challenge affecting four participants, representing all groups, was the time factor, even though most believed the school was supporting staff by allocating time for PDPs. The very nature of teaching often meant that people were generally time poor and is illustrated by the executive teacher's comment:

> *I think it (time) will always remain an issue....it's not something we can ever get rid of because we have to do this and that is what it is; you know school runs and there's all the day to day things that you have to do and deal with.*

That two career teachers stated they did not have any significant challenge in implementing their PDP, is likely to reflect the amount of support they received in the school; each early career teachers worked with a school mentor for support and guidance and in addition they had access to the school coach to assist in the development of professional learning goals.

Outcomes

In examining the outcomes of the PDF, the research identified what participants considered to be the key outcomes, impacts and overall experiences of the process. Participants were also asked to identify any recommended changes to the process. Tables 11-14 in the Appendix illustrate the data for this section.

Most important outcomes

For seven participants, across all groups, the most significant outcome of the PD cycle related to improved teaching. The importance of learning new skills to transfer to the classroom and becoming a "better teacher" was echoed by most respondents. This finding was reinforced by the principal's view:

> *The most significant outcome has been in the area of focusing teachers on professional growth and development.*

Impacts according to the Principal

According to the principal, the biggest change was the mandated classroom observations that had to be undertaken by all staff. The focus of the feedback needed to be developmental. This cultural change required training for teachers in the art of conducting lesson observations that were going to be positive and non-judgemental in providing feedback. Teachers being observed needed to specify the elements of their teaching they wished to be evaluated and the process required the person providing feedback to provide data which supported observations. Training in a growth model approach also provided a positive, futuristic approach to evaluation.

The biggest challenge for the principal was engaging older teachers, nearing retirement, in the lesson observations process. Convincing these experienced teachers that they had much professional experience, skills and support they could provide early career teachers went some way to resolving this challenge.

Overwhelmingly, the biggest enabler supporting the implementation of the PDF was the use of Blue Sky which provided ready access to all teachers' PDP goals, professional learning and evidence logged and uploaded by all teachers. Regular monitoring of Blue Sky provided information for the principal to engage in meaningful, supportive coaching conversations with staff about their progress at any time and from anywhere, given the accessibility it provided. In addition, the data platform also provided an effective whole school management tool for the principal's own PDP.

Impact on collaboration and classroom teaching

All participants agreed that the PD cycle enhanced collaboration through sharing and discussing professional learning goals, interfaculty professional learning activities and the processes related to learning observations.

All participants also admitted to a likely impact on teaching; this ranged from a definite impact to a probable impact on classroom teaching.

General experiences of the PDF

All participants provided positive comments about their experiences of the PDF. Participant comments typically described their experiences as follows:

> *Opportunities that enabled growth conversations.*
>
> *Enables a measure of productivity.*
>
> *Straight forward process...lot's of scope to individualise.*
>
> *You can apply it to your teaching and there's scope for reflection and improvement.*

Recommended changes

Table 15 in the Appendix illustrates the changes that participants would make to the PD cycle. The variety of suggestions recommended often reflected the participants' career stage or position in the school. For example, the principal urged that other principals should have the benefit of a computer program like Blue Sky; experienced teachers recommended more training in feedback and more curriculum based professional learning while early career teachers suggested a quality teaching checklist to aid in lesson observations, more time to plan and reflect and a more streamlined data entry process which satisfied all agencies including Board of Studies, Teaching and Educational Standards (BOSTES), DoE and the school, to minimise repetition of data entry. Four participants did not recommend any changes to the process.

DISCUSSION

A number of themes emerged from the rich data exploring the interpretation, implementation, issues and outcomes of the PDF at Case A high school.

Developmental gatekeeper

At Case A high school, the principal very clearly enunciated her role as one which could utilise the opportunity of the PD cycle as a professional growth experience for teachers in the school. The DoE framework had given the principal the rationale for ploughing ahead with her mantra:

> *Today, you can be a better teacher than you were yesterday and tomorrow you can be an even better teacher than you are today.*

The principal's growth mindset can be largely attributed to a very supportive relationship with her School Network Director (SND); a growth coach himself, the SND encouraged the school leader to undertake the growth coaching course for her own development. Once equipped with the skills, the principal felt she could use the model in her own school working confidently with her teachers introducing the notion of lesson observations well before the PDF was introduced.

The principal's gatekeeper role was underpinned by high level monitoring of the various phases of the PDF and enabled by the adoption of the Blue Sky database, effectively giving her instant access to quality, transparent and rich professional learning data relating to all staff. This hands-on approach often presented opportunities for the principal to suggest solutions-focused strategies, engage in coaching conversations or simply affirm the development of individual staff members. Being aware of the principal's monitoring, staff were encouraged to maintain database currency.

Furthermore, in the face of those teachers who were more resistant to change, the school leader welcomed the PDF cycle as it gave her "the line in the conversation, if someone was challenging why she wanted them to do something".

The actions of the principal vividly demonstrate a gatekeeper, creatively using the accountability paradigm to build a developmental culture.

Enabling culture

Case A illustrates how a principal can effectively establish high quality school structures that enable and support teachers to work through the phases of the PD cycle and realise professional growth. The principal recognised that enabling teachers to grow professionally

required a whole-school focus on resources. Specifically, the cultural enablers introduced into the school included:

- Timetabling professional learning sessions in addition to allocating free time to plan PDP's
- Establishing school mentors for early career teachers
- Employing the skills of a retired principal as a coach to assist teachers in establishing professional learning goals
- Creating and using a teacher skills audit to empowering teachers to determine the professional learning sessions agenda
- Introducing a volunteer lesson observations project in the school for volunteer participants to share their learning about undertaking lesson observations
- Instituting inter-faculty lesson observations
- Providing training in lesson observations and feedback and
- Utilising a computer program, Blue Sky, to capture teacher professional learning data for all the phases of the PD cycle.

This high level provision of support structures and training was acknowledged and valued by staff. It nurtured the beginnings of a positive and highly collaborative school culture further evidenced by the limited number of issues or challenges faced by teachers throughout the process. Significantly, the nature of the support structures was largely sustainable as they were built into whole school or faculty programs.

Growth discourse

The implementation of the PD cycle gave the school leader the vehicle to hasten the transformation of growth conversations about teaching and learning in the school. The principal's ongoing, highly focused, positive discourse was symbolised in her growth mantra renowned throughout the school.

Having ready access to every teachers' professional learning evidence, via Blue Sky, the principal was able to identify each teachers' learning goals instantly and monitor their documented progress through the phases of the PD cycle. This capability created opportunities to engage in her love of pedagogical conversations with teachers individually about their achievements, progress and challenges using a growth mindset.

Equipped with this knowledge, the principal was able to advise and recommend details of upcoming professional learning opportunities that might be relevant or actively encourage

collaboration between teachers where one might have a strength or skill that another would like to improve.

Principal A actively engaged in highly constructive pedagogical discourse, where once, under previous performance management systems, it was more likely to be punitive. Such dialogue provided a solution to the biggest challenge for the leader by mitigating the power of a small number of older teachers who initially resisted the mandated classroom observations; employing a growth discourse could effectively convince these teachers that they too had much to offer early career teachers with their experienced skill set.

In this learning context, it is plausible that nine participants saw the purpose of the PD cycle as an opportunity for professional growth and that most recognised the professional learning impact on teaching as developmental. More specifically, training staff in a growth model effectively embodied a positive, futuristic approach to lesson evaluation and ensured that feedback had a developmental purpose. Case A principal's ongoing positive discourse and concomitant actions modelled a clear focus and intent for the professional growth of teachers and nurtured a collaborative supportive professional learning environment.

SUMMARY

This chapter has reported on the data collected at the first case study school and reflects on the main themes that emerged in relation to the data. Chapter 5 describes the collection and analysis of data on how Case B has interpreted and implemented the PDF, identifying any issues that arise and how, if at all, they are resolved and to what outcomes for the principal, PD supervisors and the teachers who report to them.

CHAPTER 5

CASE STUDY B

In this chapter the process for the collection and analysis of data on the implementation of the NSW PDF in the context of the second case study is described.

SCHOOL BACKGROUND AND CONTEXT

School context

Case B is a public comprehensive high school located in western Sydney, New South Wales. The 2015 School Annual report stated the school employed 72.8 teachers and had an executive staff of 14. It had a high multicultural student population of 1041 students with 52% coming from 46 language backgrounds other than English. School attendance was at 90.2%. In 2015, 23% of year 12 students were offered a place at university.

During 2015 the school introduced some modules of the Blue Sky platform to staff. The school worked towards developing and implementing the PDPs for all staff using Blue Sky software for tracking and reporting purposes. Staff were also introduced to lesson observation and feedback support and required to complete a peer observation to be logged on Blue Sky. The school endeavours to have full implementation of all Blue Sky modules by the end of 2017.

All executive staff were acting in higher positions; the substantive principal had been on leave for almost two years and as a result a head teacher, who was relieving as the deputy principal, was now acting in the principal's role. In addition, both deputy principals were relieving in their roles. In effect, the school was operating with a very inexperienced executive team.

A total of $3873 was spent on training and development in 2015 or $44.6 per teacher.

School selection rationale

The current executive staffing of Case B high school, offered a unique context in which to examine how the PDF was being implemented. The acting principal's interest in seeking feedback on the process encouraged her interest in the study.

Participant selection

Using the process outlined in Chapter 3, Table 3, illustrates the volunteer participants that emerged in the study.

Participant	Number
Principal	1
PD supervisors	3
Early career teachers	3
Experienced teachers	3

Table 3: Case B study participants

Open ended interviews

Volunteer participants met with the researcher at a prearranged time over a one week period. Each forty-minute interview was conducted in a quiet, private and comfortable space. The interview schedule for the open-ended interviews is included as Schedule A in the Appendix.

Website and documentation review

The DoE's policy documents together with the school's Annual Report and website material were readily accessible.

COLLECTION AND ANALYSIS OF DATA

FINDINGS

Tables 16-30 in the Appendix detail the data collected from the open-ended interview schedule for Case B participants.

Interpretation

To understand how the PDF was being interpreted at Case B high school, the researcher drew on data that showed how participants defined the purpose and described their experiences of the PD cycle. Tables 16-17 in the Appendix illustrate the data for this section.

Purpose

Six participants, representing all groups, equated the main purpose of the PDF to accountability. These respondents related accountability to either justifying one's position, being accountable for the professional learning funds or responsible for providing support to teachers, or in terms of pay one received.

In addition, five participants, excluding all PD supervisors, related the main purpose to professional growth, teacher development and learning, or the opportunity for reflection on goals, upskilling and progress.

PD supervisors were more inclined to link the main purpose of the PDF to accountability, a method of ensuring teacher quality and maintaining accreditation.

Four respondents likened the purpose to better teaching, keeping practice current, ensuring teacher quality and general improvement. These points were well reflected in the PD supervisor's comments:

> *I think it's about keeping teachers' practice current...making sure making sure that teachers have got the skills that they need to continue teaching in the job.*

Experiences

Three participants (Principal, PD supervisor and early career) related their PD cycle experience to the core task of establishing professional learning goals.

A similar group of respondents related the experience to professional growth that enabled achievement of learning goals and movement forward as opposed to stagnating.

In addition, three participants (PD supervisor, experienced and early career) likened the experience as an exercise in accountability. The early career teacher's comments illustrate the point:

> *This seems a lot more structured and it certainly seems to be targeted to make sure we're following all the correct procedures and we've got the correct documentation and we're following the correct syllabus.*

Implementation

The implementation findings relate to participants' perceptions about training, support, planning and the practical components including lesson observation, self-assessment, annual review, professional learning and feedback. Tables 18-21, 23-25 in the Appendix illustrate the data for this section.

Training and support

All participants conveyed some type of support or training that was available to them for the PD cycle. The largest single number of participants (PD supervisor, experienced and two early career) commented on the collaborative support from faculty members or colleagues, well illustrated by an early career teacher's comment:

> *Our school is fantastic with professional support, like if you put your hand up to go and do something, it's never going to be a problem, ever, so we're very, very lucky.*

Three participants, combining two early career teachers and a PD supervisor, mentioned the provision of training in Blue Sky, while the same number from slightly different groups (two early career and one experienced) referenced the supportive nature of the PD supervisor.

Only one participant, a PD supervisor, requested additional support - a proforma to be distributed to new and early career teachers each year explaining the process and to ease the complexity for new staff. Interestingly, four respondents (two early career and two experienced) made no comment in relation to the need for additional support.

Planning

While the experience of planning the PDP's in the second year of implementation was less rushed for an experienced and an early career teacher, there was an inconsistency of views concerning the time given to plan PDP professional learning goals. The principal declared she was firm in reminding staff of negotiated deadlines, and two staff (PD supervisor and early career) stated there was plenty of time, however, one stated there was not enough time (PD supervisor) and another (PD supervisor) called for timelines in the face of vague deadlines. Early career teachers often had time management issues with completing the planning as they struggled with meeting all the other demands of the job.

Overall, most agreed there was ample support available from the school in addition to the valued discussions with colleagues and mentors.

Self-assessment and annual review

Generally, participants admitted the process of the annual review in the previous year was haphazard. Two PD supervisors, two early career teachers and an experienced teacher found themselves scrambling for time, rushed, and being unable to get the full benefit of the process because of the limited time available. Where some older staff were happy to have a quick chat, submit their evidence and tick the boxes, providing new scheme teachers with quality feedback was a challenge for one particular PD supervisor who described the experience as:

> *It's really difficult to do because on top of that we still have our classes and...there's more planning that goes into being able to have a good conversation than, you know, it kind of is that deterrent again of -can we do this (annual review) quick?, do you want to do it at lunch?, do you want to do it in the afternoon rather than take time away from the kids?*

Despite this concern, the self-assessment and annual review phases were viewed positively by two experienced and an early career teacher because they enabled a review of goals and an opportunity to gain feedback on achievements of those goals at the end of the year.

Feedback

The nature of feedback was described as regular and on-going by the principal, a PD supervisor and two early career teachers. This finding was reflected in an early career teachers comment:

> *All the executives are really good in terms of giving feedback and making it constructive.*

A similar number (two supervisors, experienced and early career) saw feedback as mostly verbal and informal.

In contrast, one supervisor and two experienced teachers claimed the feedback was either non-existent or limited due to the shortage of time.

Professional learning

Generally, participants acknowledged that not all professional learning undertaken was related to their learning goals. Specifically, four respondents (principal, supervisor, experienced and early career) believed that *most* of the professional learning was directly related to their learning goals. A further three participants, a PD supervisor and two experienced teachers, suggested at least *some* PL related to their learning goals.

It is important to note that a portion of a school's professional learning is related to mandatory compliance training and some schools have contextual needs that may involve additional training to support those needs. Hence, it is not possible for a teacher to link all professional learning to their specific learning goals.

Challenges

A shortage of time was the major challenge for six respondents. Table 22 in the Appendix outlines the specific difficulties associated with a general lack of time including not enough time to focus on the goals, the inadequate timeline given to complete the phases of the PDP, and teachers being described as time-poor while being asked to do more. The challenges were encapsulated by a PD supervisor's comments:

> *I guess a challenge is the time, because as teachers, time is always currency and if we were allowed time or allocated time to focus on those goals and then finding*

professional development to work on those goals then I guess we would progress further.

Outcomes

In examining the outcomes of the PDF, the research identified what participants considered to be the key outcomes, impacts and overall experiences of the process. Participants were also asked to identify any recommended changes to the process. Tables 26-30 in the Appendix illustrate the data for this section.

Most important outcome

The largest single group of participants (two supervisors, two early career and two experienced teachers) related the most important outcome to improving the quality of teaching through upskilling and ensuring they are well informed with current methods and strategies. This finding was aptly described by a PD supervisor:

> *We'd like to hope that the overall objective here is student outcomes, better teaching, quality teaching, schools moving closer to excellence in their framework.*

Four participants, representing all groups, saw the setting of goals and the capacity to reflect on the progress and achievement of those goals as the most important outcome as it gave purpose to their work. These views were summarised by the Principal:

> *I think it's the teacher professional learning that's coming out of it and reflection and the fact that they really are thinking about what their job really is and what they want from their job rather than it being just a job.*

Impacts according to the principal

According to the principal, the PD cycle represented "a positive thing for the school". The principal was of the view that over the long term the positive impacts would be greater with better quality teachers emerging from the process.

The school leader maintained that staff largely accepted that no relief for lesson observations would be supplied by the school, when it was explained that doing lesson observations was part of a teacher's job. Although the benefits of lesson observations, were evidenced in the positive dialogue shared by teachers involved in the process, according to the principal, it was not possible to identify any impact on classroom teaching as a direct result of the process because there were many other projects operating in the school that also worked to improve teaching and learning outcomes.

Impact on collaboration and classroom teaching

Six participants including two supervisors, two experienced and two early career teachers agreed the process would enhance collaboration in the school. The process of lesson observation, especially inter faculty observations was seen to encourage collaboration. However, while most participants affirmed they were "already collaborative", they were not so committed about the degree of collaboration beyond their faculty as evidenced by the supervisor's and experienced teacher's comment respectively:

> *I have not seen a change, but I think my faculty is collaborative anyway.*
>
> *I haven't seen it. In our staff room it's because of who we are. We very much work together.*

Consistent with the principal's view, a PD supervisor had difficulty acknowledging any immediate impact on classroom teaching. This contrasted with two early career teachers' comments which expressed hope for change in the future:

> *I think it's (teaching)always changing, from one class to the next, from one year to the next.*
>
> *I think it certainly will (change teaching) because if it's keeping us on track and focused on what our goals are, it has to have that follow-on effect down in the classrooms.*

Further, an experienced teacher and an early career teacher were quick to point out the many projects already operating in the school, not reliant on the PDF, were already showing improvements in teaching and learning.

General experiences of the PDF

With the exception of the principal and two early career teachers, respondents described their experience of the PD process in largely negative terms. The responses replicated several issues including a lack of time, poor communication of the process, concern about a lack of consistency with the process from school to school or across the system, replication of data entry, the negative experience of the process in the first year of implementation, a concern that the new process could potentially enable a greater focus on teacher accreditation rather than teacher learning, and concerns raised over the quality feedback received. One of the more negative responses from an experienced, mature teacher related:

> *It's just a passing phase. Been there, seen it before. There'll be another one coming soon.*

Recommended changes

It is interesting to note that although seven participants described their experiences in negative terms, five respondents (principal, two experienced and two early career) did not see any need for changes to the PD process. This may have reflected the busy nature of their work (as in too busy to make suggestions) particularly the early career teachers who are adjusting to teaching or a more compliant attitude towards the process. Four respondents (two supervisors, an experienced and early career) specified more time was needed to complete the process. The early career teacher suggested time could be allocated on future staff development days or designated faculty time.

DISCUSSION

A number of themes emerged from the data exploring the interpretation, implementation, issues and impacts of the PDF at Case B high school.

Compliant gatekeeper

The acting principal's ambition to be promoted to the level of deputy principal was clearly articulated as her substantive position was that of a faculty head. She had been in a relieving deputy principal's position when required to relieve as principal for a substantial period of time. Having commenced the relieving principal's position after the DoE launched the official training of the PDF in early 2015, it is fathomable that the relieving school leader would want to maintain compliance with a new DoE policy whilst in the relieving principal's position; a perception bolstered through observation and interview.

Overall, the acting principal held a compliant view towards the implementation of the PDF. Despite not receiving any training from the DoE in the implementation process, she claimed the support was sufficient although admitting the experience was like being "drip fed" and having to rely on "hearing things". Her acknowledgement that the DoE will "continue to refine the process" was strengthened by a reliance on a collegial network of principals for information, updates and support which seemed to fill the gap.

The acting principal engaged in a moderate level of monitoring the Blue Sky professional learning database, preferring this work to be delegated to faculty heads. Hence, the leader appeared somewhat removed from direct engagement with staff over individual professional learning matters, save the communication of deadlines.

Accountability discourse

Six participants identified the main purpose of the PDF as a form of accountability. In particular, the principal referred to a direct accountability for professional learning funds in the school. Some participants viewed accountability in terms of the school being responsible for providing support to staff with the process. Other comments reflected the need for some participants to discern a clear level of accountability conferred to those in certain positions or those more favourably financially recompensed.

An experienced teacher suggested the main outcome of the PDF related to "more control of teachers and teaching" and conveyed a compliant attitude toward meeting the new requirements. The acquiescence was summarised effectively by another participant:

> *You've gotta do, what you gotta do.*

Preserving the status quo

From the gamut of data there emerged a nuance that Case B participants were willing to preserve the status quo. Inspite of the significant proportion relating negative experiences, a silent compliance was evidenced by five respondents not seeking any change to the process.

Yet in the face of a persistent commentary seeking additional time to support staff across the phases of the process, the acting principal remained firm that there would be no relief for lesson observations. No changes were made to implement supportive structures at the school to resolve the issue, a situation that could call into question the sustainability of the process over the long term. The strong encouragement of school executive for staff to attend external professional learning events, may have gone some way toward appeasing most participants.

Six participants stated there may be more collaboration occurring as a result of the process, yet the nature of collaborative support was largely contained within the faculty. Even though teachers were encouraged to participate in inter-faculty lesson observations, there was no acknowledged change to the extent of collaboration across the school - a finding typified by the comments from a PD supervisor, an early career teacher and an experienced teacher:

> *I haven't seen collaboration outside our faculty.*
>
> *Our faculty is collaborative anyway.*
>
> *Not a change evident in collaboration (across the school). My faculty is!*

The general admissions by many participants, including the principal, that it was difficult to see the immediate or discernible impacts on teaching or that over the long term the process might have a positive impact on teaching, may well reflect a school culture that was not

necessarily motivated to search for or demand short-term outcomes, despite the energies expended in implementation. Further comments including “it’s just a passing phase” or “it won’t accomplish anything” mirror a community that was not necessarily inspired to change the status quo.

SUMMARY

This chapter has reported on the data collected at the second case study school and reflects on the main themes that emerged in relation to the data. Chapter 6 describes the collection and analysis of data on how Case C has interpreted and implemented the PDF, identifying any issues that arise and how, if at all, they are resolved and to what outcomes for the principal, PD supervisors and the teachers who report to them.

CHAPTER 6

CASE STUDY C

In this chapter the process for the collection and analysis of data on the implementation of the NSW PDF in the context of the third case study is described.

SCHOOL BACKGROUND AND CONTEXT

School context

Case C is a public selective girls high school located in northern Sydney, New South Wales which celebrated its 85th Anniversary in 2015. The 2015 *School Annual Report* stated that the school employs 40.4 teachers and has an executive staff of 11. It has a student enrolment of 720 students, with 86% from a non- English speaking background. School attendance exceeds the state average at 98.7%. In 2015, 100% of year 12 students were offered a place at university.

Principal C, with five years experience in the position, saw one of his main roles as supporting new members of staff. In the last three years, seven new staff members, including first year teachers, had been employed in four faculties. Fifty percent of staff were now "post 2004" and worked on the maintenance of their accreditation.

In 2015, select staff met with an academic mentor which resulted in five action research projects with a focus on gifted and talented education. A total of $13103 was spent on training and development in 2015 or $254.9 per teacher.

School selection rationale

This highly selective girls school provided a strong contrast to the other cases. When the principal was approached to participate in the study, he in turn sought interest from his executive team. Only one executive teacher was willing to participate; a person who in fact had a research background herself and was interested in participating in the process. In explaining the low participation rate the principal stated "they (executive teachers)... just did not have the time". Despite the smaller sample, the decision to incorporate the school into the study was made by the researcher because of the potentially rich and contrasting data offered by the case and the time constraints imposed on the study.

Participant selection

Using the process outlined in Chapter 3, Table 4 illustrates the volunteer participants that emerged in the study.

Participants	Number
Principal	1
PD supervisors	1
Early career teachers	1
Experienced teachers	1

Table 4: Case C study participants

Open ended interviews

Volunteer participants were interviewed by the researcher at a prearranged time that afforded the participant a quiet, comfortable space to undertake the interview. The participants chose to be interviewed by telephone. Forty-minute telephone interviews were digitally recorded with the permission of each participant. The interview schedule for the open-ended telephone interview is included as Schedule 1 in the Appendix.

Website and documentation review

The DoE's policy documents together with the school's Annual Report and website material were readily accessible.

COLLECTION AND ANALYSIS OF DATA

FINDINGS

Tables 31-45 in the Appendix detail the data collected from the open-ended interview schedule for Case C participants.

Interpretation

To understand how the PDF was being interpreted, the researcher drew on data that showed how participants defined the purpose and described their experiences in relation to the PD cycle. Tables 31-32 in the Appendix illustrate the data for this section.

Purpose

Sharing and improving practice was the considered by all participants to be the main purpose of the PD cycle. The following comments about purpose of the PDF were offered, in sequence, by the PD supervisor and the experienced and early career teachers:

> *I think good teachers would be doing that anyway but it's just formalising it.*
>
> *It gets teachers at every stage to continue to be efficient.*
>
> *To improve the quality of teaching and to improve student engagement....Over the longer term... making sure teachers are observed and to maintain standards.*

Experiences

The principal liked several aspects of the DoE's previous *Teacher Assessment and Review Schedule* (TARS). He declared that elements of the new PD cycle, like the lesson observations and goal setting, "were all good". Acknowledging the PD cycle as a more defined process, the school leader regarded the resultant sharing and improving practice as beneficial.

Similarly, the PD supervisor also liked the positive aim of improving practice and encouraging teacher reflection on their practice but hastened to add:

> *It all seems fine in practice, but in reality it means additional work which further adds to the constraints of the job necessitating a busier feel to the working life.*

Scheduling time for lesson observations was challenging although the school encouraged a volunteer cross-faculty approach to lesson observation, linking it to the school's action research projects.

The experienced teacher recalled the "easy interview process" of the annual review with "not a lot of feedback" but felt encouraged by the greater focus on professional development.

The early career teacher was buoyed by the opportunity to observe others in the classroom:

> *If I can observe others, I may learn something myself.*

Implementation

The implementation findings relate to participants' perceptions about training, support, planning and the practical components including lesson observation, self-assessment, annual review, professional learning and feedback. Tables 33-36, 38-40 in the Appendix illustrate the data for this section.

Planning

The planning experiences reflected a range of diverse approaches. The principal's experience was one of noted conflict with the arrival of a new SND and a tension emerged that centred on essentially contrasting approaches to developing the principal's professional development plan.

The PD supervisor's experiences of planning meant leading, modelling and discussing the process with her staff, a collaborative process that paid attention to what others in the school were "saying and doing".

The experienced teacher saw the process as collaborative with some engagement in collective faculty goal sharing. This was expressed by the experienced teacher as:

> *We've used staff meetings, faculty time. So I think in a way it's been quite collaborative because we've sort of discussed informally.*

The early career teacher felt free to shape and align her learning goals with specific accreditation needs:

> *My goal is mainly personal about what I want to do to improve my teaching as a fairly new teacher which are things to do with, for example, differentiation.*

Training and support

During the planning process the principal adopted a laissez-faire approach with his department heads as he did not wish to "interfere with their running of the faculties". Unlike the first year of implementation, in the second year the leader did not view nor retain copies of the faculty heads' professional development plans (PDPs). This approach relied on the faculty heads following up with the principal, if and when they required.

The school leader may have expected a similar support relationship to be adopted with his new SND supervisor, but was quite affronted when he discovered the latter, assuming a far more supervisory role, directed him to schedule an observation in the school context.

All participants mentioned the information sessions that had been provided to explain the PDF. These included a two hour joint NSW Teachers' Federation and DoE presentation for the principal and the ensuing school meetings that were held to provide information and discuss the process.

Only the experienced teacher suggested more information on goal setting may have been useful and could have saved time for early career teachers. The remaining participants affirmed that the various meetings held at whole school and faculty levels provided adequate

information and support and engendered collaborative discussion, together with a one-off additional time allocated for reflecting on the process.

Self-assessment and annual review

The PD supervisor recalled that the previous annual review manifested as an informal chat that was generally very affirming in nature. While no specific feedback was provided, there was opportunity to follow up with the principal if needed. The PD supervisor held an empathetic view in explaining the principal's approach:

> *It's very hard for him (the principal) to be giving feedback in a formal way to each person.*

The experienced teacher participant, also satisfied with the annual review process, shared the supervisor's technical frustrations with the school's PL data management system in uploading the self-assessments.

The self-assessment process was carried out with ease by the early career teacher who was more concerned with it being subject to misuse, not monitored and the lack of clarity as to where the record ended up:

> *It could be quite easy to write what you're expected to write...it isn't checked...I don't know what happens to that information.*

Professional learning

The external professional learning selected by participants appeared to address their individual PDP learning goals. In contrast, while internal professional learning offerings may not have had the same direct link to individual PDP goals, participants recognised the important purpose it served in providing training to meet compliance or enhance provision and understanding of whole school programs such as student welfare.

More recently, the school's decision to provide *Twighlight PL,* in lieu of whole school development days at the end of the school year, seemed a popular strategy which provided a choice of innovative sessions delivered by the teachers on various aspects of teaching and learning. For the early career teacher:

> *This kind of thing was excellent because we were able to select from a range of options.... things we really wanted to attend.*

This participant also found the professional learning organised on faculty development days was the most valuable. On these days guest speakers might present or the day was devoted to "working on one's own interest".

Feedback

Feedback was characterised by a range of views held by participants. The utility of feedback provided to the principal was considered less than negligible and he was resistant to a request for an observation in context as he believed it was "artificial". This was in stark contrast to the positive feedback he provided faculty heads - a point subsequently negated by the PD supervisor.

Other participants generally related feedback to lesson observations. The school had developed a lesson observation pro forma that was used to evaluate lessons. This form, derived from staff consensus, was considered brief and easy to use and once completed, formed the basis of discussion in post-lesson evaluations. While both teacher participants considered lesson observation feedback to be of great value, the early career teacher raised concerns about the validity of being observed by friends, colleagues or teachers at the same level of experience who may not feel comfortable in providing authentic feedback:

> *The fact that it (the observer) is somebody at the same teaching level as yourself, then it may not always provide, if there was say a major concern, it might not always throw that up.*

This same participant also raised the issue of potential resistance from experienced, less adaptable teachers, toward the process:

> *Occasionally there are teachers who have been teaching for a long time and who do not welcome feedback and aren't adaptable and I could imagine for some people they may not like that feedback.*

Challenges

Table 37 in the Appendix illustrates the key challenges emanating from the PD process. A major challenge for the principal was the admission that "a PDP on paper could be quite a different reality"; the leader declared some teachers were not engaging with the process due to the time issue. While the principal attempted to create time for staff by assigning a portion of faculty time to PDP tasks, he recognised the strategy actually usurped critical time from faculty heads to manage their departments.

In contrast, the remaining participants, while accepting time as an issue, embraced a solutions focused approach to challenges by weaving the lesson observations into the school's existing action research projects with the support of an external gifted and talented consultant.

The principal acknowledged lesson observations brought a capacity to open up classroom doors which would bring a desirable change in culture at this school of very experienced staff, yet his angst was reflected as:

> *I think staff feel they have to do it...and they may not be learning anything anyway.*

Outcomes

In examining the outcomes of the PDF, the research identified what participants considered to be the key outcomes, impacts and overall experiences of the process. Participants were also asked to identify any recommended changes to the process. Tables 41-45 in the Appendix illustrate the data for this section.

The self-assessment or reflection phase of the cycle was an important outcome for both principal and the experienced teacher. The experienced teacher, along with the PD supervisor, also considered formalising professional learning goals and trying to achieve those goals as important. For the early career participant, the most important outcome was opportunity to focus on the core tasks of engaging students through quality teaching:

> *It retains the focus on what I'm supposed to be doing about engaging the students.*

The principal firmly articulated that the only impact of the process was a "bureaucratic" one; here was another "example of compliance which took time away from teachers getting on with their work". The school leader was emphatic that there was "no evidence that the process was improving teaching and learning".

Both the PD supervisor and the teachers who reported to her believed that collaboration already existed in the faculty well before the implementation of the PDF, yet acknowledged that the "massive" benefits emanating from the school's cross-faculty observations project. For the experienced teacher, the PD cycle facilitated improved teaching through setting professional learning goals and attending professional learning courses related to those goals. Other participants acknowledged the cycle should theoretically bring improvements in collaboration and improved classroom teaching, although they recognised it was very early in the process. Lesson observations, while "refreshing and a good prompt", were not responsible for improved teaching alone and the collaborative learning and action research projects underway were also having an impact. This was summarised by the PD supervisor:

> *I don't think that it (PD cycle) is creating radical change here because I think people are doing things anyway.*

The PD cycle brought an array of experiences to the participants. The principal was unequivocal in describing his perception:

It's all about compliance.

The experienced teacher described the PD cycle experience as "open", "interesting", "positive" and "not difficult" and a process of "genuine learning goals to achieve results".

For the early career teacher, the rationale and purpose were clear:

The focus is to improve teacher quality.

Recommended changes

Changes to PD cycle recommended by participants are seen in Table 45 of the Appendix. The principal recalled that no time had been given to teachers by the DoE to implement any phase of the process, nor had any consideration be given to the additional work that was required. He further indicated that one should be suitably financially rewarded for any extra work undertaken. Further, he accepted that was not going to happen, a realisation that ensured he would not campaign for change:

There is no political will to promote the profession of teaching so I would not advocate changes, because that would be a waste of time.

The PD supervisor acknowledged the tedious administrative tasks involved but stated it was not onerous and that observations were "not bad".

According to both the experienced and early career teacher participants, respectively, time was needed to support the lesson observations process and to acknowledge the extra work required:

I think time is always and issue and perhaps if a little time was given for lesson observation rather than internal swapping.....because it is really difficult.

I just think there should be an acknowledgement of time.....or it's an extra thing.

DISCUSSION

A number of themes emerged from the data exploring the interpretation, implementation, issues and impacts of the PDF at Case C high school.

Resistant gatekeeper

The findings indicate that several of the principal's actions, whilst adopting minimal compliance, characteristically resisted the PD process.

Comments made about various aspects of the framework reflected his adverse view:

The impact is bureaucratic.

There was no consultation.

It has been imposed on schools.

A growing tension was emerging with his supervisor, as the principal held that he should be able to run his school without the need to "collaborate with the SND on goal setting" or "be observed in context". There were also substantial differences of opinion as to where the focus of his work should be spent. Accepting a high level of accountability to parents, the school leader believed in daily visits to new teachers' classrooms to ascertain if there were any pedagogical concerns, a point of difference with the supervisor.

In the second year of PDF implementation, further resistance manifested itself in the principal's decision "not to interfere with faculty heads" by not meeting with them to discuss their PDPs nor check nor monitor associated documentation. This hands-off approach was further evidenced by a faculty head conceding she had received no feedback.

Whole school administrative challenges that impacted on the implementation of the PDF were left unresolved. A computer database, described as "problematic" by participants, was used sporadically by teachers to upload evidence relating to the process. At critical points, when faculty heads needed to sign off documentation, hard copies were printed and often misplaced, leaving staff "scrambling" to find the documents. The lack of time to carry out the phases of the cycle was well acknowledged by participants. The principal's only response was to use faculty time to devote to PDP work. The ongoing problematic database issues for teachers, the factionalised used of an electronic professional learning tool, in addition to usurping faculty time for PDF work, were indicative of a potential unwillingness to support the PD cycle.

Further, data from participants reveals a limited provision of professional learning organised within the school to support the implementation PDF. This was reported by the PD supervisor:

> *We've had a couple of sessions in staff meetings or probably two years ago we had somebody from outside the school come and speak.*

Static discourse

There were several factors, evident from Case C data, which potentially characterised the nature of pedagogical discourse as static.

The principal's laissez-faire approach toward departmental heads, coupled with the traditional "silo" structure of faculties, did not necessarily invite a dynamic, collaborative response to the new process.

Although inter-faculty lesson observations were encouraged, the pervading pedagogical discourse remained unchanging. Scheduling lesson observations was described as "awkward" and "not always convenient". Staff questions concerning the validity and utility of the lesson observation process and feedback, remained unchallenged and unanswered. References to "resistant" and "less adaptable, more experienced teachers" characterised those not willing to engage in the process.

Fixed organisational structures maintained a stagnant context The absence of whole school monitoring and an inadequate and inconsistent use of the PL data capture system contributed to a void in the body of teacher professional learning evidence, further providing minimal opportunity for whole school analysis. The early career teacher's statement conceded she "didn't know where all the paper work went or who looked at it" expressed a degree of futility. The principal's comment "what is written on PDF paper is not happening in reality" encapsulated a largely unvarying setting. The totality of conditions outlined nursed a largely static pedagogical discourse associated with the PD cycle.

Maintaining the status quo

Comments from participants in relation to the impact of the review cycle were indicative of a culture that maintained the status quo. There was uniform agreement from participants that the PDF would not change things in the school. References including "no changes here", "no revolution here", "no impact on teaching and learning" and "teachers may not be learning anything" illustrated the point.

Limited cross-faculty collaboration, coupled with a stated preference to work in a faculty that had "always been collaborative" and where the "most valuable PL was experienced" indicated a desire to maintain the established practice.

Finally, the principal's view that the PDF was just "another example of compliance... rather than getting on with their work" summarised the leader's inclination to preserve the status quo.

SUMMARY

This chapter has reported on the data collected at the third case study school and reflects on the main themes that emerged in relation to the data. Chapter 7 provides a cross-case analysis of the three cases by describing the similarities and differences between the cases.

CHAPTER 7

CROSS-CASE ANALYSIS

This chapter compares and contrasts the three cases by highlighting the similarities and differences across a number of themes. A summary of the key characteristics of each case appears in Table 5.

IMPLEMENTATION

The general approach to the implementation of the PD cycle was different across all cases. Case A had previously introduced a data management system and the notion of lesson observations prior to the implementation of the PD cycle. This proved a distinct advantage for the principal who, with the arrival of the PDF, had a mandated vehicle to proceed with a capacity to build and monitor high quality professional learning data. For the relieving principal in Case B school, there was a motivation to comply with the process and the accompanying provision of a suitable data management system. In Case C, the principal's general approach at best ensured minimal compliance with regard to implementation of the PD cycle.

In-school communication about the process was different in all cases and did not always align with how each interpreted the purpose of the PDF. The on-going school-wide positive dialogue about the development process in Case A mirrored a belief that the purpose was linked to enhancing professional growth. In Case B, the purpose of accountability was accompanied largely by communication focused on PDP deadlines. In Case C, the purpose of sharing and improving practice, similar to Case A, drew only partial alignment with the largely negative discourse of the principal and contrasted with remaining participants.

The most common challenge which affected all cases was the issue of time. Most teachers shared their struggle to find time to complete the various phases of the PD cycle, in light of a pre-existing busy schedule of work. The responses of all three schools in alleviating the time issue varied greatly. In Case A, teachers praised the efforts of school leadership in creating several initiatives to provide additional time to support the process. In Case B, there was no provision of additional time and Case C's response was to effectively diminish faculty time by asking for work to be completed during faculty meetings.

SCHOOL LEADERSHIP

The most vivid contrast between the cases related to school leadership. Case A principal's growth perspective and teacher developmental focus was reinforced by her hands-on, solutions focused approach. Her growth mantra pervaded the school.

In contrast, Case B's leadership style equated with a compliant approach centring on meeting deadlines to ensure the work was completed. The leader also engaged in less direct contact with teachers and empowered faculty heads to assume responsibility for monitoring and supervision.

Case C's leadership provided a further contrast and was characterised by a resistant perspective towards the review cycle. The principal's hands-off approach enabled some staff to disengage from the process, and indicated partial compliance of the PD process.

SCHOOL CULTURE

Strong collaboration was exhibited within several faculties, and often reflected the operation of cohesive work teams. Beyond the faculties, however, the level of collaboration was quite diverse across the cases. There were attempts to encourage faculties to interact through inter-faculty lesson observations across all cases but this strategy was met with varying degrees of success. In Case A there was a strong commitment to support broad collaboration through the creation of a cross-faculty lesson observations team made up of volunteer teachers. The team was essentially charting the waters of lesson observations for the school, in that they would trial lesson evaluation instruments, undertake related training and report to the whole school on their progress and findings. In addition, all teachers were required to record their lesson observations on Blue Sky, which was regularly monitored by the principal. The principal also encouraged potential resisters to share their skills and experience with new and beginning teachers.

In Cases B and C, inter-faculty lesson observations were encouraged with less monitoring and support for the process. In both cases faculty heads were responsible for monitoring teachers. Case B principal's push for PDP work deadlines to be met ensured general compliance with the process, however, Case C principal's hands-off approach, enabled some staff to disengage from the lesson observation process entirely. The resultant level of inter-faculty collaboration for both Cases B and C was significantly less than Case A.

The nature and extent of feedback also varied across the cases. In Case A, there was a strong commitment to support staff in giving and receiving feedback. Training in feedback was

provided and there was a general acceptance that feedback was required to have a developmental focus; it was perhaps unsurprising to note the substantial array of positive terms used by participants to describe the feedback received. In Cases B and C feedback training was not provided; feedback ranged from regular to non-existent in the former and inconsistent approaches with issues of validity and utility in the latter.

PROFESSIONAL LEARNING

Across all cases there was universal support for external professional learning opportunities for teachers. However, an examination of the professional learning funds expended by the schools, gathered from the respective 2015 school annual reports, revealed the absolute advantage of Case C where professional learning expenditure per teacher equated to $255 per teacher compared to $61 in Case A and $45 in Case B. The inequity of professional learning funding, evident across the cases, raises implications for policy and research which are discussed in the following sections of this paper.

The internal school organisation for the provision of professional learning, also exposed significant differences in teacher opportunities across the cases. In Case A, participants accessed regular professional learning sessions targeting lesson observations, feedback and the growth model with teachers having input into the broader program. Case A participants acknowledged a direct impact on teaching as a result.

In contrast, in Cases B and C there was moderate to minimal internal school training provision respectively, and participants from these schools both affirmed no immediate impact on or no change to teaching. The implications of the apparent disconnect between the policy framework and classrooms, evident in Cases B and C, are discussed in the following sections of this paper.

Table 5: Summary of the key findings of the cases

THEMES		CASE A	CASE B	CASE C
NPM	**Implementation**	Pre PDF preparation (Blue Sky, lesson obs) High level monitoring High quality	Moderate monitoring by P & HTs	Monitoring by some HTs Limited supportive structures
	Purpose of the PDF	Enhancing professional growth	Accountability	Sharing and improving practice
	Communication	Ongoing positive discourse with SND and staff	Limited to communication of deadlines Reliant on principal network for information	Negative discourse of leader conflicts with teachers Poor relationship with SND
	Issues	Time issues resolved Engaging older teachers in observations resolved	Time issues not resolved	Time issues not resolved Staff not engaging with process Staff don't like observations
	Transparency	Staff acknowledgement of school support High quality PDP evidence readily accessible through Bluesky Highly transparent use of rich teacher PL data	Some modules of PL evidence available through Bluesky Limited use of teacher data	Limited PL evidence available
School leadership	**Characteristics**	Principal's growth mantra Developmental focus Hands on Growth perspective Solutions focused	Compliant Removed from staff	Resistant to process Hands off approach Laissez faire approach to HTs Minimal compliance
	Conditions	Enabling culture High level positive discourse Whole school focus Use of whole school management tool for PL evidence. Supportive structures	Preserving the status quo Focus on school compliance	Focus on beginning teachers High level accountability to parents Use of inefficient data PL management tools. Artificial support in using faculty time
	Sustainability	High level built-in sustainable structures	No sustainable structures	No sustainable structures

School culture	**Collaboration**	High incidence of inter faculty observations Regular PL sessions supporting PDF Teacher input into PL	Inter faculty lesson observations encouraged	Inter faculty lesson observations encouraged
	Impacts	Supportive coaching conversations with staff Developmental discourse across the school	No particular impact at this stage Possible impact over longer term	No revolution Bureaucratic impact
	Feedback	Variety of formats Use of positive terms to describe feedback provided Developmental focus	Ranges from regular – non existent	Inconsistent approaches Issues of validity and utility of feedback raised
	Motivation	High level motivation to develop and achieve goals	Largely negative experiences	Limited motivation to disengagement
Professional Learning	**Impact on teaching**	Recognised developmental impact Developmental mantra Volunteer observations team to share practice Feedback training Training in growth model – a positive, futuristic approach to lesson evaluation	Long term view No immediate impact	No immediate impact No changes
	Relation to PDF	High level provision acknowledged by staff	Moderate training provision	Minimal training provision

SUMMARY

This chapter has provided a cross-case analysis of the three cases by describing the similarities and differences between the cases. In Chapter 8 which follows the findings are discussed in relation to the literature and future implications are considered for further development of theory, policy and school practice.

CHAPTER 8

DISCUSSION AND RECOMMENDATIONS

INTRODUCTION

In this chapter the findings of the study are discussed in relation to the recent literature and recommendations are proposed for practice, policy and research.

This multiple case study focused on exploring how three government secondary schools were interpreting and implementing the NSW DoE's *Performance and Development Framework* introduced in 2015. To do this, a consideration of how the framework is being interpreted and implemented, any challenges that may arise from the implementation, how those challenges are being resolved, if at all, and to what outcomes for principals, PD supervisors and the teachers reporting, became the key areas of enquiry.

Four focus areas emerged from the literature and are reflected in the theoretical framework:

1. Accountability
2. School leadership
3. School culture and
4. Professional learning.

ACCOUNTABILITY

Key study finding

The study found that each school acknowledged two core dimensions of the PD cycle: the professional development of teachers and the notion of accountability for performance. Each school placed a different emphasis on the dimensions as evidenced by the contrast between cases where interpretations by school leaders varied from high developmental to high accountability respectively. The relative emphases accorded to the dimensions strongly influenced each school's ethos and approach to the implementation of the PD cycle.

Comments in relation to the literature

The literature confirms the study's findings in acknowledging the perceptions of PD have been characterised by great contrasts, from the negative perceptions of supervision likened to

a weapon principals could use to coerce and control to the positive perceptions which saw PD as a form of empowerment and validation; a process yielding opportunities for coaching as well as a vehicle for professionalism (Zepeda & Ponticell, 1998).

PD has also raised potential conflicts of interest between different stakeholders in their expectations and outcomes (Avalos & Assael, 2006; Kennedy, 2005). This was seen in the study by those teachers who embraced, resisted or disengaged from the process and by the conflict evident between key stakeholders.

Elliott (2015), acknowledged the key to effective appraisal is getting the balance right between assessing performance and assisting personal development. This affirms the study's finding where one leader acknowledged a lack of certainty in how to manage the performance aspect given the brief reference to this aspect in the PDF documentation and training.

SCHOOL LEADERSHIP

Key study finding

The study found that school leaders were key in determining the ethos and conditions in which the PDF was implemented.

Comments in relation to the literature

Fullan and Quinn (2015), acknowledged school leaders encourage sustainable communities by cultivating collaborative communities, building professional capital across the school, modelling learning, shaping culture and maximising impact on learning. This affirms the study's finding where the actions of a principal, with characteristic growth mantra, positive discourse and hands-on approach, effectively built and encouraged an enabling collaborative culture to support teachers in their learning through the PD cycle.

The study found that leadership can support mandated lesson observations to work effectively by implementing appropriate structures and strategies which support the process. This was seen in the study where teachers implemented a volunteer lesson observations project and shared the learning with their peers, and where teachers also had an input in the PL program. This finding is supported in the literature which recognises that transformational leadership encourages teacher voice and teacher collaboration or peer influence in setting up the evaluation process to positively influence outcomes (Chakravarthy & Garguilo, 1998; Supovitz, Sirinides & May, 2010; Tuytens & Devos, 2014).

Fullan (2006), expanded Senge's conceptual framework fostering "system thinkers in action", arguing for the development of leaders to widen their sphere of engagement with others in a process called "lateral capacity building" and later Jones and Harris (2013), noted that connecting professionals together is a critical part of improving schools and school systems. This affirms the study's finding where one leader actively engaged with collegial peer groups, across the state, to share her learning experiences of the implementation of the PDF.

SCHOOL CULTURE

Collaboration

Key study finding

The study found that the degree of collaboration varied across the cases. Where positive leadership provided and monitored supportive, sustainable structures for staff to engage in inter-faculty lesson observations and provide input into PL, higher levels of collaboration were observed and reported.

Comments in relation to the literature

When schools are persistent in creating productive working relationships, the benefits can include greater consistency in instruction and more willingness to share practice and try new ways of teaching (Darling-Hammond, 2014). This research was affirmed in the study where school leadership demonstrated high persistence in supporting inter-faculty lesson observations and teachers acknowledged the benefits of collaboration and shared practice.

According to Elmore (as cited in Fullan & Quinn, 2015), schools with collaborative learning cultures are equipped to deal with external accountability by establishing internal processes to make effective decisions. This was affirmed in the study where schools established, in varying degrees, the structures supporting the various phases of the PD cycle. The more supportive structures and positive discourse present, the more equipped the school was in dealing with the PDF.

Hargreaves and Fullan (2012) and Hattie (2015), acknowledged the role of the principal is paramount in establishing collaborative cultures. This was strongly affirmed in the study by the contrasting leadership approaches to the implementation and the resulting school culture that emerged in each case.

According to Hargreaves and Fullan (2012), unless a basic platform of trust and secure relationships has been established, a lot of collaborative work will dissipate. This was

affirmed in the study by the relative transparency of the principals, the nature of the discourse established in the school in relation to the PDF, the frequency of interactions with staff and the availability of on-going support provided for the process.

In their research, Harris and Jones (2015) observed that if professional collaboration is mandated or imposed, it can sometimes fall into a low level co-operation or seem like an extra burden on teacher time. This affirms the study's finding in relation to the relative perspective held by principals and the support provided in schools. Low level co-operation was seen in the study where principals did not actively or regularly engage with, support or monitor teachers in the implementation of the PD phases.

Feedback

Key study finding

The study's findings in relation to feedback provided to teachers during the PD cycle, found that regular, developmental feedback was highly valued by teachers and impacted on their teaching.

Comments in relation to the literature

Recent literature confirms the study's findings in relation to the source, timing and frequency of feedback effecting teacher behaviours (Tuytens & Devos, 2012). It was seen in the study that teachers were highly energised by feedback that was developmental and targeted specific elements during lesson observations. In the study, teachers reporting inconsistent or a lack of feedback and concerns about being observed by teachers at the same level of experience reported less satisfaction with the process.

Teachers in the study who had experienced training in lesson observations and delivering feedback, reported greater confidence in undertaking the process and were more valued by those being observed. This finding is affirmed in the literature which acknowledges the volume and complexity of variables inherent in the feedback process and the concerns relating to absent or low quality feedback, untrained evaluators, or that the process did not result in instructional improvement (Frase & Streshly, 1994).

Where teachers in the study experienced inconsistent approaches to feedback or were not provided with training in lesson observations or feedback, there emerged issues of validity, utility or total disengagement from the PD process. This finding is supported in the literature describing feedback as a process often met with low satisfaction and acceptance (Cawley, Keeping & Levy, 1998). Similarly, the 2009 OECD report (as cited in Jensen, Hunter, Sonnemann & Burns, 2012, p. 13) noted feedback to improve teaching was often poor, with

nearly half of the teachers reporting that appraisal of their work had little impact on their teaching and was largely just an administrative exercise.

Despite the general concerns regarding feedback noted in the study, most early career teachers appeared to value lesson observation and feedback more than experienced teachers. The extent to which the processes value add to teaching practice at different career stages is a topic worthy of further investigation and further alluded to in the next section.

PROFESSIONAL LEARNING

Key study finding

The study found that provision of training in the phases of the PD cycle, including goal setting, lesson observations and feedback, strongly supported teachers in developing and improving their practice.

Comments in relation to the literature

The recent literature asserting Australian teachers report that their PL was of variable quality and not suited to their needs (Jensen & Roberts-Hull, 2016) is not supported by the findings of the study. A requirement of the PDF, and observed in this study, necessitated teachers to select PL that was related to their professional learning goals. Across all cases, most teachers were satisfied with the autonomy granted to choose PL that related to their specific learning goals and suited to their specific needs.

According to the study, although teachers were encouraged to attend external PL opportunities, many acknowledged little to no impact on their teaching as a result. This finding is affirmed in the literature reporting that although 97% of teachers have universal access to PL, Australian teachers do not see a positive impact on their teaching (Jensen & Roberts-Hull, 2016, p. 7), and further mirrors the large gap between policy objectives and the results in the classroom revealed in the OECD's 2008 Teaching and Learning International Survey (Jensen, Hunter, Sonnermann & Burns, 2012, p. 12). However, it is not surprising that a policy disconnect with classrooms occurred for some teachers when their professional learning goals reflected a diverse range of focus areas including career development and further study- areas of teacher learning that may not necessarily impact directly on classroom practice.

In contrast, the study found greater impacts on teaching were reported by teachers where the school provided regular PL and programs targeting lesson observations and feedback. This finding aligns with the strategic approach adopted by high performing systems (British

Colombia, Hong Kong, Shanghai and Singapore) requiring all PL to be developed around the improvement cycle (Jensen & Roberts-Hull, 2016, p. 6).

Reflecting on the study's findings in relation to the latest literature has further illuminated the approach and timeliness of this study which was conducted in three high schools. The recommendations for practice, policy and research follow.

RECOMMENDATIONS FOR PRACTICE, POLICY AND RESEARCH

In this section the main implications for school practice, policy development and research arising out of the findings of this study are outlined.

SCHOOL PRACTICE

This study pointed to the outright significance of the school leader's interpretation of the PDF and the unfolding ethos of the school toward the implementation of the PD cycle. In each of the three government secondary schools studied, the principal's approach to the PDF was a key determining factor in forming the school's relative response to the framework. These findings confirm the broader literature on the impact that school leaders have in developing professional learning communities.

Based on the findings of the study, schools are advised to:

- Engage experts, consultants or academic mentors to support schools and teachers in implementing the phases of the PD cycle including the development of teacher professional learning goals focused on the core business of learning, improving lesson observation techniques and refining instruments and skilling teachers in the provision of quality feedback
- Promote teacher leaders that are focused on improving teaching practice, enabling them to help other teachers
- Allocate additional time and resources for teachers to participate effectively in the phases of the PD cycle and
- Share and acknowledge best practice in relation to the implementation of the PDF so that schools are not insular nor hinder teacher development.

POLICY

The key policy implications of this study centre on the need for greater support at the school level, to assist schools in implementing the PDF. In particular, and as identified in the study, changes in policy should reflect:

- Provision of an equitable funding model which ensures all teachers have equal access to professional learning opportunities in order to improve their practice
- Improved training for school leaders to implement the PDF
- Teacher professional learning and in-school support programs that provide expert support for teachers to enhance active professional collaboration, including classroom observations, team teaching and constructive feedback, which has a direct impact on learning and teaching (OECD, 2009)
- Additional time for teachers to complete the phases of the PD cycle. Perhaps some consideration of trade-offs needs to occur in order to free up teaching time so that teachers can engage in activities known to have an impact on student learning. In the case of Shanghai, teachers teach larger but fewer classes, compared to most other systems, freeing up time for lesson preparation, teacher collaboration, classroom observation and giving feedback (Jensen, Hunter, Sonnermann & Burns, 2012, p. 13) and
- Detailed information regarding the performance aspect of the PDF. Currently, and as found in the study, the policy document provides minimal information about the management of teachers experiencing difficulty with their performance and, is heavily focused on the development of teachers. This situation will no doubt hinder schools from "getting the balance right between assessing performance and assisting development" as affirmed in the literature.

RESEARCH

This study supports the literature in signalling a need for more research on the implementation of PDR cycles (Elliott, 2015; Tuytens & Devos, 2009, 2014). More studies could be undertaken at the school based level which would enable researchers to further explore the dynamics of principals and teachers working together within the PD framework, to enhance their practice. In particular and based on the findings of the study, future investigations could focus on the following research questions:

- What are the enabling conditions for effective implementation of the PD cycle in schools across educational sectors?
- How do school leaders engage teachers with the PD cycle across educational sectors?
- What role do principals play, if any, in classroom observation and feedback in schools in specific school contexts?
- What are the pedagogical outcomes of lesson observations, if any, for teachers at varying career stages?

- How do schools vary in their approaches to lesson observations and what are the impacts, if any, on teaching practice for teachers at varying career stages?, and
- How does the nature and provision of feedback vary in schools and what impacts, if any, does feedback have on teaching practice for teachers at varying career stages?

Further, in the study, the role of principals in particular, proved to be pivotal with the need to find an appropriate balance between accountability and performativity on the one hand and teacher growth and development on the other. Principals who themselves had been part of a growth coaching approach seemed more comfortable in reconciling this dichotomy stretching as it does across the two dominant paradigms described earlier in the study. That said, Case Study C, as a top performing selective school was producing high quality student learning, albeit some would argue, at a level that could be expected of it and yet was the school least inclined to embrace a PDR process. The extent to which effective PDR processes value add to the learning of teachers and students in specific school contexts, and how and why they do so, is indeed fertile ground for further research.

CONCLUDING REMARKS

In the face of global economic reforms, new public management demands greater accountability from school leaders for the performance of schools and the learning outcomes of students. In NSW, the policy framework designed to support the performance and development of teachers focuses on learning, the creation of a strong culture of teacher education, research, collaboration, mentoring, feedback and sustained professional development. Yet there is often a disconnect between policy objectives and classroom impact.

It was the intention of this study to explore how the NSW PDF was being interpreted and implemented in the three government secondary schools, the issues being confronted by schools, how those issues were being resolved and to what outcomes for principals, PD supervisors and the teacher who report to them.

Given the policy framework is in the early stages of implementation, it is hoped that this exploratory study has contributed some initial, albeit limited, understandings about how a small number of schools are responding to the reform and identified areas where further research may be of value.

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AN EXPLORATORY STUDY OF A PERFORMANCE AND DEVELOPMENT FRAMEWORK IN NSW GOVERNMENT SECONDARY SCHOOLS

APPENDICES

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Schedule: Interview guide 1

1. Would you like to begin by telling me a little about your teaching experience
2. Have you experienced a performance and development (PD) process previously in this school and/or at other school(s)? Probe: What has your experience of the PD process been like prior to the PDF?
3. What do you see as the purpose or main reason for the PD process?
4a. For principals & PD supervisors only. What training or support have you received in implementing PD process? Probe: What support, if any, would you have liked to have received?
4b. For teachers only. What training or support have you received about your PD process? Probe: What support, if any, would you have liked to receive?
5. Tell me about the experience in planning your individual Performance and Development Plan (PLP).
6. How would you describe the timeline, support and environment available during the planning phase?
7. What challenges, if any, did you confront in implementing your PDP? How were these resolved, if at all?
8. In general terms, how would you describe the feedback provided to you, if any, in the PD process?
9. In what form(s) was feedback provided? Were there any areas you would have liked to receive additional feedback?
10. What were your experiences of the: (a) self-assessment and (b) annual review?
11. Thinking about the professional learning (PL) you may have undertaken in the last 12 months, approximately how many PL activities related directly to your PDP goals? None Some Half Most All. Probe: Would you have liked this to be different? Explain.
12. For principals only. From a whole school perspective, How has, if at all, the PD process affected the workplace culture? Probe: Explain; What have been the most significant challenges/issues faced in implementing the PDF across the school? Probe: How have these issues been resolved, if at all & to what outcomes for yourself, PD supervisers & teachers
13. For PDR supervisors and teachers only. How has, if at all, the PD process changed your: (a) degree of collaboration with colleagues? (b) classroom teaching?
14.What, if anything, has been the most important outcome(s) of the PD process?
15. Is there anything else you would like to add about your experiences to date with the performance and development framework?
16. Is there any aspect of the PDF you would like to see changed? Explain

APPENDIX CASE A

Case A	Question 2: Experience of the new PDF	Sub category	Frequency	Theme
Principal	I don't, I personally don't see much change. It has obviously been streamlined to the department's requirements rather than the new principal's requirements and one of the things about the system here at Model, at my school, beforehand was that there seemed to be part of the culture that said, you know, the TARS process you could either have an interview or an observation or a document review, which is actually not what the TARS process was. Everyone was supposed to be doing an observation. And so before we moved over I started to say, you are going to be doing observations and of course the big resistance was because they were seeing very much as clinical supervision as opposed to performance development. So when the PDP came along at the school I think I had already made good inroads into an understanding and acceptance that this process that both with had initiated and that the department was now imposing was about development rather than an assessment of your performance. So I don't see that it has changed, personally as the principal. I welcome the PDP because it gave me that line in a conversation if someone was challenging why they wanted, why I wanted them to do something, now it was, well it's not just me, it's the department and it is a requirement of your employment. But I think that it's been accepted easier by the staff here because they were prepared for it because of our practice before that.	a. Not much change b. DoE imposing reform c. Viewing L Obs from supervision to development d. Vehicle for improving practice	1a. 1d.	Accountability Leadership Culture PL
HT Maths	So with the change last year, the implementation of the new framework, how did you see things change? For me personally, not at all, because I've always maintained that in any profession there should be a professional body, there should be professional development and there always should be accountability. So I've always had that belief and it's something that I've imposed, if you like, on my faculty since I got here whether I could do it or not. But now I think it gives you the ability to add an extra line that says, you know, I'd like to come in and do an observation of your classroom or you need to have an observation of your classroom or an observation and under your PDP, you have to do it. So for some teachers it gives the, as I said, not the ammunition but the authority and it makes them more accountable than they ordinarily would have been before.	Not much change e. Accountability f. Vehicle for Supervision & surveillance	2a.	Accountability
HT Science	I think now it's more prescriptive and it gives you a better idea…Now. It gives you a better idea of directions that you want to go so you can plan that yourself, you can do it in consultation with your supervisor. It's not so much you go in for a meeting and get the, yeah that's great tick off, thanks for coming, which is what it felt like last time, like previously I should say. I think though with the new, the PDP now, I think more guidelines and guidance should have been given before it was handed out, that's all. Oh ok. I just think that it should have been… I prefer this to the old model, I think, just for the whole professional development aspect of it which I think is really important and I don't know how much of an importance was placed on it previously, yeah, if you wanted to do something, that's great, if you found something that was great, but there was no real push, which I like the fact that there is that now, particularly for younger teachers starting out. I think that's really helpful. More developmental, yeah. Not the sink or swim basically and then you turn up for one meeting and you get told, great, you've done well, we'll have you back next year or, I'm sorry, you have problems of putting on a program and it didn't really have any development for you, you know, you had to seek the opportunities yourself, which I know you still do but at least now you can set it out from the start, this is what I want, this is where I want to go, this is what I want to do and do it that way.	g. More prescriptive h. Aids planning i. More guidelines needed j. Supports EC teachers k. Enables career planning	1k.	Accountability Accreditation
HT	Since the implementation, I guess it hasn't really changed at all. It's part of the course, we're already doing what's being asked in the performance development framework so, yeah, it's just formalising the necessary observations that are needed,	Not much change	3a.	

Support	which is I guess one of the changes, but… There's been a focus on knowing where your staff are at and what goals they're working on.	l. Formalises Obs m. Focus on perf mgmt		Accountability
Maths Exp	Besides… Tars was more general but with the new framework I think we are targeting different areas at the same time you can develop yourself in different ways at the same time and then we were lucky, we have the BlueSky. I mean the school is part of the BlueSky system where we can have our objectives decided at the beginning of the year and it was just a benchmark, you can have three objectives or you can have more than three. And that will give you some kind of insight for the whole year, what do I want to achieve during this year. And I think it's a good thing because it gives us direction to how to achieve this goal and then you can evaluate yourself halfway and you say, am I going to be able to achieve it and how can I fix this and sometimes like halfway I think, no maybe I should focus on this thing because that's what I'm really… that's what I really want to improve myself in so you can change it halfway through the year, which is, the flexibility is also very important.	n. Multi focus development o. Blue Sky advantage p. Self evaluation-development tool	1n. 1o. 1p.	PL L PL
Maths EC	I'm happy to have anyone in my class at any time so I haven't found a major difference in how I feel if someone is in my classroom. I'm more than happy at any time for anyone to come in. So on the stress side, that hasn't made any difference to me and I feel rather confident in my teaching that I don't see it as a threat in any way of not being able to achieve what I aim to achieve so… I Do you see it as being more than just observations though, this framework? P Yes, I think it's important to get the feedback. I think feedback is very important in that way. And I mean the videoing it's to see what you look like and what you sound like as well, is quite interesting and I hope it does help with the programming to go back and reflect and make sure that certain areas have been implemented. I Thank you. Does everyone get videoed? P No. Initially I was part of the sample group to see how it goes so people were asked, certain people of departments were asked to be in the sample group and so we used the little swivel machine, I don't know if you've ever seen those, and so yes, I was the first one in the group to record just to see how it all went. I And has that changed in number this year that you're aware of? P Well that was this year. I Ok. P So that was just coming into effect this year. So I don't… No, I'm not sure, apart from that sample group, if anyone else has used that as observation.	Not much change q. Provides important feedback r. Observations project	4a. 1q.	Feedback – school culture Collaboration – school culture
Science Exp	Well it's asking more. It's good in one way but I feel like I do it anyway and that's, I think a lot of teachers are going to say the same thing because you always have to learn, you're always learning, you're always learning and so it's good, it makes you consider what you're actually doing, how you can do things better, what you want to improve on, but you have it is a more written form, that's, well that's the way I see it. No, no, it gives you more like a self-analysis on your teaching. I And that was totally different to your experience with the Tars? Tars was, yeah, Tars was, I do remember Tars but I do… You do a lot of learning when you actually… In my case when you write assessment tasks, when you do practical skills test, when you do that there's a lot of learning process because your question is, what is it that you want the students to learn from that? So I've learnt a lot. I've learnt a lot by actually doing and writing out assessments.	s. Asking more t. Reflective, self-analysis tool u. Learning process	2p.	Accountability PL PL
Science EC	I mean since I'd only been doing casual teaching I hadn't really experienced anything like it before and I mean it's not… I don't know how much to expand on that.			

Support Exp	So five years ago you came here and then last year we had the implementation of the framework. Was that a big change for you in terms of what you were doing? P Look, not really. I think we've been working with BlueSky for three years from what I recall, two, three years. When the introduction was BlueSky I think was our big change because that was a shift toward performance and development and the whole process of the framework where there was evaluations involved. But I think that was prior to the framework being released. So it almost feels like the framework hasn't actually impacted anything that we've done, but I think it's only because the school has already implemented that through a different stream I suppose. I So you feel the focus of BlueSky and all these activities is on development… P On par. I …or performance do you think? P Oh yes. I think it was performance when we first started and I think that's transitioned to more development. I think, you know, setting your goals for your performance, I know with me personally I think it was a big push towards the beginning of the year where it wasn't so much a task-based objective that we were trying to achieve, it was more of a skills-based. So I feel like that's where the development has come about because, you know, as a teacher you need to learn new skills and you need to learn new things and how you're actually going to implement that correctly in the classroom.	Not much change v. Blue Sky – the big change toward P&D w. Developing skills based (versus task based) learning objectives	5a. 2o.	School leadership PL
Support EC	No it's been really good. It gives me a clear focus and I know I've got that time set aside to focus solely on developing my practice because as a beginning teacher there's lots of things going through your head like getting a grasp on behaviour management and then planning lesson and you're sort of rushing around day-to-day but it's good that the school sets aside that particular hour a week or every two weeks just to focus on improving your professional practice. And it's good because you can… The school's really good because it gives you quite a bit of scope of you can choose what areas you need to develop, like we often do TPL sessions and there'll be different workshops whether it's on behaviour management, something to do with IT like Google Classroom or, yeah, there's just different, lots of different options for you to choose. Like if I know I'm struggling in one particular area I can go, hey this applies to me, I'll go and do a workshop on that. Like two weeks ago we had a workshop for beginning teachers for accreditation, that was perfect for me, I was able to sign up for that and then go get some help working towards my accreditation, which was very beneficial. Yeah, and how do you think they arrive at what they're going to offer or how do they… I think there's some, there's quite a bit of feedback from the teachers in what we're looking for or areas that we need help with. So I get the impression that the school gets quite a bit of feedback regarding whether people want to do things with IT or they need help with behaviour management. So there's a lot of input from teachers, it's not just people up the top saying, do this, this, this.	x. Provides a good clear focus on developing practice y. Time available z. School encourages broad scope for development aa. Accreditation training bb. Teacher feedback cc. Improving practice	2n. 2k. 2q. 2d.	School leadership Career planning Collaboration-school culture

Table 1-Experiences of the new PDF

Case A	Question 3 - The purpose or main reason for the PDF Response	Sub category	Frequency	Theme
Principal	Well, whether it's the intention of the department or not, for me the intention of the PDP is for every teacher to set goals that they can work towards that they're very mindful of during the year and that they deliberately take actions to try and achieve in the hope that by the end of the year that they have achieved some professional growth and development. I often wish that the PDP or the PDF wasn't performance and development, that it was development and performance because the development aspect of it is the most important. And we're trying to improve the, we're trying to improve the standard of teachers regardless of what their standard is at the beginning. Everybody can be better than what they were, everyone can develop a new skill. Of course if it's linked to learning outcomes of students or to the strategic directions of the school, which are linked to the outcomes for students should achieve improved outcomes for students.	a. Set goals, take actions b. Prof'l growth c. Improve teaching standards	1a. 1b. 1c.	PL
HT Maths	I think it's to professionalise the industry. There's always been an over, over arcing perception that teachers are not professionals in a lot of respects and this really does, but it creates standards and standards for, to be met or to be excelled to not justify, to validate what it is that you do, what you continue to do and to force people into doing what they should have done in the first place anyway. And you really see the difference across schools, but even within schools there is, to me, three very much sections. You've got your beginning teachers that have been through very much a process of goal setting, observations, you know, journaling what they do every day and wanting to become more professional. The middle of the road like my generation who were like, oh ok, if you wanted to do it you did it, you didn't have to but the majority of in my sort of, did. And then the older end, who even now are turning around and saying things like, well I don't really care, I'm not going to be here in… So yeah ?...6:03…next year, that's fine but screw the three years to think I'll be out of here before then I have to. And they can have a very destructive sort of, down the line, affect on the rest of the staff. And I think it will cause a lot people to, or has and will, retire early, maybe earlier than they should have and even for some to work longer because of it and so in that respect I think it just depends on where you fall and your reasons why you did this profession in the first place.	d.Professionalise teaching e. Create standards to be met or excelled f. Force people to do what they should have done g. Force early retirement	2c. 1f.	PL Accountability
HT Science	I think to develop you professionally, to make you a better classroom practitioner, to enable you to have a better understanding of pedagogy, particularly for those of us that have been in the game for a bit. Forget all the pedagogy stuff from uni, you know, and things have changed, so to keep you up to date as well I think is important. And I think also just making you clarify for yourself where you want to head, not just mosey along every year and just keep doing the same old, same old. We need a challenge as much as the kids do otherwise you get a bit stale.	h. Professional development i. Improve pedagogy j. Maintain currency k. Career planning	2b. 3c. 1j. 1k.	PL Accreditation
HT Support	For me it's just for teachers to keep learning and developing their skill set, holding us all accountable, just never resting on our laurels I guess because we can always learn, we can always do better to make us better educators and better at our jobs. So, like any profession you need that constant up-skilling to stay relevant. So that's what I think the performance development framework facilitates that.	l. Teacher skilling and development m. Accountability n. Stay relevant	4c. 2f. 2j.	PL Accountability
Maths Exp	Well, because I'm a New Scheme teacher so since I started teaching I've been trying to improve myself all the time and I had, as I said, I had the opportunity because the whole system in the department is supporting New Scheme teachers. So I was very happy that I came at this time of the… at this time of the time in the department I mean. But I would imagine if a teacher, I don't know, I would imagine if a teacher has been teaching say for 20 years and they are stuck to the same methods of teaching I would think they will struggle to be able to catch up with all this development happening in the new world. So it's… the professional development is not just, how do I teach better, it's also how to widen my horizon and look at other options in teaching and in improving my career. I think, yeah, I think it gives me more options for the future.	o. Professional development p. Career planning	**3b.** 2k.	PL Accreditation

Maths EC	I think a lot of it's reflection on, are you achieving what you want to achieve, making sure that people are staying in the… And I think it improves people's teaching, so for them to have an aim of, what are you trying to achieve at certain lessons. In the Catholic system you used to have them as learning intentions so we'd have a list of learning intentions up on the board of what we wanted to accomplish that lesson as a guideline, but I think it is good to refine, well what is this lesson about, what am I trying to achieve for this lesson. So I think it is good to try and narrow that down and I mean I try to do that anyway but I don't know if all teachers do that so I think it's good to help teachers as well.	q. Reflection on practice r. Achieving and refining lesson goals s. Helps teachers	1q. 5c.	PL Impact on teaching
Science Exp	A self-analysis on how you're doing your job. But it's a very subjective, it's a very subjective… In a way it's subjective, which I think is good because it relates to what you've got to improve in. Yeah. I see it as in areas of sciences that I should be more knowledgeable in. That's the way I take it. I want to be more knowledgeable in certain areas of physics, of chemistry, be more efficient, more enthusiastic when I teach or when you know something better you sort of teach it with more enthusiasm.	t. Self analysis of your job u. Subjective process v. Improves teaching & knowledge	2q. 6c.	PL
Science EC	I suppose the whole idea of it is for teachers to be continuously improving on their own teaching and to give them a set goal to work towards because I realise that a set goal makes things a lot more clearer and a lot easier to achieve a goal if you have it written down on paper. I think that's probably the main reason why they've brought it about. I'm not sure.	w. Improves teaching x. Setting & achieving goals	7c. 2a.	PL
Support Exp	I think its… It's a difficult one, we can look at it both ways so if I look at it from a personal objective as a teacher and as a staff member I think, personally it's a great way of developing new skills, developing new interests and then transferring that to the second part, which is how I can implement that in the classroom and how I can transfer those skills that I've learnt and developed to the kids in my classes.	y. Developing new skills z. Transferring skills to classroom	**4b**. **8c.**	PL Impact on teaching
Support EC	I think the main purpose is to give us a framework so that we can work towards ticking off some goals and improving not only our professional practice but the opportunity is there to enhance our accreditation and skills.	aa. Achieving goals bb. Improving practice	**3a.** **9c.**	PL

Table.2- Main purpose of the PDF

Case A	Question 4:Training & support received for PDF	Sub Category	Frequency	Theme
Principal	Well there was the usual flurry of documents from the department and emails and, you know, the website links etc., etc., and then we had the joint… I suppose the only training was that vast meeting we had with the director and the federation representatives and basically we were talked through a PowerPoint presentation that outlined the purpose of it, where it linked with the department's reforms, what the elements of the PDP were and what the intentions of them were and that's about it in terms of training. I'm part of a collegial group here of our local primary schools and high school principals and we meet twice a term. I'm also obviously part of the SPC and I've got the Hill's Principals Group so I've got networks and at the time in those networks there was always conversations about how you are doing it and so I'd say that informal networking was probably more beneficial. And, of course, my experience at the time is that there weren't really too many principals in my areas that didn't have some sort of development framework in place at their schools, albeit that it was linked to the TARS process, but we were sharing documents of how we were engaging teachers and executive in development before that. And so that was probably the most valuable training.	A.DoE communication & training b. Informal networking		DoE Policy Collaboration
HT Maths	I think the support is there and you need to find it. You can't expect to sit on your backside and, oh can I help you with that or do you want to do this or do you want to do that for that. But certainly there is the support in the way the BlueSky works, you have your objectives and the boss keeps a handle on what the objectives are and what comes in as far as professional development is concerned and gives it to the people so she's very proactive in that respect. But a lot of people also need to be pretty proactive in what they do themselves and don't expect everything to be presented or given to you, which makes it difficult.	c. School support available d. Bluesky	1c 1d	School culture Leadership
HT Science	Ok. Honestly, I think it's been minimal. I don't think it's the school's fault. I think Tina and Mark and Jen, our DPs as well as Tina as our principal have done as best and as much as they can. I think they've given us all the help and support that they can given how their hands have been tied. I think the department put together the world's worst Powerpoint that everyone had to be read out to you at the staff development or the staff meeting time and there was no real opportunity for questions, there was no real opportunity for ok but how is this actually going to work logistically and then it was basically, we're going to have a practice of it last year as a sort of a shortened version, which we did here at school to some success in some points and not so successful in others and then this year it's happening and it's like, yeah, it's happening, enjoy. So I think there should have been a lot more, a lot more just even information.	e. DoE minimal support f. School support available	 2c	DoE policy PL
HT Support	Yeah, that's ok. From the senior executive it's been communicated and explained to us about what the professional development framework is and in the timeline for how that is to be rolled out and the expectations on us as a supervisor to support our staff with that, so that's been, yeah, communicated to us by the senior executive, mainly the principal, in executive meetings. So, yeah…	g. Executive communication on PDF		PL
Maths Exp	Yeah. We, during staff development days we actually spend lots of time on this process talking about the details and how can you go through the system and also we, I'm lucky because my head teacher is one of the people who is involved in BlueSky so she knows all the small details about BlueSky so she gives us lots of help and support in the whole process and even when I'm stuck with something I'll go ask Mark Grady or Tina and they're always happy to help. … I think it's the teamwork that helps us to get to that point of achievement.	h. SDD on process i.Blue sky support k.teamwork	 2d	PL Leadership
Maths EC	Yes, I mean we had the discussion what observations are and we had training in our TPLs on how to observe, what are we looking for, we've watched videos to help us reflect and to give critique in the correct manner, we, I mean for this program we had a meeting, we practised what we were going to do, how to achieve it, we got the special apps, you can grab an Ipad if you need to do download the apps. So I think we have	l. TPL school based training	3c	PL
Science Exp	Most of it, it's done in my own time so I generally, because one of the PDPs I want to satisfy is completing some courses at uni. It's online courses that I'm interested in and so I have to do those in my own time.	m..Independent learning		PL

	I So really it's your willingness to give up your time to do that sort of thing. P Yes. I So has the school provided any support around PDP? They have but I haven't looked for it. I haven't really asked for it and I just find it very hard to find the time because generally when you're here you do the job that you're required to do here so it's very hard that you would take a period off to do something when you really do need much more time than that.	l. school support available	4c	PL
Science EC	We do TPL sessions regarding it. We've also, I mean, I don't know whether you count it but we also as beginning teachers we get beginning teacher sessions with Juliet Elliott who I think is in charge of the beginning teachers. I mean they're mostly revolving around accreditation but I'm sure that if we had a question about PDPs we could come to her with it. I spend a bit of time with Mary-Anne like writing them initially for this year so I mean those three things and I mean that's more than enough support for this sort of thing.	m. TPL sessions n. accreditation training for ECs	5c	PL
Support Exp	The school's really good in the sense that we're given I think, three, I had to make some notes, three TPLs during each term and a lot of those, there are so many different options provided and you can just choose an option that caters to your own personal goals that you've set. So the school implements as much as I think they possibly can. There has never been a situation where I've applied for a course or something related to my learning goals that they've turned around and said, oh we don't think that's appropriate. It's always a push, you know, have you considered, you know, here are some of the goals, here are some of the courses available, would you consider doing them to better yourself. So yeah, definitely the school's pushed for…	o. TPL sessions p. school support available	6c 7c	PL
Support EC	Ok. So originally I was a little bit out of the loop when I started… It started when I was probably at a different school for a couple of weeks and I wasn't here on a full-time basis but there was initial training in how to set up our BlueSky account and manage our goals and how to report back. So there was an initial training process, we had two or three sessions on what is this framework, how are we going to use it, why is it beneficial to us. The school's pretty good like if I want to go a, if there's an opportunity for a course on behaviour management or a course on students with disabilities, generally Mark, the DP, or someone else in an exec position will flick that through and say, look this is something that might be good for you and they're very accommodating in helping us to go to those seminars and that's quite, it's quite easy to log it in our BlueSky and then reflect on those teaching experiences that you get.	q. BlueSky training r. school encourages PL	3d **8c**	

Table 3- Training and support received for the PDF

Case A	Question 4b. What support, if any, would you have liked?	Sub category	Frequency	Theme
Principal	I think the main thing that I worried about the PDP was the resistance from the, either the people who were very federation minded or the ones who said I'm only, I'm two years from retirement why do I need to do it? So I suppose just a, I don't know whether you can call it training, but support with how do you win over the recalcitrant without saying you just have to do it because the department is making you do it. Because, of course, when people have an ownership of it rather than it being imposed, it produces, in my opinion it produces better outcomes. probably something that would have been so much valuable about the sorts of goals that we could set ourselves, that they had to have a developmental focus because one of the lines in the document was that it should come from your everyday work and so people thought, ok, well I just have to put down something that I already do rather than something that's going to improve what I already do	a.Managing people training b. Goal setting training		PL PL
HT Maths	No, not really. I think the support is there and you need to find it. You can't expect to sit on your backside and, oh can I help you with that or do you want to do this or do you want to do that for that. But certainly there is the support in the way the BlueSky works, you have your objectives and the boss keeps a handle on what the objectives are and what comes in as far as professional development is concerned and gives it to the people so she's very proactive in that respect. But a lot of people also need to be pretty proactive in what they do themselves and don't expect everything to be presented or given to you, which makes it difficult.	c. Nil.	1c	NA
HT Science	A lot more information. Opportunities to actually ask a lot more questions about it. This whole observation aspect of it has been an absolute minefield. I mean I'm lucky in science because we're in and out of each other's classrooms all the time because equipment is shared and stored. But I know from some faculties the idea of someone going into their room, it goes back to the old inspector days and a lot of the older teachers I think have looked at it as being inspected not looking at a specific goal. So our school actually has done a project on observation, which I'm one of the two people leading it with the head of maths who I think you are talking to as well. And so we've been doing this project. We've got a small group that we've kind of trained up in some certain things then we've actually got them to observe each other and report back and we've done a whole lot of staff development on it. I'm just trying to think. Probably leaving it on the principal and the fed rep to deliver the world's most boring Powerpoint. I don't know if you've seen it but it was really just, it was death by Powerpoint and they just had to read it and they weren't allowed to say anything else but read the script for it. Maybe there should have been someone from the department who maybe came and did something about it because it was of those don't shoot the messenger moments really, which would have helped I think. And maybe, maybe made some of the people not feel quite so, something else imposed on us, great, that's all we need. Cause I know there was a bit of grumbling about that.	d.Opportunity to pose questions to DoE e. Concerns about lesson obs fostered school project		DoE policy issues
HT Support	There's nothing that comes to mind. The supports were pretty clear and, yeah, nothing's coming to mind additionally.	f. Nil	2c	NA

Maths Exp	For the professional development? I For the whole process. P I think, well part of our professional learning is, we do observations of each other's classes and I think sometimes we feel embarrassed to tell other people or other teachers I mean, or other teachers are too embarrassed, not embarrassed, like because they are more friends than colleagues, so it's sometimes it's a bit, maybe I shouldn't say that, is it too harsh to say this. I So giving feedback is difficult. P Yes, so probably maybe we need more training on how to give feedback. So for example I'll give you an example. The other day I was sitting with my colleague and she observed a class of another teacher and she was filling, cause we have to fill the form on BlueSky, and she said, "I've noticed this thing in his class but I don't know how to write it and I don't want to be harsh". So it's like maybe there's another way of, like a whole school approach about how to give feedback and how to accept the, how to accept other people's feedback. So it's not just me giving feedback, it's how to accept other people's feedback to me.	g. Training on giving & receiving feedback		PL
Maths EC	No, I think if you're a beginner teacher I think maybe sitting in the class with another observer and then observing the lesson and then having a discussion afterwards as to picking different points up and how to critique and to look at particular ways because it's easy as a group but if you sat with someone else and observed and then you'd, both of you could then discuss later and reflect and say, this, this and this, this is how they showed it and everything else. So I think that might be useful.	h. Mentoring support for conducting lesson obs		PL
Science Exp	See it's not something I've considered, because of what I want to do, for example I want to take a course on astrophysics and to do that it's going to be very difficult finding the time here to actually do the course, have the time and so generally I like to do these courses during the holidays.	i. Nil	3c	NA
Science EC	No I don't think it was necessary.	j. Nil	4c	NA
Support Exp	I don't know. That's a difficult one because I feel as though the school is doing as much as they possibly can in providing staff with opportunities, you know, to go to courses, to conduct courses, to be involved in performance and development. Yeah, it's difficult because being a creative person as well and most of my lessons are all quite creative based or based around creativity, I do a lot of personal, sort of personal weekend courses that are not, not approved by the Department of Education but I have an interest in and then I can transfer that to what I do in school. Whether that can ever be tied in with the Department of Education or approved, sometimes what I'm tending to find now, I think when you've been in the system for such a long time, to find something fresh and find something new to go to and learn. It's a little bit stale at the moment. I That's a reflection really of the visual arts kind of… P Yeah but even with the support with, you know, learning support or support unit or teaching kids with disabilities, everything, or it seems like everything has already been taught and explained and now it's like, right, where's the next step, nobody's come out with something new or something different or a different approach to teaching and I think when you've been a teacher for quite a while you're always searching for something, an opportunity that's new and at this stage I haven't really found…	k. Nil l. Limited external support	5c	NA

	I So rather than, you know, if that was there you'd think the school… they'd be more opportunities. Oh I think if it was out there somewhere and the school had wind of that, they would certainly be… I would have no doubt that they would actually push that and plug that for staff to attend. The problem is, there's really not much out there at this stage. I mean there's lots out there, don't get me wrong, but I just feel as though it's a little bit stale at the moment with new things.	available for VA teachers to upskill		
Support EC	Not in particular. The school's pretty good like if I want to go a, if there's an opportunity for a course on behaviour management or a course on students with disabilities, generally Mark, the DP, or someone else in an exec position will flick that through and say, look this is something that might be good for you and they're very accommodating in helping us to go to those seminars and that's quite, it's quite easy to log it in our BlueSky and then reflect on those teaching experiences that you get.	m. Nil	**6c**	NA

Table 4 - Additional support required

Case A	Question 5: Experience in planning your PDP	Sub category	Frequency	Theme
Principal	Look, and I can say this is probably the experience across the school as well, in the beginning the goals did not have a learning focus, they were task focused because everybody thought you could say things like, my goal this year is to rewrite the Year 8 history program, and so for me personally, you know my goal was to achieve my coaching accreditation. Now at the end of the year I could tick that off. But that was professional development, that wasn't the goal. The goal was to improve my skills using coaching techniques to assist others to grow professionally, that was the goal. The professional learning that supported that goal was to actually do the coaching course. So I suppose, jumping back a question or two, when you asked what training we could have gotten, that is probably something that would have been so much valuable about the sorts of goals that we could set ourselves, that they had to have a developmental focus because one of the lines in the document was that it should come from your everyday work and so people thought, ok, well I just have to put down something that I already do rather than something that's going to improve what I already do. So we changed that here at my school by enlisting the support of a retired principal who is a coach and has a background in positive psychology to help us actually change our goals so that they had a learning focus and see that the task was either the evidence or the professional learning. So for me in my situation it was to improve my skills in coaching. The professional learning was to do the coaching course and the evidence would have been the notes from a coaching session that I had with someone else. That wasn't clear in the beginning. So I think we lost a year, most schools would have lost a year in the value of the process. Yes, they achieved some things but probably not as good as they did do because I certainly didn't understand as clearly and having said that, we were already doing this professional development so I found that interesting. It's only in the second year of the PDP process that I'm much more comfortable saying, I know I'm going to grow from having set this goal. Oh yes. Those conversations are about pedagogy now rather than, because you want to talk about what someone's doing in the classroom they no longer think that they're doing anything wrong because in the past the principals talked to you about what you were doing in the classroom only when there was something wrong. So that's what I like about it.	a.Need for training on learning goals b.School mentor & coach employed c. Lost time in value of planning process d. New focus on pedagogy	1a 1b 1d	PL Leadership Leadership
HT Maths	I think my experience is probably a bit different from the classroom teachers because as part of the executive I worked on the school plan. So I've pretty got a fairly good idea as far as the school is concerned, what we're working on, the directions that we're taking and all the rest of it. I then tried, and the implication was, is when you're setting your goals or your objectives to build that into it.	e. School planning experience aided process		PL
HT Science	I think the first go at planning was quite confronting and trying to think where I wanted to go as me as opposed to where I wanted my faculty to go because that I could reel off the top of my head without too much thought, but actually having to sit down and think, ok where do I want to go, what things do I want to do, what things do I want to learn or improve on, and that took a bit of time, I think. When it was all, like it came from last year's practice, we kind of had it all told and thrown in and then we had reports and we had all those other things, normal school activities, so it became a very time precious thing to try and do. I think the other thing that was a huge problem, and I know from myself, because I mean I'm a science teacher, I'm not an English teacher, how to word these things was quite a challenge particularly when you have to word it and then work out, ok so how can I get the evidence to support this. So I'd write it how I'd think and then I'd go back, when I went back to it a bit later and went, ok, I can't prove that I can do that because the way that's written just doesn't lend itself to that, which would have been helpful to know how to word things better if you're not an English teacher. So that sort of it as opposed to the whole getting support and feedback, Mark our DP, the most awesome human ever, he's just brilliant, he was a great help. He was happy to be a sounding board, he's very happy to try and help you try and word stuff and whatever. I mean he's a math's teacher so his English ability is probably similar to mine but he was at least good that he could say, ok	f. Reflective process g.Required time and written communication skills h.Requires time	1f 1h	PL

	well that doesn't really make sense or, I get what you mean but have you thought about this. So he was fantastic in that respect. He was very very helpful.			
HT Support	It's really time, for me. I Time and resources? P Yeah with the BlueSky goals so because we do everything through BlueSky, I guess that's going to be my reference point because when it comes to actually that formal PDP document at the end of the year, we just go to BlueSky and a lot of it's copy and paste into BlueSky into that because that's our, along the way. So, yeah, sorry what was the question again? I In terms of planning your PDP. P Planning yeah. We do it at the beginning of the year in terms of setting our goals and so I look at the goals I've set the previous year, how do I go with meeting them, have I completed them, does anything need to be rolled over? And, if yes, then I do have that as a continuation for this year and if not then, what do I want to achieve for myself, what are the areas I think I could develop further and where do I see myself going, how will setting this goal help me to get there. So those are questions I ask myself when I'm setting goals because I want it to be meaningful, I want it to be relevant, I don't want it to be just a token gesture.	i. Time poor j. Reflective, self directed process	2h 2f	
Maths Exp	At the end of last year we had, I think it was in one of our faculty meetings where my head teacher said, well you need to start thinking about your goals for next year, objectives for next year, and so I think at that time we spent probably all summer holidays, I'm talking about myself. I probably spent all summer holidays thinking what are going to be my objectives for next year. And I was lucky one of the teachers in my faculty also is at the same level of accreditation like me so we started talking to each other about how do we go to the next step of accreditation and what is required of us to do. So we started gathering information and also talking to our head teacher because she is an observer for people applying for the highly achieved I think, second level. Yeah. So the process probably took, for me it probably took all summer holiday and then when we came back during our staff development day, the first day back, we started talking about what were our objectives for the year and I think we were given a timeframe of four weeks or five weeks to finalise our objectives. But by the end of the first week I knew what I wanted to do. I So there seems to be quite… You're talking head teacher support, collegial support, time spent on school development days, then a timeframe of four weeks, you'd been spending sort of consciously a period of, well your holidays, in the back of your mind perhaps and working at it. Ok, thank you. So very much a combination of collaboration and whole staff being involved. P Yes, because I knew from the end of last year, I knew that I need to get my ?14:43 organised and I knew I'm going to teach extension two and I knew that I'm going to have senior… Cause I'm a year advisor, so I will, my group will start Year 11 this year. So I knew that I have three new things happening this year and I had to concentrate on those three things so when we started talking about our objectives I said, ok I'm going to work on those three things.	k.Goal sharing l. Career planning .Objective(s) sharing	1k	Collaboration Collaboration
Maths EC	We were given time at the beginning of the year to look at, or what our goals were for BlueSky. And then we haven't been given any additional personal time that I'm aware of or that I've used, I should say, that I'm aware of that we have. So… I Did you find that time was adequate? Or was it something you come back to or you have to come back to? P Well I think the more you do it the more you hone down what you're after. So the first time I created my goals I was, I think one of the first days I was here I was in with Rob waiting for my laptop and my brain felt like it was going to explode because I had some much coming in but this year, and I've been… I sat with Mary-Ann as well who is a mentor and looked at what my personal goals are for this year. So I think… I So you had the support of Mary-Ann… P I had Mary-Ann as well because I was classified as a first year teacher, I was given a mentor.	m. Teacher mentor support	2b	Leadership

	I A mentor, ok. P So I had that opportunity to sit down and I already had what I wanted to do so it's just really refining the wording and how I wanted to achieve that. So that was good in that retrospect. So, yeah, so I, yes so… I So the environment you found, how would you describe that? You had supportive people so… P Well, I think, yes, as I said I think those who have been here longer know the system so I feel they don't need as much support because they know what they want to achieve each year and are used to that system. Where I think if you're first year in of using BlueSky, I would have liked probably a little bit more time to be able to sit down and have a look at what the impact of your goals are and how to achieve them and the importance of them.	n. More time needed for ECs	3h	Issue
Science Exp	The planning. It was generally done impetuously, I was impetuous. I wasn't, because I thought, what is it I want to plan, this is what I want to do but as time goes by you want to change that and you might think oh no I've got other things… As time goes by there's other things that you want to improve on and so you realise, oh I thought of that a bit too impetuously to plan for that. There's other things I still need to do and so to implement it… And that's another thing, implementing, say for example I want to do the astrophysics as an example, it's… I'm not teaching it as an HSC subject but I do want to integrate it into my junior subject sciences to make the content much more interesting when we go into that so that was what I wanted to do, but there's so many other things that you want to do also and so you've got to be very discrete in what you actually have to choose. So you've got to be very very discrete.	o.. Challenge of focusing learning goals	2a	PL

Science EC	So we begin with planning like you're setting your goals. How did you experience that? Was that a challenge to set goals? P I think it is because as a beginning teacher, like you're main goal is just to survive (laughs). I mean your main goal is just to learn the basics and get that under wraps but I mean you can incorporate that into your PDPs which is something Mary-Anne and that talk you through about… So Initially I probably found it difficult and then once I had different ideas it wasn't so difficult once I had a couple of ideas in my head about what to do. I Is the nature of the goal, I've heard discussion around you know, task oriented goal versus learning goal, did you spend a bit of time, did you need to spend a bit of time around clarifying that? P I think Mary-Anne did with me, cause I would often write it I think task based, you know, I need to have this done or that done and she said well that's not a good motivator and so we reworded it and made it a learning goal. And I think the idea of having it as a learning goal as opposed to a task goal makes it a bit more broader and also makes it a bit more open for whatever happens in the year. Sometimes a task becomes impossible for whatever reason but if it's a learning goal then you can change it to a different task that suits that learning goal so I think it makes it more flexible having it as a learning goal. I think she's probably right, it is more of a motivational thing if you see yourself trying to achieve a particular learning goal for your benefit as opposed to having a task that's maybe for someone else's benefit or whatever. I Did you find the staff had training around that too or… P No. I No? P Oh well different people I think, I think different people are at different levels with that. When we did a, we did a TPL with Mary-Anne on a staff development specifically for writing PDPs and some people came back, like I've got one colleague here said, oh well I worked in industry and we wrote goals down all the time, I'm used to this, this is stuff I taught other people. So for her that wasn't an issue but some people had already written their PDP so put them into BlueSky and had been looked at by people like Tina and Tina had said they're not written properly so I think it was different levels for everyone depending on their own experience. I Ok, so you mention some support around this, so you had your mentor, there were general discussions around the place. Do you find the support for planning your PDP was adequate? How would you describe it? P Well I think, was it, they came about last year, not this year and I think at the beginning not everyone wasn't really 100% sure what we were doing, well I felt like I was like, oh ok we've got three goals. I didn't really understand what they had to be or what was the real purpose behind them and that's been clarified a bit more this year. Especially talking to Mary-Anne. And then school, you know, the TPL and stuff like that. You get, Mary-Anne when she came in she explained what a learning goal is so she basically explained to everyone what she'd already explained to me in a previous session one-on-one. But initially there wasn't much instruction about them. There was kind of, there was instruction but there needed to be a bit more clarity as to why we were doing it and what was expected of what they were.	p. Challenge of setting learning goals initially q. Teacher mentor support for goal setting r.Different levels of support required s..Initial confusion abated with more clarification over learning goals	3a 3b 4a	PL PL PL PL School leadership
Support Exp	Most of planning is conducted at the beginning of the year. I'm just trying to think back. I think we had, we had an afternoon session with the whole staff sort of explaining different approaches that we could possibly take and I think at the beginning of this year it was, you know, let's try transferring from a task-based to skills-based and we sort of we were taught how to approach, how to approach that goal and then we had faculty time within our faculty to discuss as a faculty what sort of avenues we would like to head down and then, of course, you were given afternoon time or meeting time to actually work on goals yourself. So in regards to time allocation I think it's quite plentiful and the idea of it being whole school then faculty-based and then individual works really well.	t. Staff PL provided r.Faculty collaboration s.Appropriate time allocation	1t 2k 4h	PL Collaboration Leadership
Support EC	Ok, so in terms of my own planning for it, we obviously, you know, we have new PDPs so in the lead up to this year I had to think about some of the areas that would be beneficial for myself to work on in my teaching practice and then on the first	t.Teacher development	2d	PL

	day back we had a staff development day and we sat down in small groups, particularly in faculty groups and we discussed different ideas about how they could apply to us about different PDPs. And then we talked about the best was of writing a PDP so that the goals were specific, they were measurable, achievable, realistic and they had that timeframe to them. I The very first day back? P Yeah. We sat down and wrote them on the first day back. So we had a whole session devoted to planning and writing out those goals.	focus u.Training & support provided v.Collaborative learning	2t 3k	Leadership PLC school culture

Table 5 - Experience in planning the PDP

Model Farms HS	Question 6: Describe the timeline, support and environment during planning	Sub category	Frequency	Theme
Principal	As a principal, of course, my direct support was my director and my director at the time actually was a growth coach as well and so it was he that took me through that process before I started working with the school, of turning my own goals into growth goals and of course that came about incidentally because I was presenting my goals to him thinking, ok, I want to do growth coaching. That's my goal and it was that conversation that turned on the light bulb for me that said, we're going to get more out of it if we're less task focused. I don't know how fortunate other people would have been if their director at the time wasn't a growth coach. I would imagine that the role call for them to actually be able to challenge principals… I know the direction of, the emphasis of the director's role was changing at the same time, it was less supervisory and more of a, you know, to assist principals to grow. So that was probably well aligned but it was fortunate for me that I had someone who was able to do that with me.	a.SND positive support. b. Developmental rather than supervisory		SND a growth coach
HT Maths	Tina's very that minded as in a, we work together, I don't tell you what to do, we all work together as a unit, which is the theoretical concept behind what the school management plans are supposed to be about.	c.Collaboration	1c	School culture
HT Science	It was very collaborative with mine. I can't speak for the others because obviously we're divided amongst, but Mark was great. I can't speak highly enough of the help he gave but as for who was put up with the other DP, I don't know. I mean I'm assuming it would be very similar but I'm not sure.	d.Collaboration	2c	School culture
HT Support	Look, I always set my goals throughout the year so at the beginning of the year the completion date is always by the end of term four. So with maybe one exception which was a more task-based goal which I set for myself a half year. But we've had performance development on the goals as well that we set and getting away from being task-based and more, yeah, not just I have to do this particular thing, it's more I guess the learning base, that makes sense, yeah. So having that consideration when I'm setting my goals so it's not just getting this particular thing done, it's more I want to learn this skill or develop this aspect of my teaching. So those are the kind of goals that I set for myself now, you know, one of my goals this year is to effectively lead my faculty and so does that look like, what do I need to be doing, what do I need to develop to reach that goal; conflict resolution, one of those things. I Yeah, sure. And the environment in your planning, do you find collaborative support in terms of you setting your goals. Do you work with people around that or…? P Yeah my faculty and I usually do it maybe at the same time and it's usually that first day back in term one it starts on the day where we're given time during that day to do that. We're also given, like our last, was it week six, performance development afternoon was an hour to sit and work on our BlueSky goals so we are given time to do that along the way as well and we'll just sit in one of the classrooms and do that at the same time. We throw ideas around. I'm there as supervisor for my teachers to ask me questions and so we, yeah, it is a bit collegial, it is independent at the same time. I Sure, what about your supervisor though, do you have time to sit down and say, well this is where I'm going or… and that would be a deputy I gather or…? P Yeah, yeah. It's really good senior exec here in the sense that the doors are always open so that whether it's the deputy, so I'd talk to Mark Grady or even Tina, the principal, I feel just as comfortable talking to the other deputy as well about my goals or where I'm at with them. Usually Tina does set those formal meetings along the way. Me being a special ed head teacher, some of that doesn't apply like the HSC analysis stuff, my students don't get grades and marks but in terms of how I'm leading my faculty and how the students are progressing… I So you work more with Tina rather than a deputy? P My last meeting was with Mark so it just depends how it's divided. I think they split up the head teachers between the three of them so I was, had my meeting with Mark last year.	e. Goal setting training led to development of "skills based learning goals f.Time allocated g.Collaborative learning h.Independent learning as well i.Executive support	3c 1h	PL School leadership School culture PL Leadership

Maths Exp				
Maths EC	Did you find that time was adequate? Or was it something you come back to or you have to come back to? P Well I think the more you do it the more you hone down what you're after. So the first time I created my goals I was, I think one of the first days I was here I was in with Rob waiting for my laptop and my brain felt like it was going to explode because I had some much coming in but this year, and I've been… I sat with Mary-Ann as well who is a mentor and looked at what my personal goals are for this year. So I think… I So you had the support of Mary-Ann… P I had Mary-Ann as well because I was classified as a first year teacher, I was given a mentor. I A mentor, ok. P So I had that opportunity to sit down and I already had what I wanted to do so it's just really refining the wording and how I wanted to achieve that. So that was good in that retrospect. So, yeah, so I, yes so… I So the environment you found, how would you describe that? You had supportive people so… P Well, I think, yes, as I said I think those who have been here longer know the system so I feel they don't need as much support because they know what they want to achieve each year and are used to that system. Where I think if you're first year in of using BlueSky, I would have liked probably a little bit more time to be able to sit down and have a look at what the impact of your goals are and how to achieve them and the importance of them.	j.Mentor support for EC k.More time needed		School leadership Issue
Science Exp	What about the environment in, you know, in this planning, did you find it was very much a self-directed thing, you were collaborating with head teachers, other people in establishing or planning your PDP? No, it was more of a subjective, I didn't really discuss it too much because it's the area that I would like to improve, be more knowledgeable about. Yeah.	l.Independent learning	2h	Flexible PL
Science EC	It's become, like I said, I think it's become more collaborative because I think maybe people in the exec have realised that we didn't understand what we were doing so they've come back around and said, look we need to revisit this and make sure everyone understands what they need to do but there was a lot of the beginning people asking other people what we were supposed to be doing or asking what other people's goals were so they could create their own. And I mean you're not really supposed to be creating your own goal based entirely on someone else's, it's supposed to be something you want to do so I think now that we've established what it is, I think it's going to be a bit more of a streamlined process of writing them and all that sort of stuff. I And do you think the timeline, you know, that you had to do this, did you find people were rushing around trying to get their goals done? P I think people forget things in this job. You know, you've got that many things that you've got that have to be done by this date and something like this, which doesn't feel like it's a part… Like initially, like I said, we didn't understand what it was, it wasn't a part of our teaching unless you really incorporated it and you have to understand it to want to incorporate it so I think initially people would forget about it and then a deadline for something would come up and then you are rushing because there's a deadline. But I think if you understand what you're doing and if you're already incorporating it in your teaching then I don't think there is that rushing. So this year I haven't even thought about, oh I'd better get onto this because I've been doing it automatically because it's been goals that I've set that I knew were things that I wanted to do for this year and so they've automatically just been happening and so it's just a case of me writing a reflection when it comes up which shouldn't be too difficult. But last year I think it was a different story because a lot of people, it wasn't something they'd built into their whole teaching practice, it was kind of like an add on thing that we had to do. Now it's, well for me, I don't know about everyone else, I can't speak for everyone else, but it's become something that's part of the teaching process.	m.Learning is more collaborative n.Due dates pressure o.Impact on teaching	4c	School culture Time management PL

Support Exp				
Support EC	Ok, ok. So how would you describe the environment that took place? Were you working on your own or… P No there was a bit of both. Like initially there was a bit of thinking by yourself and then plenty of collaborative discussion between the group, whether it was in our faculty as a small group where we split up in the library but we also had discussion as a whole staff on how we should structure our PDPs in terms of wording them so that we could get the best possible outcome.	Collaborative and independent learning	5c 3h	School culture

Table 6 - Case A Planning , timeline, support and environment

Case A	Question 7: Challenges in implementing PDP	Sub category	Frequency	Theme
Principal	I don't feel that I've had any challenges Kerrie. As I say, that conversation, the initial conversation with the director certainly refocused me and then motivated me to do the same with all staff and then to support all the staff in being able to do that for themselves and to understand the process better, so I suppose looking back without knowing it was a challenge at the time, the challenge was to really get under… Actually to get to the real development side of the PDP, even though we were focused on everybody getting better, I hadn't had any training in how to do that. I didn't know how to challenge the person who said their goal was, I want to rewrite the Year 8 history program or science program because that hadn't been made clear enough in my training. I think that's it. And it wasn't until it was made clear to me that my goals weren't that learning focused that I was able to do that then with them. So I can't say that I was really challenged. I have found my goals last year, even though they started off task oriented, with the directors' help made them more learning focused and the… I did all the professional development that I said I was going to do and, for example, one of them, as I say, was to improve my coaching skills. Well I did the growth coaching course and I'm now using those skills and those techniques in my mentoring and coaching of both beginning teachers and my head teachers, my executive. Another one was to learn a bit more about the LMBR process so that when it eventually came to my school I'd be better prepared as a school. The professional learning that I had to do, I did. As a result of that my evidence was we have now changed some practises that were embedded here at the school as a result of that. My evidence was we have now changed some practises that were embedded here at the school and in the old system and we've changed some of those because we know that they're going to be changes that will be imposed on us, such as, closing off the excursion seven days beforehand. And, you know, we've tightened up our finance forms, so that people, the practise that they're now doing in terms of requesting orders or paying invoices and organising excursion, things around that, they're actually tighter now than they were because I know more about the LMBR and how it's going to impact. So I can see the benefit of that whole process. So I'm quite happy with last year and quite happy with where I'm going this year. And that idea of it comes from your everyday work. Those are two examples of actually how I'm improving my everyday practice by focusing on something that I need to work on, not that it needed improving, it's growth. I've always said it's the language you use to people when you're talking about this. So we don't talk about people needing to improve on anything, we talk about areas that people want to grow in.	a.Goal refining b. Specific learning intention	1a 1b	PL
HT Maths	No, not really. You know I was sort of, obviously one of mine was to finally finish off my masters, which is good, and then I'd just about finished putting together my application for lead so I put that on hold a bit while I was studying so I've got to get back into…	c. No challenge d. Specific learning intention	1c 2b	PL
HT Science	Just time. Time was the biggest challenge. And even remembering like to go back and do bits and pieces, cause we put a lot of stuff on BlueSky, which is fantastic for keeping a record of it, which is quite helpful, but then just to go back and go back and go, oh I need to fill that bit, I need to make sure I put this bit on when I'm so busy going to my faculty, have you done this, have you done, have you put it on there? And then going, oh I'd better do it myself too. So just the time factor with it I think has been quite a big thing. I So it remains an issue? P I think it will always remain an issue. It's not something we can ever get rid of because we have this to do and that is what it is, but you know school runs and there's all the day-to-day things that you have to do and deal with and you know it is what it is unfortunately.	e. Time challenge	1e	Time mgmt
HT Support	I guess it's being conscious to engage with it on a more regular basis. Sometimes just the nature of school just gets really hectic and you prioritise things and then it's easy for things to fall off the radar like the BlueSky and, yeah, just being conscious	f. Regular PDP engagement	1f	Time mgmt

	that I need to engage with it on a regular basis in order to continue to work toward me in those goals. So yesterday at my faculty meeting my teachers and I agreed that next week we'll have our first observations, our first observation completed and that will be happening next week so that's it, that's set in stone, that's happening and I need to re-engage with BlueSky. Yeah, so just on a more regular basis. So just making it a priority even once a fortnight, logging in, yes, I'm setting aside this time to do that and, yeah, I guess I kind of do it informally like I attended a course last week on suspensions and expulsions so in the next five years I want to work towards becoming a deputy principal. So attending courses, leadership courses, things that are more whole school that will assist me either to get the job but then to do that job as well effectively when I'm in it is me working towards meeting that leadership goal that I've set for myself. So I just need to, yeah, engage more in the website in that regard. I Is it, in that respect, the regular engagement I completely understand. Is it, this structure though easier though for you than the old past TARS system? Do you think it's more easier in terms of…? P It is. It's probably more specific, a bit more relevant. So I guess with the old TARS and ?....it was more of a token gesture, from my perspective anyway. Like another tick you just had to kind of had done, whereas this is, ok, it's yeah just more fleshed out if you will. Yeah, because like I said with BlueSky it's something that we are constantly encouraged to engage with. I have my goals, now I just need to, and I am working… I just need to engage with the sit more and update what I've been doing to meet those goals, which you can add as a note underneath each goal and evidence for, like you know, attending that course I could put that against ……..thing as well.	challenge g. Career planning		Accreditation
Maths Exp	I think that time is the main problem in my case. I wish I had more time to spend on getting more… I mean the school is offering all the time but I don't think I have enough time to grab all this opportunities. So it's just time constraints I think. But the school is very supportive. I mean if I would go to my head teacher and say, I want to do this course cause this will help me improve myself, she would say, ok I'll work on it. So I think for, in my case it's the time.	h. Time challenge	2e	Time mgmt
Maths EC	I find Tina is extremely supportive in what I was trying to achieve, as well as my Head of Department so I had a wide range of goals as I'm wanting to move towards a leadership role and so I had to look at broadening my goals to best suit my career, where I'm wanting to go. And being Aboriginal, that was one of my areas of bringing culture into the school and so I've been on quite a few professional developments for that and going to be given some time as well for that a little bit down the track. So, yeah, I'm ticking all my boxes as I'm going but, as I said, it comes back to I think carefully planning what you want to achieve at the very beginning. I From the start, yeah, so no real major challenges? P No, I haven't. I haven't in what I wanted to achieve. I've been very lucky.	i.No challenges	2c	
Science Exp	Impetuous planning. As time go by there are other things I need to improve on. Timing of setting your goals needs to be discreet..	j. Goal focus challenge	2a	PL
Science EC	I'm trying to think. I've printed out my goals quickly because I'm like, oh I'd better remember exactly what I said. Challenges, well I mean they're all kind of different goals I've set this year and one of them is about engaging the school with science a bit more and that becomes difficult because you have to wait for certain times of the year when it's appropriate to do that, all that sort of stuff. But really there hasn't been many challenges with the goals. Each thing has come across, we've hit it, you know, this is something that's going to happen in two weeks, oh yeah we can do something relating to this. I've already got it in my goals, all that sort of stuff. It hasn't been a challenge this year to be quite honest.	k. No real challenges	3c	
Support Exp	what challenges do you think you've experienced, if any at all and how were they resolved? P Ok. The biggest one I think is time. Time management (laughs). Time management and actually sitting down looking at your goals and trying to find ways of achieving those goals and implementing different strategies or different courses to try to tick those boxes and to achieve those goals. Time is definitely I think the biggest factor that we have. I It's not uncommon. P No, no, but I think that's across board and I think the first half of the year is always a little bit, oh actually I can't say that	l. Time challenge	3e	Time mgmt

	because the second half is hectic as well, but it really is just sitting down and having to regroup. I suppose one way schools can overcome that, and I'm sure a lot of the teachers would really like, instead of having, TPLs are great, they're all very structured but I think staff need to be given an opportunity to have free time if that makes sense. Whether it's an afternoon of your all have to stay her till four o'clock. You've got between three and four o'clock, work on your goals individually, discuss amongst your faculty. I think it's more of an open ended where there's no absolutely task set, it is more you've got a whole hour to focus on something, choose something and then work on it that way and I think we don't really get that opportunity, everything is so structured and you've got to tick whatever has been given that I don't think staff are allocated enough time to actually sit down and work.			
Support EC	Oh time is the number one. So my goals for this year were to enhance my engagement with non-curricular kind of activities, that was one, which I did, which I got involved in this ?..9:26…project and my other main goal was to finish my accreditation, my beginning teacher accreditation. So, yeah, definitely time has been the biggest challenge in both of those. I Yeah, how do you get around that? How do you resolve that? P I suppose, well particularly for the second one the accreditation, I make sure that I set aside either half an hour or a week. I just plan it into… It might even be half an hour or a fortnight, but I just make sure I plan that time to focus on that goal and the school also gives you a bit of time in those TPL afternoons of a Monday afternoon every couple of weeks. So I think, I suppose it's both me making sure that I create time and the school accommodates by giving us that bit of time. I So you find the balance is as possibly good as it can be? P Yeah in a teaching environment it's as good… Yeah. Like I find there's often periods that I have off that I've done everything I need to do in terms of the classroom where I'll go, ok I've got this time here, I'll do a bit more on my accreditation.	m. Time challenge	4e	Time mgmt

Table 7 - Case A Challenges in implementing the PDP

Case A	Question 8 & 9 Nature of feedback; additional feedback you would have liked to receive	Sub category	Frequency	Theme
Principal	Well of course the last part of the PDP process is that annual reflection, that self-assessment that you do in a conversation with your supervisor. That in itself is a growth experience because you are reflecting on what you've done that year and you're getting some input from someone who has witnessed what you have done, so it is quite affirmative and it can be, but it is also the opportunity… And I think this is where the performance, I really didn't know where the performance aspect of it came in to anybody's PDP until last year when I had to do that same conversation with one of my executive. So personally, the feedback I got from my directors were in terms of, congratulations you've done everything you said you wanted to do, I can see where the improvements are, the growth is and the impact that that's going to have on you as a professional but on you as the leader of the school as well. And that's quite, quite motivating and the confidence that I got at the end of the process, which was, yep, I got it right, I now know how to lead other people into doing and achieving, if not growth, at least the same affirmative feeling that you're doing a good job. So that, I can say, was very valuable at the end of it. Where there any additional areas you would have like to have received feedback? P No because, I can't see where because my director was quite involved in the beginning with me and, you know, he didn't just leave me to say, you're goals aren't learning focused Tina, you need to change them, it was working with me, which is the developing side of, he was developing me and I as a result am actually much more confident and comfortable doing that with the people that I supervise. So, no, I don't think there was any other feedback. I mean there was always suggestions rather than, you need to do this, you need to do that. When I was doing the growth coaching, for example, I had chosen to do Growth Coaching International but there was also, you know, the directors were, have you heard of the Coach in a Box? That's another professional learning program that you could use, it's no better or no different than the one you've chosen but it could be and it could be one that you could offer to someone else who is wanting to do what you're doing but at a different level. So, no, I find it quite affirmative, my own personal experience.	a.Affirmative b.Opportunity c. Motivating d. Gives confidence e. Valuable f. Nothing additional needed	1e 1f	
HT Maths	Really great. It's excellent. I get feedback on my objectives that I put into BlueSky, when Tina reads them, there's a note section where you can converse, you don't even have to, you know, which is good in this time, when it's very difficult to find time. It does, and she also will say things like, have you thought about this or whatever, so that's fabulous. My feedback that I get back from even when it's an objective to do with the faculty, part of our faculty meeting is to look at how are you doing it and what are you achieving and what can other people do to help, just because you're the head teacher doesn't mean to say that you may still need to look at classroom staff and programs or whatever. So I try to, you can ask for it but, you do, there's also a lot of processes in place that you just get feedback, which is really good. I Verbal? P Verbal, oh yeah, all the time. We have head teacher meeting with them once a term, we go over what we're doing, we've just had our exec conference, each of us did a presentation to the rest of us on two things; one, bits and pieces that you do like forming a register for MCCD, which is what I was talking about. Very simple but it means that if somebody says, oh, who teaches Mary-Jane? You can go, oo, Mary-Jane is in so and so's class. This is her concerns and this is what we've done for her so you're not, again, ok here and here, and Kelly teaches oh but Kelly's away today, where's Kelly put her stuff, you know, and sort of like it helps us work better as a unit so we presented little ideas that we do within our faculty. Like Fiona had put together all the stuff on, she's the head teacher science,	g. Excellent h. Assesses achievements i. Identifies support needed j. Lots of feedback processes in place k. Verbal feedback	2e	

	on chemical safety thingo on what to do if you're away, what sort of work do you leave, the assessment schedules, all of that into one book so if they have a question they can just go to the book and it's all there, which is great. And we all did that and then we did a presentation on our HSC results, what worked, what didn't work, what we're looking at doing now to change that but sometimes they are generic so it's really nice. We get feedback on what we're doing and we can give feedback to what they do and then everybody sort of benefits instead of being all isolated in your little pods and nobody talking to each other. But Tina's great, the feedback that she gives us is really good, we're really lucky to have somebody who is that minded at the helm that is able to, you know, and she makes time, they're so much in and out of school these days. I feel so sorry for them. But, she still manages and that's where BlueSky is good. She can be on a conference in the city and be commenting and giving feedback, which is good.	l. Everyone benefits m. BlueSky accessible & portable		
HT Science	Helpful, useful, not enough. P …interview after, like the final interview? I And/or, yeah, yeah. Or if there's any other kinds of feedback you receive throughout the year. P We had a final kind of interview with the principal. I Sorry who? P The principal, with Tina. I don't know if I want to really say. It was a really, we had a really full on end of sort of timeframe when this was due and trying to fit in the interview with all of her head teachers because she wanted to. I Ok so you didn't go back to your supervisor? P No, so we sort of had to speak to Tina about it too, which I mean I get that, she's our boss, you know, and Mark could be there and he was there for some people or Jen was there for others but it got to the point where we were really running short of time and we had a four-way interview with me, the head of English, the head of cooking, sorry it sounds so rude, home ec, and Tina because she goes, oh I've no real problems with any of you in terms of what's going on, do you mind if we do it altogether because we just don't have the time. Which was nice because I mean Julie, Yeila and I, there's no issues in anything like that, but I kind of thought part of it was supposed to be this one-on-one where are you going to next year. So we all told her what we were going to do and stuff, but it just felt a bit, I don't know, just a bit like, oh crap, we'd better do this now. I So how would you describe the environment to feel that? P I don't necessarily know exactly how completely truthful the three of us were with the other two sitting there. I'm sure we were truthful to a point but no one's going to say anything that doesn't sound ok when there's two other head teachers sitting there so I don't know how conducive it was to a really good discussion about where I'm going as a person or where Julie was or where ?Yeila was. I mean I understand why it happened, like I do and I have no problem in that side of it, but in the spirit of how I thought this was supposed to be done, I didn't know if it was the best way. I And there's an indication that that might prevail this year or…? P No. No, no, it shouldn't be an issue but, yeah, I don't know if I should have said that though. I'm not sure. It is what happened but… I Well given that scenario then and the context in that, then were there any areas that you would have liked… There were as you've already admitted that haven't you that the context didn't get ?18?06 because you were in a group context.	n. Helpful, useful o. Not enough feedback p. 4 way interview not successful q. Group feedback not useful to individuals	3e	Additional needed

	P And I mean as well, I think ?Yeila was about a year off retiring, maybe two years, Julie is desperate to be a deputy principal, I'm not. So there were three of us that have pretty stable faculties, the three of us are pretty entrenched in our school but we're in three different kind of phases of what we want to do. So, you know, talking about becoming a deputy is important to Julie but it's not important to me and it's definitely not important to ?Yeila. Talking about succession plans for ?Yeila's faculty is important for her because she's going to go in a year or two, but not so for me or Julie. So that was probably the issue I had with it. I think it would have been useful but by this point, honestly, we only had a few weeks of school to go and it was just the end of the year chaos. It just was a nightmare.			
HT Support	It's collegial… I Think about the forms. P The forms? I The form of feedback. P So it's a discussion in a meeting. It's always very collegial, professional. Mine has always been of a positive nature but I guess when things haven't gone as well it's not always been in that particular forum that I get that feedback. So whether it's something that's happened along the way. So I'm always getting constructive feedback as I go as well so it doesn't always just happen though in that particular formal feedback meeting, if you will. I So it's regular and… P Yeah, exactly, which I appreciate and in any way I can do my job better. I And how does that occur? I mean what brings that regular feedback is it basically… P It's usually based around incidents or situations that are happening at the time; students with parents, if something's, a situation has arisen and as a result I can improve the policies that I have in place at the moment and yeah, then yeah, sometimes it's post-something, sometimes it's pre-, yeah, it's just usually around what's happening at the time. I Yeah. Are there areas that you would like to receive additional feedback? Again, you don't have to be specific but I mean are there areas you feel that you don't get covered and you would like more feedback on? P Yeah definitely. Yeah, like I mentioned before I'd like to be a deputy so any feedback I can get around what I can do more to get that position. So I'll be speaking shortly to Mark or Tina about collecting DP ads and so here's the general selection criteria, specific ones, and making, starting to make my CV, just practising around these ads and using those to identify, well where are my gaps and what do I need to be doing to really be a strong candidate for this position and once I've identified those gaps then that will help me for next year, particularly when I'm setting my goals to set my goals with those… I Including… P …including those. I Career development. P Exactly right. I Ok, but largely at this point, I mean that's a future area that you're already defining. At the moment there are no glaring areas that you feel are missing in feedback, quality of feedback that you're given? P No. I Yeah. How confident do you feel people are in providing feedback? P People as in the general…? I Your supervisors.	r. Collegial, professional, positive, regular	1r	

	P My supervisors? Yeah pretty confident. I guess I get more constructive feedback especially from Tina, our principal, and I always really take that on board. Yeah, so she's probably the person that gives me, in terms of constructive feedback… I Is that, would you describe that as more developmental or feedback that helps you develop in ways as opposed to other kinds of feedback? P Definitely developmental, yeah. Always very helpful, supportive. I'm always learning.	Constructive, developmental		
Maths Exp	We actually have training. It was short training but I wish it was longer and the whole school conference last term. And during the whole school conference we actually were given certain scenarios of what, as an observer and an observee, and what is the type of conversation that can happen in between the two and we, I have learnt a few things from this short training but I think it's… As a… Sorry, I'm talking about myself, I think I need more training on this area. I It's a very challenging one. P It is like, I had one of the teachers… We actually do observe each other lots of time even if we're not going to document it. It's a normal process for us. But when you sit and start thinking about what should I write on the form, you start thinking, is this the right thing to say, and I think it's the matter of learning how to accept feedback so it's… I think it's the… We need to learn how to use the proper language. I You've been… What forms of feedback have been provided to you, so written reports? P Yes I've got a report from one of my colleagues and from my head teacher and they were both supportive and I thought they were, they were great (both laugh). I That's good, that's good. You've also part of conversations when you're receiving feedback as well. P Yes, yes. I And you're giving feedback to other colleagues. P Yes, because we actually do have a meeting before the observation and after so that's like face-to-face talking and plus the documentation.	s. Training provided on lesson obs t. More training on lesson obs needed u. supportive reports (format) v. Meeting format	2r	Additional needed
Maths EC	It's very, time refrain is a big problem at schools. So being able to sit down and have a deep conversation about your observations has been, I find, the hardest but depending on what your goal was for the lesson really depended on what your reflection was. So mine, for example, one of mine was looking at exam techniques in class and another one was looking at reinforced processes so there really wasn't that needed that much discussion that was, yes, you kept reinforcing your processes, that's what my aim of the lesson was when we were looking at formulas for area and volume, solids and spheres and things like that. So I think in that case I had enough timeframe but I think if you really had a more complicated one, I think time is sometimes the big problem. I Ok, so in, sorry if you've said this but what form has feedback been provided? P Ok, verbal and written. It's also in BlueSky as well. We saw the sheet, what was written out and so, and we had verbal conversations as well. I Do you find there are areas of feedback that you would have liked to receive, additional feedback? P No, I was quite happy, as I said, with maths what I was trying to achieve it was rather… I think if I was a less experienced teacher I think the feedback would have changed according to that so I think in my case the feedback was fine but I think if you were a less experienced teacher I think that feedback and that would have changed	w. Time constraints x. Verbal and written formats y. No additional feedback needed	2f	

	according to what was need.			
Science Exp	The feedback. It's been, it's been, how can I say, it hasn't, it's been very slightly critical without being… I wouldn't mind if the criticism is based on professionalism. Ok, you could have done this better, you could have done that better, and the reason you could have done this better is because, this is the outcome and so forth. So far it's been very superficial, it hasn't been very in depth, and I'm not criticising them. It's that, if I need to better something I wouldn't mind being told about it and I feel like the criticisms have been something more superficial. It's not something I feel like, ok this is very subjective, that I could better in. If they would have said, ok, maybe you could have said it this way or you could have done it… Or showed a demonstration that way or… It was just a very superficial criticism and so I… I Could you push for that, so could you be more specific? P Yeah, yeah, I should of. Well it was more superficial in the sense that they said, oh you didn't say this, but there was a reason why I didn't say it. What I generally want to know, what I want to learn from is, what was my objective in actually doing what I was doing, what did students actually learn from what I was doing. That's my main objective and how I conveyed that to the students. Did they learn anything from it. And so that's, that's the line of questioning I like. I know it sounds very subjective but that's the line, that's the line of questioning I like, I like, if I'm going to write an assessment task instead of people telling me, sorry, in stead of people telling me, oh, the spacing should have ben this much or that, fair enough, ok format, but the question should be, in my subjective opinion, what is it you want the students you want to learn from this question and that's the type of thing I want to be told. I So your response to feedback is fairly general? P Yeah, very general. I Ok, so yeah, just reiterating what you want to know. You want something more in depth, more specific targeting exactly the essence of the criticism or the feedback provided. P Yes.	z. Slightly critical, superficial feedback General feedback z. Need specific feedback	3o	Additional needed
Science EC	From others? Well I mean Mary-Anne gives me feedback. I No teacher mentor? P Well yeah. Look, Fiona, who you're probably going to interview, she gives feedback as well, I mean they have to give feedback with the PDP but I mean I discuss stuff I do with her on a regular basis. I So informal? P Yeah, very informal. Very laid back, yeah. But to be quiet honest I think I need more informal than formal. I think a lot of beginning teachers feel more comfortable talking about things on the same level with people that are supervising them and that. You know, they feel more comfortable opening up about their difficulties and all that sort of stuff than if you make it, this is a one-on-one interview, all that sort of stuff. It makes it really hard to be honest about what's happening in your own teaching. I Why do you think that is? P Why do you think it's hard? I Yeah, one-on-one. P Oh well I think if you make anything formal I think there's this whole idea of you're being assessed and with	aa. Informal nature is better		

	beginning teachers I know that when I first started I was worried that everything I was doing was wrong because you don't have the standard that you're used to and so everything… You have this whole idea in your head of what needs to be done and what is the expected standard and when you're not hitting certain things, and it's not any fault of your own, it's just the nature of the profession and the fact that you're a beginning teacher in your school, you feel like a failure to be quite honest. And I think that changes if you have faculty members or colleagues, whatever, saying, it's all right, I've been through this before, you know, let's talk about this, let's work through it on an informal basis. If you have someone there who's writing a performance review or something like that it feels like, oh I can't say this sort of stuff because they'll write it all down and then it will come across that I'm failing, cause you have it in your head that you are failing. But if they're saying to you, oh no it's all right, this is normal, which it is, for beginning teachers first year it is kind of normal. I know I've got a friend at a different school who's just started this year and she's stressed out and I'm like, it's all right, I went through it last year. I Do you think it's the language we use or that we're just not used to giving and receiving feedback? It's not generally part of the day-to-day… P I think some people can take feedback better than others. I tend to take it reasonably well as long as the people aren't rude about it or anything like that. I think some people are better at giving feedback as well. Some people are very constructive in the way that they explain things and they try to make it not personal it's, you know, this is what you need to do to get to here, all that sort of stuff. I think I've been luck at this school because a lot of the people here have been like that. But I think that, you know, especially if it's someone you don't know, like I don't know you very well and if you start to list all these things that you should be doing, all that sort of stuff, it can feel a bit critical. But if it's someone you do know, someone you're familiar with and someone who understands your role in the school and they try to be constructive and nice about it, then I think you take the feedback a bit better.	bb. Feedback skills		
Support Exp	Feedback is really good. I think we get two reviews per term or per semester. Two observations I think it is so we've got two observations of our lessons. We're encouraged to observe others as well so we get feedback on both ends and then we have… I Who might provide that? P Well it depends. So we might have staff to staff, teacher to teacher, it could be head teacher to teacher. If you'd like the DP to sit in or the principal it's just a matter of asking who you'd like that feedback from. I Sorry I did interrupt there. You were explaining two reviews per term. P Yeah and then we have obviously the evaluations from those, which is always really good cause they are quite constructive. And then we have I think a mid-year, mid-yearly review where we sit with the head teacher and we work through all of the information that's in front of us so looking at the goals, looking at what you've done to try to achieve those so far and then looking at the observations and how you went with those and then obviously getting feedback from the head teachers. I And you find, I mean, you can use that, utilise that feedback? P Oh absolutely because sometimes there are things there that you don't realise that you either missed or that you've done on the negative but then on the positive it's like, oh I'm on the right track. And that's always that reassurance that you are doing something constructive and that it's working and even though as a teacher you sort of know what works and what doesn't, I think the importance is that feedback allow you to then change what needs to change or progress where you need to so that feedback is really really important as far as I'm concerned. I Is it targeted? Do people just go in and look for specific things or…?	cc. Good dd. 2 lesson obs per term encouraged ee. Mid year review to review goals and lesson ob feedback	4e	

	P In most cases we will write down three or four points. I tend to write down three or four points that I would like to be observed on so that, you know, it is things that you may either struggle with or that you do need a little bit of reassurance and sort of get somebody else to say, well that was great, you know, perhaps you could try it this way or, you know, just give different perspectives of what we've done, yeah.	ff. structured lesson obs		
Support EC	Ok, no it's really good, they're very accommodating to do… We're going to do, next week we're going to do some lesson observations so my head teacher is particularly good with helping us working towards our goals in BlueSky, we get some faculty time, as I said. Every faculty meeting we're always constantly asking each other, how're you going with your PDPs. Yeah, just seeing where each other is at. So, yeah, very accommodating. I In terms of the feedback that you've been given so far, so that would have been the end of last year at your annual… P Oh I didn't have PDPs for last year because I was casual. I Oh this year, ok. So really while you've been here at this point there's been no formal… P No, not specifically, no. I So through lesson observations? P Yeah, in terms of my teacher practice, yeah. I So how do you feel about the nature of that feedback? P It's always very straightforward, very open and honest. It's always, you always feel safe that whatever's said is in, it's in a closed room, it's only for you and it's only to help you improve. Yeah, I always think it's done in a professional minor. I never feel attacked or anything like that. I Do you think that reflects the particular characteristics of your supervisor or head teacher or do you think it's more the ethos of the school? P Yeah I think it's both, I think it's both. Like the school is very very encouraging towards each other to help each other to help each other improve their teaching practice because there's lesson observations that go on across faculties, we talk about filming lessons, we talk about that at staff meetings. So we're very open to giving and receiving feedback in a professional manner I would say. I Have you experienced school context where that may not be the context? P No, not as such, no.	gg. Good, accommodating hh. straight forward, open, honest ii. Collaborative support	5e 3r	

Table 8 - Case A Feedback received and desired

Case A	Question 10 Experiences of self assessment & annual review	Sub category	Frequency	Theme
Principal	I think, I don't know whether it's me personally, I know it is personally, I tend to understate things and always feel that the job wasn't as good as it could be but I think that's a personal trait. But in actual fact the very fact that you're sitting down with someone who says, well don Tina, you know, you might go into that conversation and think, gosh I haven't really done as much as I thought I would do, but when someone else points out that, yes you have, that's very affirming as well. So, I mean I hope I do that with my staff too.	a.Reflective and affirming	1a	
HT Maths	Oh good, we do it also on BlueSky, which is nice cause it also links into our thing. It also, I think it's good in that it makes you stop and take stock. Sometimes, like now, this morning, somebody said to me, the last time we were talking about this it was week two and look at us, we're now into week seven and it's nearly week eight and, it's like, oh this term's nearly over and I think sometimes you need a catalyst that makes you stop and take control or take stock of what you have been doing, and that's certainly what the self-assessment does. Where am I at, am doing this, have I completed it, you know, you don't want to set three lofty objectives you're never going to meet and by the same token ones you're going to knock over by the end of the term two. You've got to put some thought into it and what you have done and often it is a chance to do that and, you know, stop, instead of getting the end and thinking, oh it's the end of the year, what am I going to do. It helps you do that along the way. I Talking about the end of the year, how do you find that final annual review? P I think it's good, yeah, no. Personally I think it's a great idea, it needs to be done. If nothing else just for validation that you have been doing the right thing, you tend sometimes to work very isolated and when you do something nothing bad happens but nobody says anything good either, so I think it's a bit of a… If you're one of these people that need a praise all the time you certainly wouldn't be a teacher, that's for sure. And it helps you, you know, you have acknowledgement for what you're doing and maybe be able to put out there what you've been doing in the previous 12 months and that it has worked, it has been good. But also to help you look at what didn't work and how you're going to change it. I think a lot, many teachers fall into the trap of, it's not broke don't fix it but that doesn't mean to say that it can't work better and I've been doing this like this forever and never had a problem before so why I should I change it. It's like, well you're not changing it, you're just doing it better and then that, in the top end of that group of people tends to be one of the biggest arguments that they use. I tell my class all year I've got three band sixes, well what's your problem, you know, and it's like well the kids got the sixes, not you for a start. And, ok, well maybe you should have got five. It's like, but I only got two last year so now I've got three so I've done a better job. Maybe it's just my mathematical brain, but that doesn't make sense to me. And that's where they're coming from and that helps you and validate what you've been doing as well at the same time and then that then helps you to set better objectives for the following year.	b. Reflective SA c. AR needs to be done, evaluative	2a 1c	
HT Science	I think I was probably more highly critical than I maybe necessarily needed to be but I think as a species we are anyway. It was yet again another one of those, I'm not an English teacher so how to word these things was very challenging. But I think the whole thing was important just to get you to sit back and reflect on what's going on and kind of go, ah, I actually need to get onto that or, actually I have done that, that's pretty good or this is where I'm heading but I've only made a few steps this way but I need to do a few more, and that was a really good thing to do and we're all just about to do that at the moment for this year. I And how do you find the time to do that? Is it something… P Well they realised after last year that they need to give us the time so Monday afternoons we have either a staff meeting or TPL so they actually assign a TPL to do it so we're actually being given time to do it, which came out of last year in our, hang on we have a problem. So every term we get an afternoon to work on stuff with this, which has been great. It's been very beneficial to actually have an hour where there's no kids around, no one is bothering you, you're in your faculty and it's just solely devoted to sorting out your PDP and the components and stuff so that's been really good.	d. Important process e. Reflective f. Evaluative g. Beneficial time allocation	3a 2c	
HT Support	Just the self-assessment in the BlueSky? Yeah it is valuable. This is, is it that midway journal? I Yeah.			

	P Oh yeah so last year I think I wrote quite a comprehensive self-assessment. Just being really honest in how I'd gone in meeting my goals to that point, what I had done, what I hadn't done. So it's a good mid check in I guess. Yeah so it is useful, definitely, definitely useful. I Ok. And thinking about that annual review now at the end of the year, how do you find that experience in terms of environment, supportive, clear? P Yeah it is clear. Everything that we need in terms of the forms, it has been made clear to us what we need to do. Like I said before, we do copy and paste a lot of it from what we've got into BlueSky already and so I guess a lot of our work has already been done by that point and it's just a matter of sitting down then with the teacher and looking at what they've put in there, giving them some feedback on that if needed, but usually I've seen it already through their engagement with BlueSky so it's more of, it is a formal end to the process that we've already been engaged with along the way.	h. SA – a reflective useful, mid year check i.AR- Recording feedback on Bluesky	4a 3c	
Maths Exp	We've done it last year. I haven't done it this year yet. We did like a journal and we did our, I did mine on, so it's about what have I achieved and if I haven't how can I achieve it within the next half of the year. So I think the journal is a very, it's a very good process to have some… collect your thoughts in a place when you have to look at it and say, oh ok, I have done this and that and I still have to do this and that and how can I achieve this. So it's like you put your thoughts on paper. I BlueSky? P Yes, yes. I You can do that on BlueSky? P Yes. I Yeah. Do you like that process? You think it's a good idea? P I do. It's like some kind of evaluation for what you have achieve halfway through the journey. I Are there any difficulties with it? P No, no. I mean it's a journal, you can you put your entries whenever you like but it's, as I said, I wish I can access it more often than what I do now. I Now because of time constraints? P Yes, yeah, and like I try and put everything in there but sometimes I miss it for a whole month, I don't have any time to put any entries and then when my head teacher will start saying, did you do this and did you do that, and you go straight away and you do it, but it is done in a rushed way so I didn't spend enough time to put all my thoughts there. But it's a good way of evaluating as I said. I Yes in the middle year. Ok so we go to the end of the year and we've got the annual review where you sit down with your head teacher. How is that experience? What do you think of that part of the process? P I mean since I started here I actually managed to achieve most of my goals by the end of the year and, as I said, I was lucky because I had lots of chances to be on either outside courses and training inside the school and that helped me a lot. So I think, I think I have achieved all my goals almost every year and the only thing, it happened last year where it was a continuation so I had to continue with this year. I Roll them over? P Yes. I But that's ok. Yeah. But that actually, so you physically sit down, have a meeting and then you get a written report of that, after that annual review? P Yes, yes, yeah. I Do you go to BlueSky to see that or does your head teacher…? P Well my head teacher would sit with us one-to-one. We have the conversation, we have the paperwork in front of us, this is your objective, that's what you did. If you have finished with your outcome you have to upload your evidence for the completion of this objective otherwise you have to roll it over to the year after and then after the meeting, after the one-to-one meeting, my head teacher would write a report and then she will show it to me and then we both sign and then she puts it on BlueSky.	j. SA- good, reflective process k. Evaluative l.Evidenced based process using Bluesky	5a 4c	
Maths EC	I constantly reflect so I'll walk out of a lesson and go, yep I was happy with that or sometimes at three o'clock in the morning I'll be thinking about ways of, oh this would really work well. So, and I do a lot of reflection when I'm driving in the mornings			

	so I do constant reflection on the work and what worked and what didn't work and how I could pull certain things in for different students. So sitting, because I'm constantly reflecting I feel I don't need that halfway through the year, that reflection because I am constantly reflecting, but I'm not sure if everyone is the same that way or not. But it is always good to say, yeah where am I up to, have I achieved what I've wanted to achieve so far because so many things are going on sometimes that can be pushed out of the brain with everything else that you need to be doing. I And the annual review at the end of the year, again, same, how do you feel about that? Your experiences I should say. P I think it's good to have an overall reflection and then that will then help you with next year. So normally I create my goals at the end of the year, what I want for the next year and after looking at that I say, oh yeah, now, I'd really like to look in this area or that area and a lot of mine are professional development areas as well that I want to look at but some of those, unfortunately, do get restricted because of time. Cause I wanted to be more involved in SRC this year but I'm on duty when they had their meetings and so, yeah, that certain time restraints so I think it is looking at some things that are out of your hands and so possibly having four goals that you want to achieve and then if you only achieve three because of the timetable and everything else.	m. Good reflective process n, Helpful planning tool	5a	
Science Exp	Oh that I still have to finish off what I started so I still haven't done it, I haven't completed it. I Last year? P Last year I was more happier that it got done, really. It's because there's a lot of… That's another thing, it's finding the time and it's more, it feels like more that you're ticking the boxes that's required and that's another thing, when you plan ahead it's because you don't see all the other things that are coming in and all the other things that are involved and so it becomes a rushed thing and so it's finding the right time to actually do it. I And what about the annual review, so this is the meeting, the one-to-one meeting, you sit down with your head teacher. Again, what are your experiences of that? P Very collegial, very nice, very generalised, not very specific, it's very more generalised. I And do you, can you use that for, you know, setting new goals in the following year? P Yes. Well that's part of the learning process. Maybe it wasn't really that productive, I could have done something better but every year's different. But, you know, could I have used my time more efficiently, could I have been more consistent with my work.	o. Need time allocation p. AR – collegial, but not specific	2g	
Science EC	I can be hard on myself but I guess when it comes up to writing reflections I try to be objective about it and I generally feel that I'm achieving whatever goal I've set out… The last few goals that I've set I feel like I've achieved something, if nothing. I Do you think it's a useful process? P Reflecting on…? I Yeah. P I think it, yeah, I think it depends as well, you know, I think that you probably do need to have something there where you look back on what you've done cause then you don't realise… Like that's how Mary-Anne words it, you don't realise how far you've come until you look back on everything, where you were before so I think reflection is probably good in that sense and I suppose again it depends on the person how they reflect on what they've done. Some people probably don't reflect much at all. When they write a reflection they probably just make it whatever, you know, they come up with stuff just to do it. But yeah, I find reflecting can be useful. It does make you feel like you've accomplished something so I suppose that's a plus. I Yeah, ok. So the annual review, you haven't been through one, or last year you went through an annual review? P Yeah we went through an annual review. I And what are your experiences of that? P Also we've got the mid-year review and the annual review and the mid-year review is kind of like we've done so far and I mean some goals I hadn't done much on last year and some goals I'd done a fair bit on and some goals I'd completely finished. Same thing this year, some goals I'm kind of midway through, some goals are basically I've done it. So I suppose the end of the year kind of just sums up that goal, have you completed it, yes, no. I think you probably do need it in that sense. Cause, like for instance, I made one of my goals my new accreditation and I still haven't done it (laughs). So saying, oh yeah, I've done	q. AR- demands objectivity s. Useful to reflect on accomplishments	7a	

	something but I haven't completed it, probably needs to be something you do at the end of this whole process. You can't just leave it, you know, you can't just, oh here's a goal I'm working towards and end of year comes and it's just sitting there so I think, yeah I think you need to have that end of the whole process review probably. I So you had a period of a few weeks there? P Yeah we had a couple of weeks when we were thinking about it and writing it so I mean, yeah, and I think you need a bit of warning as well for these things because, like you said before, you forget about them.	t. Need reminders to engage with process		
Support Exp	Yeah, the mid-year review is the big one so that's the one where we sit with the head teacher and we discuss everything and most of those questions, from what I can remember, is pretty much geared towards your own self-reflection and they're great because it does give the opportunity to just stop and regroup and sort of everything is in front of you so you can re-evaluate everything yourself and then, you know, it's that opportunity to really sit down and go, right I have missed this portion of the review or the evaluation and you really do have time to sit down and go wow, I didn't realise I was going so well, or I didn't realise I was missing a crucial part of my teaching. So that is really really important. I So that's not to be, that meeting you have there is not to be confused with the annual review. You have that self-assessment in the middle of the year, it's like a reflection on how you're going? P Yeah, we fill that in ourselves. Yeah. I So that's the one I'm thinking about. P Oh that's right I was mixing them both up actually. Yeah. That one, I think we're given an afternoon to do that. That's like an afternoon process. I think it almost replaces a staff meeting and it really is just going through everything that we've done, whether it's your goals, you know, how you're going along with those, whether you're achieving any of those targets and possibly what you can do to try and to make sure you do achieve them cause it's very easy to, not forget, but it's very easy to push it to the side because there's more important things to do. But I think given that opportunity to actually work on those and to really self-evaluate is really important. I And time too. P And time, everything is time. I So drawing to the end of the year you have a meeting with your… P Yes, head teacher. I Ok, and so would that be a period or generally…? P I think it might be. I think we schedule it for a period, yeah. I How do you experience… How do you find…? P I really like those because you do get feedback. I do enjoy, I do enjoy looking at the whole picture from the whole year and really evaluating the whole process and even though you've done that mid-year review where you have looked for yourself and you have reviewed your own undertakings, I think to have somebody else there to construct it all together and to give you the feedback and to still give you the opportunity to discuss how you can develop that even further if certain things haven't been met. Cause that's always a big possibility. Not all goals are met within that year period, so it's nice to have that opportunity to roll over and tweak that. (laughs)	u. Great to stop and regroup v. Important to evaluate w. Time allocation x. AR- likes feedback provided	8a 5c 3g	
Support EC	Well we're meant to reflect on, again time is an issue, but when I go on like a professional learning seminar or go to a course for a day, in BlueSky when you put it in there you're meant to actually log a reflection of how that applies to your teaching practice and what benefits you gained from attending such a course. I Do you find that useful? P It is, but again being honest with time, I haven't applied myself to that as well as I should have just yet. Like I know it's there and I've got to get around to doing it. I So other people can access your views on that? P Yes. I Through…	y. Limited engagement with the process to date		

	P Yes but only above, people that are levels above. I So what, any head teachers? P Principal, deputies, your head teacher. I don't think the other head teachers can, I think because you've got to be assigned to a manager so I think the other head teachers can. I think because you've got to be assigned to a manager so I think it's only in your faculty. Ok. All right, so you haven't actually been through the experience of an annual review yet? Can I maybe capture your thoughts about that process so how are you thinking about it, what are your expectations? P My expectations would just be that again it would be a beneficial experience for a beginning teacher. AT the moment I see anything as a learning opportunity. I mean anything you do the first time you're open to to see what' it's like. I anticipate that we'd sit down, we'd look at the goals and we'd virtually tick them of, have I achieved this, yes or no? Why did I or why did I not? What could I have done better? So again I think it would be an open process.	z. Anticipate a beneficial experience		

Table 9 - Case A Experiences of self assessment and annual review

Case A	Question 11 PL related to learning goals	Sub category	Frequency	Theme
Principal	It's definitely not none and it's definitely more than some because the growth coaching was quite a large number of hours both in course situations and then back at school practising and all the rest of it, which I believe is professional learning. And then the finance goal, there was quite a lot of professional learning, you know, we had to do accrual accounting and all of those very dull and boring things, so there was quite a lot, but having said that, the other professional learning that I did was attending at my SPC meetings where there was a presentation on an ?embryo, where there was a presentation on the PDPs or where there was something else, so… I You might say most. P I'd say most of it but then I think I'm able to say that because the goals that I set myself were very much linked to the job that I do, which is running a school that has three strategic directions that require me to be at the top of my game. So when I would go to anything about school directions, of course, that's related to the goals that I set because I set goals that were contextual for my person, my position and my school. I Would you like it to be different, that ratio or that mix to be different? Less or more? P No, I think it will become… If I look at all of the hours that I engage in in professional learning, and I'm not just talking attendance at courses but our own professional learning here at school and we now do three afternoons of full on professional learning each term along with our staff development day, so we significantly increase the number of hours that the staff are engaging in that. If I look at that and what I attend outside of school in my own, that may change because a lot of it was about introducing the PDP, a lot of it was about changing to the new finance system, for example I've done a lot of work, professional learning, on accreditation because the principal is now the TAA, the principal is now having to sign off on maintenance reports so there was a lot of professional learning around my goals because my goals were about the job that I do. So some of those things are going to change because the department some day has to stop reforming things and telling us that what we used to do isn't good enough and we've got to do something else. But, all of it led to me being a better leader.	a.Most PL relates to PDP goals b. Satisfied with mix	1a 1b	
HT Maths	So none of them relate to your PDP? P All, all of them relate in one way or another, which is easy when you're doing a masters because, I'm doing this because this is my goal so basically it all links in so nice, so it's great.	c. All relate d. Satisfied	1c 2b	
HT Science	I'd say some to about half. I Yeah. And would you like that to be different? Would you like more focused on your personal PDP? P I guess in an ideal world, yes. In a practical world not so much given time restraints and money and in all honesty I have three senior classes. Disappearing on them doesn't go down well if I disappear for an extended amount of time and I ended up with three senior classes because I'm the only chemistry teacher in the school at the moment cause the other one retired. So there's nothing I can do about that until we get a new one. I There's always that concern whenever you're out of a school, the impact on the school. P It is, it is. I Would you say you minimise the time that you could go to professional learning because of that? P I think I have a look and see what days things fall on and if it's a day when I have lots of year 12 and 11, then probably I'd think about it a bit more, whereas if it's other days probably not so much. I mean there's things like the science/maths head teacher conference I go to with like, that is so useful. So there are things it's like well, you know, I'll just miss a couple of days, like it is what it is but some of the sort of other things that are tailored to science sometimes you're going to go, oooh, and if someone else in the faculty, anyone want to go, because it would be quite useful.	e. Half f. Satisfied	1e 3b	
HT Support	I'd say probably half, just because I'm counting what's been set out for us at school as well as the ones that I'm self-directing myself to engage with. So the ones that I'm pushing myself into doing are the ones that are directly related to my goals, whereas the other half there are the ones… I mean some of those at that the school sets up will relate to my goals but some of them won't as well, not directly. Still useful but just not directly related to my goals. I Like compliance stuff? P Yeah so that's why the half. I Oh ok. Would you like that to be different, that ratio, would you like more to be related to personal, oh you're PDP? P Look I think it's a nice balance at the moment. Yeah like I'm proactive in seeking out performance development opportunities	g. Half h. Satisfied with	2e 4b	

	that will meet my goals directly. I think it would be very difficult for the school to always have performance development that relates to every single person's goals. They do try on a, you know, the three per term, one they had recently they did look at people's goals, what the trends were so they had something on Google Classroom or on student choice and sort of behaviours that kind of thing. So they were looking at people's goals when they made up those kind of four or five different courses. But yeah, I'm happy with the ratio, I think it's a nice balance.	balance		
Maths Exp	Well outside school they were all relevant and they were very very helpful in achieving my goals. Inside school, the good thing is sometimes we have those options of like different workshops and then you get to pick which workshop, and this is excellent. I mean if you need help let's say with technology you go and enrol yourself in a technology workshop. If you think you need more knowledge about assessments, you go and enrol yourself in a workshop that is talking about assessments, so it's the… We have here some kind of flexibility so that you can pick and choose which workshops to go to and this helps a lot to the end result. I Sure, sure, so would most of those internal ones or half of them be related to your PDP? P I would say most of them. I Because there's always learning that we do that's whole school which may not specifically be relative. P Yeah. I Would you like that balance to change? Would you like to spend more time in school focused on your PDP perhaps? Or are you happy with the way things are? P Sometimes, well, I think some of those trainings, some of those trainings that are irrelevant to my goals, they are also compulsory, compulsory by the department, from the department, so we have to do it but it's also part… I think it's part of also the professional development, which is it's not just my goal, it's just a general development for my career as a teacher. So I don't think there is any training that is done at school that is irrelevant. It might be irrelevant to my objectives but as a teacher it will be beneficial in a way to me.	i.Most j. Overall satisfied	2a 5b	
Maths EC	how many were particularly targeted towards your PDP, would you say none, some… P A lot. I I'll give you the rest of them. P Oh sorry are you referring to meetings as well? I Yeah, if you consider that as a PL experience. So how many were specifically… P Yeah, I'd say most. I was very lucky with the number of professional development courses I was able to go on. Are you talking internal or external? I Both. P Ok, so all of mine linked to my goals. I Really, so you'd say all of them then? P All my external? Yes. And probably half of my internal so yes. I Ok. P Cause I was looking at a wider branch of involvement at the school and I went on a softball course, even though I'm maths. I've been on a huge number of Aboriginal education which is what I'm wanting to look at for Aboriginal mateship. I Ok. Would you have liked that to be different, that ratio? P No. I think I, I find that everything, even if you pull one piece of information out of something it's been worthwhile. No, I thoroughly enjoyed and I was very lucky to go on the ones that I went on.	k. Most l. Satisfied	3a 6b	
Science Exp	Well thinking about all the professional learning activities you've undertaken in the last 12 months, do you think, you know, approximately how many of those would have been related directly to your PDP goals? So none, some, half, most, all? So all of those activities. You might think of internal and external. P Yeah, yeah. I would say half. I Ok. That's because externally you're doing a lot of this real targeted self-directed learning and here you would have to be doing some whole school stuff as well. P Yes.	m.Half	3e	

	I Are you happy with that kind of mix. Would you like to be able to just focus on your PDP goals and leave it at that? P I would but I think you need a good general knowledge of what else is happening and what the department wants you also to learn for whatever reason they deem it that we have to learn it so I think that's important.	n. Satisfied	7b	
Science EC	In the last 12 months. Ok so with the internal activities none, some, half, most of them or all of them have been directly related to your specific PDPs? P Well not all of them. No. But you can't expect that. Some of them to do with school goals are not necessarily your goals. I would say probably about four. One of them I actually did so yeah… I Because you're having a lot of those sessions aren't you? Once a term I think you're having three TPLs a term? So would you say roughly… P So four in the whole 12 months. I In the whole year so… P Well we did a conference, I don't know whether it was last year or this year. We'll say it was this year. One of my goals was assessment writing and there was a specific thing on a professional development day which was about assessment writing. And then one of my goals was technology and incorporating in my teaching and becoming more organised using technology and there was one that was initially about different types, like a diary or whatever you could use or whatever, and then there was one I did and English also did on Google Classroom and Suzi the year before did one on Google Classroom which is why we kind of took that up. So I suppose there was two with that. But one of my other ones was engaging kids for science with additional learning experience and opportunities and programs and there hasn't been a great deal for that one. But I mean that's possibly something that I would have to do externally from the school, you know, if there's like a science, like one relating to science and engaging science, and I'm sure there would be if you look it up then that would be the think I'd have to go to but I didn't pick that goal specifically because I knew that the school would be trying to help me out with it. I picked it because I thought our faculty could benefit from that one. I Yeah sure. So roughly you'd say some of them? P Yeah some, and you can, and I mean with our school they give TPLs where we can choose out of a selection of maybe five or four or something like that and I've usually picked ones that either benefit these, my goals, or benefit accreditation. You know, you always look out for what is actually benefitting you when you pick those ones I suppose. I Ok, great. And you're happy with the kind of mix? P With having a choice? Yeah I think yeah, because like I said, everyone's got their own goals. I know some people are looking at incorporating more introduced learning and stuff like that and last time we had a session for that. Some people are beginning teachers and they need stuff on accreditation to understand how to hit the standards and write a portfolio and all that sort of stuff and that was the one I went to last time and there was actually ?...24:22..classroom drop in with the IT teachers. Now I could have gone to that because that was one of my goals but I thought I already had a handle on it so I'll go to the beginning teacher's one. So I like having options. Everyone's different, everyone's got different goals.	o.Some p.Satisfied	1o 8b	
Support Exp	Yeah some are related, others sometimes, as much as I hate to say it, it's true, others sometimes I feel like, yes, I must know this and yes it's a great opportunity to learn these things but they're not directly related to me, on a level that I need. I think that's what it is, it's on that need of what I would like to achieve, it's related as a whole school, it's related as a teaching practice but it's not related to what I actually need as a teacher so I'd have to go with some. I So would you like that to be different? P Oh I'd love that to be different. I think the problem is, it really is a matter of timeframe because there must be a whole school, there must be wellbeing, there must be all of these factors that you have to complete but they're all so…	q.Some r. Like it to be different	2o	
Support EC	Would you say none, would you say some, perhaps half, perhaps most or all? All of the PL that you've undertaken in the 12 months. P I'd say most, most. I Yeah and so are there… P Because they give you that scope to choose some of your PL. So it might have been different if they just said we're doing this, this is the topic we're doing for this PL, but because they give you that bit of choice, I think it's most. I Workshops you mean? P Yeah.	s.Most	4a	

	I Yeah. Ok. Would you like that to be different in any way, the balance? P No I think it's good that they give you… I mean it's good that they direct some of the things that need attention but it's also good that you get a choice. Like for me personally I would find if they said we were doing something on IT, I'd find that, oh I'd probably already know that quite well, I'm happy with my skills in that area that it's probably not as beneficial if I went and did something on behaviour management or teaching to diverse learning needs or something like that.	t.Satisfied	9b	

Table 10 - Case A Professional learning provided

Case A	Question 12 Principal only. Impact on culture, challenges, resolutions?	Sub category	Frequency	Theme
Principal	Oh look there's obviously the observation classroom and observation has been a big change and I would imagine that's a big change in most schools. We had it happening but on a voluntary basis but now obviously everybody has to do two observations and we see that very much as a learning process because what we try to do through using the online portfolio BlueSky is to match people who have self-identified that they want to work on something and pair them up with someone who we know has a strength in that area and so the learning is two ways because that person who wants to work on it can go and see someone who's already efficient or highly competent in it and do the observation. So there you've ticked off the PDP but you've achieved some professional growth and that is, at a whole school that's what I added to the PDP process. I said that I didn't want Tom going into Harry's class and Harry going into Tom's class because they were next door to each other with a clap on the back going, yeah, well done Harry that was good and walking out. That is not, and I've communicated that very strongly that the whole, the observation has to be about growth and development. The feedback has to be about growth and development. The focus of the lesson has to be set by the teacher who is being observed and it has to be about their growth and development. If it's related to their objectives or their goals, terrific, that makes sense because the evidence is then the written feedback that they get. Now the PDP says they don't have to have written feedback, it says you have to have feedback but on our online system. People go in and they write up the observation because they realise that that person they've just observed, that's not just a piece of evidence for them but it's an opportunity for them to reflect on what someone else said and you don't often do that whenever you're just having a conversation outside of a classroom about that lesson they've just learned. So as a whole school, the other thing that has certainly increased, and I thank the PDP process for it, but it wasn't going to be as valuable if we just said, yeah, you just have to do an observation. So we've worked hard as a school, we've trained everybody on… We surveyed everybody about how comfortable do they feel doing an observation or being observed, how confident are they in giving or receiving feedback and we found that people weren't particularly confident or comfortable giving feedback, particularly when it was, here's something that I observed that I think that you could, you might like to try this, this, or this and the next time that I come in if I see that then I know that you've grown, so we have designed our professional development around that. So everybody has been trained in non-judgemental, how to give non-judgemental feedback by using data and that eliminates their fear, it's an extremely valuable process anyway so the person you're asking, you can ask anyone to come in regardless of their level and you say, I want you to observe the number of times or the… Do I ask open questions or closed questions? Do I spread the questions? How do I move around the room? Do I have my back to the class as I'm…? So people are gradually using things that they know they're not going to be judged on because they've just asked for a data. So the person who's doing the observation now also doesn't feel that they have to say that was a bad lesson or a good lesson, there is no judgement in that. And so they said, you know, you actually spent most of your time over in the top left hand corner and this kid down here didn't get any of your attention because you never… That's data, you can't argue with data and there is no arguing. The light goes on when you do that, when you show people. So they do things, like they have a map of the room and they will put an x every time a teacher moves to a desk and then you'll be able to see, you didn't go near that kid, that kid or that kid and yet when you ask the question, why did you not, because they weren't mucking up, no they weren't mucking up but were they being extended, were they engaged in your lesson. So that's good feedback. So everybody has been trained in that and the other thing we did was small mini session on the GROW model in that conversation, that post-conversation, pre- and post, what do you want to work on, what's the goal? You know, what does it look like at the moment? And then you into the lesson and you come back out and say, now what was it you wanted to work on, did you achieve that? What options could you use in future to do that and what are you going to do. So everybody has an umbrella in which to hang that conversation and because everybody's been involved in it, both the receiver and the giver know what's coming. What do you think has been the most significant challenges or issues faced in implementing across the school? P For me in this school, a very, I don't know how you would describe my school, but there's a not a large turnover of staff so I've got quite a lot of staff heading towards their retirement and I think the challenge for me was to get those people to engage productively with the process so that it was more than, yeah, I've set my goals, I did an observation and I attended three professional learning afternoons. Because, and how I did that, well I hope how I did that was to let them see that they're at the end of their career, they have got a wealth of knowledge and skill and experience that they can pass on so while they may not benefit,	Lesson observations were the biggest change Feedback needed to provide developmental focus Training provided in L Obs- Non judgemental feedback Evidence based data used in L Obs Growth model training Challenge in engaging older teachers in L Obs		

	cause this is the thing, what am I going to benefit by having a young person come into my class? Well you may not benefit be having that young person come into your class but that young person will benefit from your skill and experience. So the challenge was to get the older, more experienced, less than five years people to understand the valuable part they play in the process. Because someone who's retiring in two years' time doesn't necessarily feel that they've got anything to learn from a beginning teacher, but engaging in that conversation with a beginning teacher afterwards is professional learning for them cause they've never had to give feedback to anyone before. So I think that was, I haven't really experienced a tremendous amount of challenge with the PDP process at all. Well thinking about that how would you describe the factors or identify the factors that have been the enablers in allowing you to really implement this? P Oh, BlueSky, and actually, going back to that what's the challenge? If I hadn't had BlueSky and I know exactly what every other principal is saying because I'm flooded with people saying, can we come to your school and look at what you're doing with BlueSky? Because principals are going, how does anybody, who else is managing the PDP process so that it's not all consuming because my job at the end of the year is to say that every teacher has engaged productively with the PDP process. Apart from chasing everybody, I don't know how else anybody does it. But BlueSky has helped me and that BlueSky program is where everybody logs their goals, everybody logs their professional learning, everybody can upload their evidence so I can see evidence before we even talk about it, you know I can see that you wanted to work on your coaching skills, that you went to the course, and here is the, here is the notes from the coaching conversation you had. I can see all that so that when you walk in the door and we have that conversation at the end of the year, it's well done Tina I can see you've actually achieved this and have some… Instead of saying, what have you done? Where did you go? How did you feel about that? It's all on BlueSky. So the challenge, I would imagine, if I didn't have BlueSky would have been, how do I manage, not lead, manage the process cause I think the development side is the leadership. But the management of it is being able to confidently tick off at the end of the year to the director, yeah, everybody at my school has satisfied the PDPs.	Biggest enabler: BlueSky		

Table 11 - Case A Principal's view of impacts, challenges and resolutions

Case A	Question 13. PD supervisors & teachers only. Impact on collaboration, classroom teaching	Sub category	Frequency	Theme
Principal	NA	NA	NA	NA
HT Maths	It's made me look a lot more outside of my own faculty and it's made me aware of what sort of leader I want to be and what sort of leader I don't want to be. It gives that opportunity for outside your own area to get involved and again… I With others? P And again, it might be forced on you, in a lot of respects the framework is forced on us. I can't say, I'm not setting any goals or objectives, you know, I'm not going to do that because it is part of my employment. So it forces you to do it and sometimes forcing you to do it, I mean I think there's a lot of things to do. If you do it voluntarily or you're forced to do it, it doesn't matter because the outcome usually is a good outcome. You know, you're tired, you don't want to do it but you do it because you have to do it and then it's like, oh wow, this is pretty good I should have done it anyway. I What about classroom teaching, do you think the process has changed classroom teaching? P In my faculty I'd say yes, definitely, because I, being an advocate for it your door is open, if it's closed there has to be reason and certain never locked and, I'm sorry, I will walk in your classroom anytime whenever the hell I like, not because I'm nosy but because I am the head teacher and it's my job and I need to know what's going on within my own faculty. So, and our rooms, we've got two rooms here that are connected so if you want to go out here you've got to walk through the two of them and I don't care, if I've got to go over the other side, I don't have time to go downstairs and around and up and I just walk straight through and the teachers know that. And, you know, sometimes when I'm halfway through the room they'll stop and we'll have a conversation and the kids will join in and we'll look at the work they're doing and kids, you know, are aware that we work very collaboratively and that sort of thing as well so it's good in that respect. So yeah, I really… I So you see after a period of time… P They change. I I was sort of getting to, do you think improvements in teaching will lead to improvements in teaching that way? P Absolutely. I mean the two have to be intrinsically linked. If you're doing something in teaching it has to have a flow on benefit and I think with that very much open door policy we have seen improvements in our results because we have a lot more collaboration and this is how I do it, look I've developed this worksheet, do you want it? And at the senior level, although now it's a school policy, cause we've got five general maths classes and two two unit classes and if Mary-Jane gives her class this worksheet she has to give a copy of it, revision worksheet, she has to give a copy of it to the other four teachers. And they don't have to use it but it's there available for them. So very much very collegial in that respect but the kids are benefiting from the fact that we do talk more to each other, that we do do a lot more jointy sort of things together and it's for their benefit, obviously.	a. Outward looking b.Growth perspective c. Models open door classroom d. Impact on teaching - improved student results e Collaborative benefits	1d 1e	
HT Science	I think for the younger ones who've come in with that mindset anyway. I do think it probably has increased that. I have a pretty collaborative faculty anyway. We work pretty well together, I guess partly given the nature of just our subject and the sharing of resources and practical experiences and that because we just do. I think for the older guard, not necessarily. I think some have gone, great I retire in two years I'm just going to wait my time out and do what I have to do to keep everybody happy but I'm really not going to take this in the spirit and that's something that I think is probably across the board, I don't think it's a Model Farms only issue. I think that could, hopefully in a few years time when people have started to retire I think there could possibly be a bit of a shift in thinking across teaching. What about classroom teaching. Do you think the process has actually changed it? P I think it just has to. I think when you're focusing on, particularly for an observation, a specific aspect and you get the feedback on that aspect, you hear things that you hadn't thought about, you hear things that you didn't necessarily notice or you don't notice in your room when you do the same thing day-in, day-out. So it just has to by the nature of it, it will have to. I Do you hear a conversation in your faculty or around the school about more people talking about teaching or working together? P At times I think. I think at times, yeah. I think it also depends on who. I mean, you know, I've got a couple of young teachers in my faculty and so they're very keen to talk about a lot of stuff and I've got some very experienced people on my faculty	f. Increased collaboration g. Shift in thinking about teaching when older teachers retire h. Impacts teaching – the nature of process	2e 2d	

	so sharing ideas is a big thing in our faculty. I know there are other faculties where I think it's shut the door and pretend that this is my kingdom and that's it.			
HT Support	Ok, all right. So how has, if at all, the PD process changed your degree of collaboration with your colleages? P It's… I Increased, decreased, stayed the same do you think? P Probably stayed the same because we would engage through BlueSky before the PD process came in for me last year and so this has just been a continuation of what we're already doing. So, yeah, probably the same I'd say. I Do you think teachers would see it like that as well given the observations? P Depends on your faculty I think where… I Ok so we were talking about whether teachers would see it the same way in terms of the same degree of collaboration. P My faculty, we always have our doors open so we're always in and out of each other's classrooms, just the nature of being a smaller faculty with three support classes and four teachers so we're always knowing pretty well exactly what every other teacher is doing and how they're working so in terms of having someone else observe you, it's really nothing new to how we already practice. We're really comfortable. We have SLSOs in our classrooms with us all the time so, you know, it's very much open door, this is what I'm doing, there's no hesitation with having someone else come in and just give you some feedback of what you can do even better. I Has it led to collaborating with people outside and into other school, other school faculties or, do you think? Do you see that happening? P I had one of the head teachers observe me, or I observed him as well last year and yeah that was good. It was good to see how he runs his faculty meetings in his faculty and I gave him some feedback on what I observed and what, maybe some things to consider before going forward. Other schools, I have attended courses where the head teachers from different support units have all got together at Nirimba office at Quakers Hill and that was probably a couple of years ago the last one though so, well before the PDP came in but it would be good to re-engage with that network but that was more organised by one particular head teacher, a Greystanes head teacher, special education, and so yeah I mean everyone's doing their own things I guess in different schools but very similar in a lot of ways and being able to share those ideas is always valuable. I Yeah, so there's been no greater focus on I guess sharing. You mentioned a minute ago the school trying to meet the needs in terms of staff skills and what they need or professional learning around. Does that focus on PL bring greater collaboration do you think? P It does, it does. I mean in our three afternoons a term the senior exec always, I guess, mixes us up and they'll give us a number and so in terms of getting people out of their faculty groups so you're working with teachers from other faculties and you know we're all in the same boat here and getting to know them better and yeah, professionally learning together, which is always good. I What about, do you think it's changed or how, if it has changed, classroom teaching, do you think the process is changing classroom teaching and how might that be if it is? P Yeah. I think it can only help classroom teaching. Hopefully, you know, the teacher is open minded and willing to have that reflection, have that self-reflection and take on board feedback and that can only be a positive for classroom teaching, you know, attending more courses, up-skilling and getting more knowledge so you can do what you do even better can only improve teaching so definitely. I Ok, what aspect if any would you like to see changed, do you think it could be changed in any way, improved in any way? P That's a trick one. Can it be changed or improved? I We talked a bit before the need to continually remind ourselves that we've got to touch base with it. Is there any kind of support around that that would help it, assist it? P That kind comes down to the individual teacher to push themselves. Like I know, I'm aware of what I need to do, I just need to do it. So no one can really support me in doing that. I mean some time is given to do it, which is great. And it's just about, yeah, just making sure you actually just do it at the end of the day. How can it be better, look I think everything, there's lots of things in place that support us already to do it and we've just got to make sure that we do.	i.Collaborative since BlueSky j. Collaborative learning through observations k. Helps classroom teaching	3e 3d	

Maths Exp	I think it's increased because we, when we sit and do our goals we actually talk to each other as a group and we say, ok I'm doing this and I'm doing that and if two of us are doing the same thing we start talking together about achieving the same thing. So, for example, I'll give you an example, my colleague who is, he was trying to get his ?HATs this year, same as mine, so he went last week to a workshop in, I've forgotten the name, anyway, so he went to a workshop and when he came back we sat together and he said, that's what I have learnt so that's what we need to do. So instead of sending two people to do the same thing, he went there and he came and explained to me and we sat together and we made a plan for achieving that. I How do you think the process has changed classroom teaching, your classroom teaching, if at all? P Classroom teaching. When I look at myself before, like when I started teaching, my, it's just an example, all my hands-on activities were just like cardboard and dice and these things, while these days we use lots of technology when we want to do extra activities other than just teaching and I think with the new generation with those kids, they still like the hands-on activities, but once you give them laptops and they start being creative and you give them the chance to try things, I think it improves the kind of, the engagement and interest in the students' side.	l.Collaborative goal sharing m. Improves student engagement	4e 4d	
Maths EC	Yeah, no, I see myself, I like to collaborate because I like to share. I Has the process… Are you like that naturally or you think… P I'm like that naturally. I'm naturally like that. I always share what I've learnt, I'm happy to share. I'm doing a workshop next term on one of the courses I went to, Eight Ways of Learning, so no I think that's a very important part to the whole process is sharing. I Do you see that happening across the board? Would you say that was general? P I find if you ask normally people are happy to share but they're not, oh look I did this does anyone want a copy so, yes, but we're, because we are in departments, it's mainly your department and not many of my department people have gone on courses that would be relevant for me so they haven't needed to share in that way. I Ok. What about, do you think the process has changed your classroom teaching at all? P The process of… I The whole process of the, you know, the framework for professional development, personal development and you know writing the reflections and using BlueSky and self-assessments, all that stuff. P No, I internally did a lot of that anyway so physically having to do it I don't think has changed my style so much. As I said, like we always used to have goals and what we wanted to achieve in that lesson anyway so that's what I was used to but, no, I don't think it has personally changed my form. So… I Do you think as a system though this thing we call the PD process or the framework, does it assist or…? P I think it would. I think if you need guidance I think it helps you in your guidance if you're first year out or a beginner teacher I think that helps with some guidance as well but I just find, the biggest problem is time. Having time to do all of this and there are so many things we have to do that adding more things to it just makes it so much harder to get what we need to do in the classroom as well so the time factor is the big big thing with this.	n. People are happy to collaborate o. No impact on teaching for me as I was already doing the aspects of the process p. The process generally provides guidance whichwould impact on teaching	5e 5d	
Science Exp	Yes, I think to a certain degree yes, because there has to be class observations. I was observed in parent/teacher night, how I interacted with the parents. So there has been, yes. And it's good that we start that process. I So parent/teacher night you chose to… P Yeah they decided, why don't we do the parent/night thing how I interacted with other parents. I Ok, how did you find that? P Intimidating because you're not, you're more, you're not so, it's a very sort of relaxed environment and so once you're being observed you're more careful on how you say things or how you approach things. It's the same as someone observing the lesson. That's why it's good generally people coming in to watch your lessons because you don't constraint yourself and it's not good to constraint yourself and so it's a mental issue. So if you let things go in your mind and let it go and you just let it flow it works quite well. But because it was the first time and she was listening… I Did you want to be observed in that environment? P I didn't mind. I didn't mind because it's always a learning experience so things I don't, I wasn't aware of, I just became more	q. Increased collaboration through lesson obs.	6e	

	aware of how I said things and what I said and, you know, you don't want to be very… So yes, you were more careful, yes, just more careful. I That's the first time I've heard of that, it's quite interesting isn't it? So yeah, collaborating, you certainly see that collaboration is increasing with this process. What about, has it changed, do you think it's changing classroom teaching generally? P Yes, it's a slow process, it's a requirement, I think it's a good thing, it's a good thing and if we do it slowly there's more accountability, there is also, you know, processes that you can learn from other people, how they do things, whatever activity that is, how they use a sheet, how they discuss it, how they talk, how they teach, how the kids interact, so I think all that's good, all that's good.			
Science EC	I suppose if you create the same goal at some point I think you do find that they collaborate with our faculty has all tried Google Classroom and tried to make technology a part of our practice and because of that we have been incorporating and collaborating a bit more with each other and other faculty. But I mean if we had different goals then I don't think that would have been the case. I Do you see other people from different areas working together? P Sometimes, like for instance with Google Classroom like I'm not an IT person, I like technology but there's heaps of stuff I don't know so I've talked to some of the IT teachers about what are the capabilities of these things and they tell me it and they help me out with different things, like Rebecca has helped me out with Google Classroom a bit and Suzi has helped. All the staff members have helped with Google Classroom. One of my goals was physics syllabus and writing assessments specifically for physics. Now I haven't taught physics before this year, Juan who I think you're interviewing or have interviewed is a physics teacher and he has help me out with physics so, I mean, it happens, it depends on what your goal is again and if you have the same goals as other people. I mean you need help with some of them. I So I guess in fact the process by asking people to set goals and identify those has led to a little more collaboration in sharing those. P Yeah. I Well what about classroom teaching, do you think the process has claimed classroom teaching at all? P For me or in general? I In general. P I think it might have. I think that these are things, these goals would have been some of the things I would have done without this process, to be quite honest. I mean eventually if you start teaching a new senior subject you're going to be doing an assessment task regardless of whether you make it a goal or whatever. But I mean, like I said before, it puts it down on paper, it means that your working towards it and you know what you're working towards and it also does help when you have people like ?Tina and that realising that your goal is what you're working towards and they accommodate for it. They give you TPL sessions, they give you extra time and resources so you can work towards it. So I would have done this sort of stuff anyway but having this whole process, there's been added benefits to it that's made it easier in some aspects. I mean other people might find in different, they might say, "oh I would have done this anyway, I don't need to set a goal to achieve one, this is extra writing and extra work I didn't need", but I mean I'm different, I kind of like having stuff set in stone. I So you'd see out there where there maybe some people setting goals that really aren't going to have much of an impact on classroom teaching? P Oh yeah, I mean there's some goals that I'm sure people have set that aren't around classroom teaching at all, they're probably more about, they might be more about their work experience, you know. I mean I suppose you can make… These are very broad sort of goals. Some of these have had more to do with my students and my teaching than other ones. I mean the Google Classroom thing, every single one of my classes has it now, I put things on there, we collaborate and we talk on there, we use it. I would have done that anyway but now that I'm learning more about it because of TPL sessions, etc., means I can do more with the kids with it because I've learnt more about it in those sessions. So, I mean it has affected my practice a bit and, like you said, maybe some people it's affected more than others. I can learn things on my own, like with Google Classroom I probably could have learnt half of the stuff without asking anyone but I know some people require more assistance with technology so having extra	r. Collaboration through goal sharing s. Impact on classroom teaching t. Some goals not related to classroom teaching	7e 6d	

	TPLs and that they probably wouldn't have been able to achieve that without it.			
Support Exp	Oh absolutely. Yeah, because I think when you focus on those processes it sort of encompasses everything that you're doing, you're encompassing everything that you're trained to do and you're encompassing everything that needs to be done in the classroom. So even as educators or teachers, we go through those processes, you're actually going through the processes with your students in the classroom and without that framework even though we don't directly look at it, I mean I had to print, just before I came I had to print it off and I thought, I just can't even remember it offhand, it's not something that we look at on a daily basis, but it's something that we implement throughout our teaching practice. You also implement it through your classroom. I Sure, coming back to though, do you think you're working more with teachers, collaborating more with teachers than you ever did prior to this? P Oh, absolutely. Networking is such an important facet of teaching these days and just learning, learning from other teachers to better your own teaching skills. I …through the feedback. P Yeah, observations, feedback, even to some degree the goal setting cause, you know, you might find another staff member that has got a very similar goal towards yourself and then finding that staff member and oh, you know, having that conversation of where have you, what have you done to achieve this goal and what sort of courses have you seen that's out there that I could possibly work towards or how have you implemented that in your classroom.	u. More collaboration through networking	8e	
	I So we're spending all this time on this PD process, do you think it actually changes classroom teaching? P Ok. With the introduction of BlueSky I think what it has done, and I have to refer to BlueSky as the framework as well because they're so relatively similar, the only changes I would say would be that we are more aware of it as educators. Have I changed my teaching as a result of that? I suppose I have. I have because, it has affected it. Only because as a teacher I'm learning new skills, I'm learning new things and then I'm having to implement those in the classroom because it's related to what I teach. I think if you were to not have the framework you'd have no structure, you'd have nothing to follow and you wouldn't have, you know, you wouldn't implement the goal setting for the kids or their own evaluation cause I think you really need to reflect whatever you do your class needs to reflect as well. I'm just trying to imagine it without the frameworks whether, you know, not that it would be a baby… I To where you were before, what you experienced before this school… P Yeah, yeah… I and I think you might have described there wasn't any structure around. P There was no structure. You had the syllabus, you've got to meet the syllabus requirements and its done but how you went about doing that was, there was no structure as far as I remember that there wasn't any goal setting by the kids, there was no evaluation by them, it was just teach, teach, teach, here's the information and then go home and do your homework. There wasn't really any reflection by the kids at all from what I recall.	v. Impact on teaching	7d	
	I So, as a result of the BlueSky you're actually asking students to develop their own goals? P Yeah, it's really important that they do develop their own goals. I And that happens in all classrooms? P I don't know whether teacher implements it. I think it's a very important factor that I think teachers should. I think we know what we would like from each lesson, that's our goal, and I think what kids need to know these days, I think it's really important that the students actually know what your goal is for that lesson and it's not very hard it's simply one statement on the board to say, right the goal of today is… We are going to achieve this, this and this, and then that's my goal as a teacher so can you please write down in one sentence, takes two minutes, write down a goal that you can achieve this lesson based on what we're doing today. Don't know whether that's implemented through classrooms. In the support unit it's really difficult cause they're autistic kids and even though they don't give you much feedback you still let them know what we're doing and they still need the visual structure on the board to say, right this is what we want to do today, this is the steps, or these are the steps that we're going to do and this is what we're going to achieve at the end.	w. Models process in classroom – impacts teaching		

Support EC	Do you think the PD process has changed the degree of collaboration between colleagues? P Oh it's definitely enhanced it but I've only been in the environment for two and a half, three years, it's hard to say. I And what do you see? P But it's something we talk about all the time. There wouldn't be a meeting that goes past, a staff meeting, where we're not touching on it, people are very open to talk about what goals they have, what courses they would like to attend, what areas they would like to improve in their teaching. I Do you think that's across the school? P Yeah, I do, yeah. I And do you see, you know, inter-faculty kind of collaboration occurring at all? P I think, do you mean in terms of sharing ideas? I Yes. P Or do you just mean in terms of do they talk to each other? I No, just sharing ideas and sharing, well talking teaching. P No I think there is. Like IT, they're more than happy. Well in the workshops where there's someone form a faculty that's happy to put their hand up and talk about something that's fairly relevant towards their faculty area. So yes. I What about classroom teaching, do you think that's changed as a result of the process? P Probably not as much as it could have. It's a lot easier to say in reflection that I attended this course and it changed this in my practice but, day-to-day it could be better, it could be better. I Could be more… P Yeah, there's room for improvement. I What do you think's sort of inhibiting that? So we're talking… just to clarify that. P I'd say, again time and meeting expectations of you. Like if you learnt something you wanted to try in the classroom you might not have time to try it because you need to get x, y, z done.	x. Enhanced collaboration through goals, PL, teaching y. Inter faculty collaboration z. Probable impact on teaching	8f 8d	

Table 12 - Case A Impact on collaboration and classroom teaching

Case A	Question 14. Most important outcome	Sub category	Frequency	Theme
Principal	The most important outcome for PDP. I don't understand the performance side of it. I still don't know how you can separate performance, how can you go into a teacher's classroom and be hoping that you're going to be able to engage with them on the development side of it when you're observing very significant performance issues and once you decide that there's performance issues… It's never been explained to us how the PDP addresses the performance side of it. My only experience of it was, I actually had an executive head teacher who… There were performance issues, there were performance issues that didn't come up out of the PDP process, they came out of all of the mistakes that he was making and so the only, the way that I moved to the improvement program was about actually saying that he didn't have a satisfactory PDP. I don't know whether that was right or not but that was how I did it because there's been no real training in that area. But the most significant outcome has been in the area of focusing teachers on professional growth and development.	a.Focus on professional growth and development	1a	
HT Maths	Probably student, better for the kids, better for the students. I For results, better for the teacher? P Well everything. Results as in academic but the students themselves. I mean having the head teacher welfare in my faculty I see the other side of the coin as well and if she's not there I usually have to step up. But it's just everything, it's looking at the student as a whole person, preparing them, I don't want to say for 21st century because I think that's stupid, but preparing them to go out into society. And all of teaching is about that, whether it's modelling not talking on your mobile phone in the playground or teachers taking off a hat when they're in a classroom to listening to each other, you know, the whole thing. Of course your subject's important and of course the HSC is important, always will be for uni and that, but there's a lot more to it than that and I think that's that concept that, you know, we all get together to do what's best for them, it's not about us it's about them.	b. Better for teachers and students"whole development"	2a. 1b	
HT Science	I think probably the observation project has probably been one of the best things to come out of it and learning, for myself personally learning a lot more about that, which I've really quite enjoyed. And I think the other really important thing that has come out, well the best thing has come out of it is actually forcing people, no matter what stage in their career, to actually have a look at themselves and think about their practice, what they're doing, how they're doing it and how they can, you know, improve if necessary or do something a bit different or something to engage the kids better because they learn a lot differently to how I did and they do things a lot differently to how I do and I can't just stand there and go, do this, do this, do this, cause it doesn't work. We need to be able to engage them and the only way we can do that is by looking at ourselves.	c. Lessons Obs project d. Reflecting on practice to improve	3a	
HT Support	Check notes			
Maths Exp	I think it gave me lots of strength and I have more options for the future than before. I Your own professional options? P Yes. I Career options you mean? P Yes, so for example, because I had the support… One of my goals was, for example, teaching ….31:33….maths. So I can, for example, because of this support to me and I did all these trainings, I could easily go and apply in a selective school, for example. So it gives me more options for the future.	e. Confidence f. Career options	1f	

Maths EC	I think support. There hasn't been a course that I have thought would be relevant that I haven't been allowed to go on but I was lucky in the way that, because I was classified as a beginner teacher, as special beginner teacher, I was given special funding so that funding was able to be used for my professional development so that how I used my funding, I didn't have days off or anything like that, I used that funding for my professional development.	g. PL support		
Science Exp	To become a better teacher.	h. Better teacher	4a	
Science EC	It's just becoming a better teacher really. I mean that's the way I see most of this stuff and this idea that, you know, once you've finished, like you learn about teaching at university, you know a lot about it and then you go into a school and you find things are very static in a school, you know, some people don't change their classroom practice much after they started. They spend the first three years establishing what they're going to do and it stays that way for a decade or whatever. I think with this process people are probably expanding their horizons a little bit, developing their teaching a bit. Maybe some people need to be pushed a bit more to do that and I think this is probably one of those things that does help push people to do things like developing their teaching. I mean it's all good and well having a TPL session but just, as you know, with kids in class, just because you have a lesson on something doesn't mean they take it in or do anything with it. Same with the TPL, it doesn't mean the teachers, you know, they sit in on a Google Classroom session it doesn't mean they're going to adopt that technology or use it in their classrooms. If they make a goal that says, I have to do this or I want to do this, then that is forcing themselves, intrinsically, to do something. So yeah I think that's the purpose behind it making sure people are improving on their teaching practice.	i.Better teacher	5a	
Support Exp	I think the importance of teachers learning new skills and implementing those into the classroom and it's really a matter of, it's really just to stop that dull teaching process. Oh how can I say it correctly. It's stale. It's to stop, so it's not stale. Cause teaching can become very stale and what you teach in your lessons even though the curriculum maybe the same over a great number of years, it becomes very stale and so if you don't learn new skills as a teacher, yeah, how are you supposed to implement something new to the students. I don't know whether that answers the question actually.	j. New skills	6a	
Support EC	Just bettering myself as a beginning teacher and particularly relevant to me is the accreditation, moving into a proficient teacher and then hopefully from there highly accomplished and maybe the lead.	k. Better teacher & accreditation	7a 2f	

Table 13 - Case A Most important outcome(s)

Case A	Question 15. More about experiences of PDF	Sub category	Frequency	Theme
Principal	I love having conversations about teaching and learning and it has allowed me to have a lot more of those than I used to have because, whether it's what we've done here at my school or whatever, those conversations are now couched in growth and development rather than clinical supervision and you take away that fear that you're talking to a teacher about what they do in a class because the teacher thinks that they're doing something wrong rather than…	a.Love the conversations about T&L Enables "growth" conversations	1a	
HT Maths	I think it's really good. I like, obviously, I like and now I've finished my masters I thought I'd be like, great I'm not doing nothing else, but now I find myself thinking, I don't know maybe next year going to the department when the PDPs have been in for a while and saying, I'd like to do some research for you on, not the whole thing because that's huge, I don't know how you… Just on observations and whether or not they can identify an improvement in teaching and learning and student outcomes from the observation process itself.	b. Really good...inspires research	2a	
HT Science	I think the process, if it's taken in the right spirit by the school, is fine. I think possibly, just from talking to different friends at different schools, some schools seem to have taken it in, not necessarily the spirit that I think it was intended, particularly the observation aspect of it and maybe there needs to be a bit more from the department about that, you know, and if the school hasn't taken it in the right spirit, sort of maybe someone somewhere kind of goes, well this and actually this is what it's meant to be, you know, maybe you need a little bit more TPL or something. I mean we were used to using the BlueSky for putting on stuff that we're doing and keeping records and stuff like that so this whole, you know, making goals and self-reflection and all those sort of things, we had been doing, I mean not to the point of this, let's be honest, but we had been sort of doing it for the last few years anyway so it wasn't a case of something brand new we'd never seen before, which I think all credit to Tina for that. So we weren't behind the eight ball and I think she has taken this in the spirit it's supposed to be taken in. It's not a punitive or a, you know, this kid did this and this kid did that and I would never had done it this way type thing, it's a focus on what you want. I But you have seen or heard amongst your own colleagues, you know, some resistance? P Oh there's been resistance, the hissy faculty big time but they resist everything. I So how is that overcome do you think? P Truthfully? One retires the end of this year, one retires the end of next year, that's how that's being overcome. I think it's a case of they're just waitin em out. They resist everything. We had a thing a couple of weeks ago where we had Super Hero Day, we raised money, and we didn't tell the kids about it and we all got dressed up. We had Batman and Harry Potter and the whole shebang, they were the only two in the entire school who didn't dress up. So I think it's honestly a waiting the two of them of out more than anything, cause I don't think no matter what conversation you have with these two guys, I don't think whatever you tried it's not going to have an impact on them and I said one retires in six months and the other retires in about 18. I How do you think the rest of that faculty survives under that influence? Are they swept up with it or do they seek support elsewhere? P I think they have an interesting time of it. I think that they do probably do seek support elsewhere. Neither of them is the head teacher so they're both just experienced classroom teachers. I think the head teacher probably has an interesting time of it amongst them all.	c. Process is fine. d. Using BlueSky prior to PDF has helped e. Not punitive, but a self directed focus f. Resistance from some older staff	3a 1d	
HT Support	No I guess they've been positive. It's just formalised what we already do with BlueSky and, yeah, no dramas.	g. Positive experience. h. Formalises BlueSky	4a	
Maths Exp	I'm happy with it. I mean it's funny, I actually was talking to my partner the other day about that and he said, because he works in, he works in a private sector so they get paid according to their productivity and he said, I don't understand how teachers gauge their productivity, and I said well we still have the evaluation happening every year and I think the best way of deciding, well we're not comparing people, we're not saying this person is more productive than this, but when you do your evaluation at the end of the year this is the way you can see who has done what by the end of the year. So I think it's a good way of gauging how much you are productive in that year.	i.Happy with it j. Enables a measure of productivity	5a	

Maths EC	Well, I'm only new to it so I'm sort of getting the hang of it now. But no I think what we've said so far about just the guidance and sitting down with someone else while you're doing it and even looking at other people's personal goals, things like that. Julie Elliott was very helpful in the first year, we had meetings every fortnight, discussion of things as well. I Julie is? What role did she play? P She's like the mentor for new teachers at the school and new teachers to the state system so I attended that. So Julie was there to answer questions if people needed questions and things like that. So that was good and then there was Mary-Ann as well so Mary-Ann was another mentor that once, I think it was once a month we'd see Mary-Ann for other things as well and so I think that was useful and you could ask to speak to Mary-Ann about anything you needed to. So, no, I think they were all in place if needed, which was good.	k. Good support from teacher mentors	6a	
Science Exp	It's not bad, it's good that we've initiated it in this sort of format. I don't mind it. To me it feels at this present moment it feels like trial and error. So it's, to me it's an evolutionary process at the moment so it's very evolutionary. So we'll see how it goes.	l. Good format; it's not bad..I don't mid it. Feels like a trial & error process	7a	
Science EC	I don't know enough about how you do these things to be quite honest to know what sort of changes would be worthwhile. I mean it seems like you probably won't know unless you talk to enough people, which is what you're doing, if this is a process that's actually working very well. I find it fine for me. I probably wouldn't change anything for me, somebody else it maybe a different story.	m. Fine for me... wouldn't change anything	8a	
Support Exp	Not really. Again it's I think just being given the opportunity to have time to find new things, reflect on things. Yeah and in some way not being such structured work, which sounds really silly considering we're trying to structure everything in class but I think just a couple of opportunities, even one a term… I Learning you mean.? P Yeah yeah. I Not such structured… Just more time to reflect as you said to work on the process. P Yeah, yeah. And you know I think in that I think networking is really important because sometimes you can't find information that you need whereas perhaps combining a couple of different faculties together that are unexpected faculties, say for instance, I don't know English with support unit, two faculties that are so different, to try to work together and I think project-based learning is, as much as some schools have implemented some haven't, that's a really really good task to have because you do cross reference with all the different faculties and curriculums.	n. Given the opportunity to find new things, reflect on things o. networking is important p. Really good to collaborate	9a	
Support EC	It's fairly straightforward of what's required of you. There's lots of scope to, I suppose to individualise it, like everything can be towards your, like students have their learning needs, teachers have their learning needs for teaching. Yeah, it's fairly straightforward, you can apply it to your teaching and there's scope for reflection and improvement.	q. Straightforward process r. Scope to individualise s. Application to teaching t. scope for reflection and improvement	10a	

Table 14 - Case A More on experience of the PDF

Case A	Question 15b. Any changes recommended.	Sub category	Frequency	Theme
Principal	Yes, I would say development and performance and I would, as a department or a system, support principals more by giving them access to something like BlueSky or some other, you know, without people reinventing the wheel in every school, and I'm sure someone has created something somewhere, but why should principals have to do that when this is a system that's imposed on us and told, you have to manage this but we're not going to give you, we'll give you a little bit of training and we'll give you a nice director who will help you on your development side of it, but no support on the management side of it. So that's what I would change. I believe the name change would actually help with the sentiment of the process and the intention of it and I certainly believe that principals who are so time poor because they're dealing with these 18 reforms all at once, need some more practical support to manage things.	a.Support principals with something like BlueSky b.. name change required reflecting "Development"		
HT Maths	No not really. I mean the basis of what it is is good. I think the benefits of it will increase as there is a greater acceptance of it and the benefits of it. So not just a case of, oh, you know, it's January I've got to have three objectives, what am I going to do, oh yeah well, I want to do some classroom management, yeah that's always a good one and no forethought. So I think the more it develops and now that we've got, like and I'm going to sit down at the end of this year before they set there's for next year and part of mine's going to be, well ok two years ago these were your objectives. You met these ones but you never met this one and then, you didn't flow it on into last year and then you had… You know, like trying to get some of that flow affect so, ok, you want to do better at classroom management well that's huge, what do you want to do and breaking it down. So in this year I want to look at using other methods, learning methods. Ok so I'll try this and then I'm going build more technology in but that's been linked, you know, so it's a whole flow on process as opposed to a, oh it's that time of the year where I have to do it. And that applied across the board to the whole process itself. It shouldn't be a case of me saying in my faculty, ok, it's the end of term two, you all have to do your journal entry to see where you're updated for, you know, and this, it doesn't matter what it says, just do it. And I've noticed that with the observations when the staff have said, I don't care, I don't care, I just… Well you've gotta care, what's your objectives, what do you want me to look at, why do you want me look at that. Oh come in and watch me use ICT. Ok, is that one of your objectives, you know, did you want to look at thingo? And that linking and that's what BlueSky is really good for because you can pull it all together and see it all in a glance. I So with longer use you may not have to be having those conversations with staff. P And it will become a case of, oh ok. Cause normally we do an observation by the end of term two, it'll be a case of, oh, I'm doing this really great lesson how about you come in and see my lesson instead of, I have to have you look at my lesson, what the hell am I going to do, oh I'd better come up with something great for you to see. So I've got an objective, I want to build in… This was one of my staff the other day. She's gone, I want to build more staff, more OCT. She went and did a course on GeoGebra, which is one of the graphing things that we use and then she said to me, oh listen, I know you were going to do this observation but how about you come in and have a look at this and tell me how I've gone cause I'm building in what I've learnt. So she's got her objective, she's got her learning, her CPL we call it, continued professional learning like her professional development she's done, she's trialled it and now she's going to put it in the classroom and she's going to do some pre and post and I said do some pre and post sort of, you know, just five little questions that you can give and deliver all the stuff and then do at the end to see how you went. And then there's your evaluation to be able to do that. But just building it all in together, that's the… It's like the kids when they say, I wanna go to uni, ok what are you going to do at uni it's a big place. I don't know.	c. The basis of the process is good. d. The benefits will increase overtime	1c	
HT Science	I think the process, if it's taken in the right spirit by the school, is fine. I think possibly, just from talking to different friends at different schools, some schools seem to have taken it in, not necessarily the spirit that I think it was intended, particularly the observation aspect of it and maybe there needs to be a bit more from the department about that, you know, and if the school hasn't taken it in the right spirit, sort of maybe someone somewhere kind of goes, well this and actually this is what it's meant to be, you know, maybe you need a little bit more TPL or something.	e. Process is fine	2c	
HT Support	I -We talked a bit before the need to continually remind ourselves that we've got to touch base with it. Is there any kind of support around that that would help it, assist it?			

	P That kind comes down to the individual teacher to push themselves. Like I know, I'm aware of what I need to do, I just need to do it. So no one can really support me in doing that. I mean some time is given to do it, which is great. And it's just about, yeah, just making sure you actually just do it at the end of the day. How can it be better, look I think everything, there's lots of things in place that support us already to do it and we've just got to make sure that we do.	f. Support is there	3c	
Maths Exp	I think it's just the observation process that is a bit tricky at the moment in our school but the whole process is all working well. It's just the observation is a bit, people still feel sensitive about these things. I And do you think that's because it's early days or…? P Yes. Cause we haven't started… We started doing observations I think second half of last year, that was the first time we tried it. I Ok. And specifically it's again if we dig deeper into that, is it about giving feedback, is it about using the proper language as you've explained, having the confidence to receive it in a professional way and perhaps not be so sensitive. P Yeah. I They're the difficulties? P Yeah. I The tricky things. P Yeah.	g. Need training in feedback		
Maths EC	I know with the reflection there are possibly, and I don't know the best way to describe that as, not a ticker box but ways to broaden your options so if you had, do you do this, a particular idea you say, oh no I don't do that but I could, so just different ways to, and in your reflection like, did you do this yes or no, did you do this. So you're sort of helping hone in different areas of, even though you didn't do it, you could do it as opposed to a personal reflection that, or I think I'm doing ok but just to branch out to see what else could I be doing. I So a list of quality teaching attributes rather than a blank page. P Yes. I think would be really good cause then you're reading, oh no I didn't do that but I could do that and could you incorporate any of these into your styles and you haven't it then broadens your view of, oh yeah I could easily do this but not have thought of being able to do it.	h. Need a Lessons Obs quality teaching checklist		
Science Exp	In the PDP, I just don't know how you can actually fit it in but if the Department of Education could actually find courses that we can actually do and complete that seem to be relevant to the subject area that you teach in, that would be really good. I Like maybe connecting with a university? P Absolutely. I And everyone could like into, you know, science, maths, history…	i.More curriculum based PL		
Science EC	Well, I mean this is a school thing not so much the actual PDP thing. We have this program BlueSky that we put everything into and then we transfer it over to PDP and a lot of us find that a bit of a, you know, you're doing the same thing twice and find that a bit of a waste of time. And I mean the only thing I'd probably like to change is if we're going to use that program it would be good if it could just streamline into, like if we're doing a reflection on BlueSky why can't it be the reflection that we're doing in the actual document, but that's got nothing to do with the process that's to do with the fact that our school is using BlueSky and it's the way that BlueSky and that's the way that BlueSky operates. But in regards is there anything I'd like to change or anything, I don't think, you know I don't think there's anything that needs to be changes. I Sorry, can you just come back to that BlueSky bit again. What's the repetitive part about it? P Well you fill in reflections on there and you are given the document to do with PDPs for each one that you have to fill in your goal and everything. And I mean it's not too bad because you can copy and paste a bit of it but you need to reword it to fit into the word count and everything like that it would be nice if that could be formatted I suppose specifically for that document.	j. Need to streamline data entry process for all agencies		

	You know if you had something like that it would nice. I mean that's something that BlueSky, the people that run it have to think about, not so much anyone else. I think that was the feedback we had last year when we were finishing up the documents, it was a bit of the feedback. But at the same time I understand why we've got BlueSky and why we use it, especially with all these new rules and maintaining accreditation and all that sort of stuff that have come in place, you have to record your professional development and reflect on it and that makes it a bit clearer. I think that's a good thing that you have it there but I like the idea of efficiency and I don't like the idea of having to do something you've done once again and if anyway they can make it more streamlined it would be great.			
Support Exp	Not really. I think the process is really quite good. I quite like the framework. I think they've covered all facets that are needed. Again, it's just time, it's being given the opportunity to be able to implement these on a broader scale.	k. Good process	4c	
Support EC	The only thing I've thought of would be good for beginning teachers if, I know it's hard, but if we could get some time allowance to focus on these kind of things, like whether it be an extra period a fortnight or… So that we could tackle those issues of like behaviour management or writing reports or whatever it be. It's like anything, you start something, you're finding your feet and that little bit of extra time would just help until you become more accustomed.	l. Need additional time allowance for beginning teachers		

Table 15 - Case A recommended changes to the PDF

APPENDIX CASE B

Case B	Question 2: Experience of the new PDF	Sub category	Frequency	Theme
Principal	So now with the new one, I'd have to say that I absolutely love it because I think it makes teachers more, not accountable but more able to control their own learning and goals whereas before you weren't really goal setting you were just knowing that you were doing your job I think and making sure you were doing your job. Whereas this one is actually allowing for growth in teachers, it's allowing them input into thinking about what is it they really want to get out of being a teacher and not just turn up each day and do the job and they then have to think about long-term how they can improve themselves or what they would like to see themselves doing and actually start working towards it and thinking about it long-term. So I really, really, really love this new process. I think it's fantastic. I haven't seen any problems with it, and I don't know if this is question you're going to ask later so I can leave it, but I haven't seen problems with it in terms of the way staff perceive it and I hope that's what staff say too. But I think in general teachers have seen it as a positive thing.	a.teachers control their own learning & goals b. allows for growth	1a 1b	
HT Maths	And so how have things changed? Have you observed things have changed with the new PDF from last year, have you seen any great differences? P I think that people are more interested in their own career path, I think they're more interested in how they can professionally develop and schools are also more interested in developing their teachers being aware that they need to maintain their teachers as well.	c.career path interest d. professional development	1c 2b	
HT Soc Science	When I started in 2011 pretty much to 2013 it was a really basic type process. It was almost a back-to-back A4 piece of paper with a couple of questions to fill out and provided that you filled it out it was kind of ticked off, yeah ok, really short if any conversation with someone above, how's it going, what are you feeling, what are your goals, what are your aspirations? It really was just a quickly do this and we'll sign it off and yeah you're good to go, you haven't caused up any dramas so, yeah, we'll keep you employed. And then more recently with the framework coming in things have changed to make it a little bit more, I guess, more accountability to it. I And some of the obvious things like you see observations? P Yeah, yeah. I Did they occur prior to this? No not really, only in terms of, cause I'm actually a New Scheme teacher as well so I had been through from starting at Quaker's Hill in 2006 going through that process of having to collect all of your evidence to support your achievement of the elements at that point in time and maintaining hours after doing the T1 and T2 reports now. So observations have been part of what I've been doing since I've been teaching so that wasn't necessarily new to me but it was something that was pushed a little bit more than had been previously for anyone who wasn't New Scheme I guess.	e.more accountability f. Lesson obs for others as well as ECs		
HT Support	Ok. How did you feel that things changed with the new framework, the new performance and development framework? P Probably more emphasis on individual goal setting was the main thing I suppose. More expectation or encouragement, I don't know which you would say to be more looking at the standards I suppose, more thinking about future steps I guess and then more emphasis I suppose to on what evidence that you were going to present, like what you were going to have to show for or what would you see as a satisfactory level of achievement of your goals and then how were you going to prove that, what documents, what evidence were you going to supply to be able to evidence those things that you've said.	g.goal setting h. more expectation & encouragement i. more looking at standards j. more looking at future steps k. more emphasis on evidence	2a 2c	
Maths Exp	And how do you find the new process any way different? P You still get interviewed but this time it doesn't have to necessarily be by the head teacher, it's more of colleagues, other colleagues that can do the interview or the lesson…	l. colleagues involved		

	I Observation. P …observation, yes. And there are other, what can I say, performance descriptors you can choose, which are open, which are great.	m. performance descriptors are great		
Maths EC	Yeah so I had to set at least three goals up to the five goals and, yeah, so that all came in towards the end of last year so it was a bit rushed, we never really got to do it properly I suppose and then obviously that's carried into this year and since I've started here I've now been asked to reassess those because it's a different school, a different environment and so, yeah. I Ok. This year when you arrived second term did you say? P Yeah.	n. a bit rushed		
Soc Science Exp	Do you see it as different, better, worse than TARS or the same? P I don't… I think it might be worse. I don't know. I How so? P Well I get the impression that… I'm the union rep at the school here and I can't help but feel it might be a way of making life a little tougher. Now I know that sounds silly but focusing on teachers, making us work harder and really taking away some of our conditions. I think it starts to border of micro-management. Also, if we're going to talk local schools, local decisions, that worries the hell out of me because our principals aren't going to be principals anymore, they're going to be CEOs and they're going to have budgets and they're going to have to eventually employ a bursar or financial manager. Principals have got enough to do as it is.	o. making us work harder p. micro management		
Soc Science EC	So roughly your impressions of what it was like and then what this new framework is about. P Ok, sure. Yeah I think the TARS process, it seemed very haphazard whereas this seems a lot more structured and it certainly is, it seems to be targeted to make sure we're following all the correct procedures and we've got the correct documentation and we're following the correct syllabus. We've got our registers that correspond and all of that and I think too with the various different ways of allowing evidence to be collected, it's not the case of, I mean for the TARS it was that one lesson that you were observed and everyone did a great lesson. Whereas this, you know, you can sort of if you feel you've done something really well you can add that as evidence or you can have just those professional discussions, it's not just hinging on that one 45 minute circus act.	q. a lot more structured r. accountability for correct procedures, documentation & syllabus. s. not just one 45 minute circus act	1q 2e 1s	
Support Exp	But now, I don't know, there's more structure and I think there's more accountability, like you don't have to just quickly scramble in the last few weeks of the year or for one week of the year, it's actually now spread out and what I like about it is, if it's not working, cause we pick plans now and then think, ok, well what can we do to help that come along. If it's not working we can perhaps change or alter in the mid-year review kind of thing.	t.more structure u. more accountability v. spread over year	2q 3e	
Support EC	But this process is very similar to the one in the UK in terms of, you set your goals, if you don't achieve your goals you're not moving unless you achieve goals and your head teacher and principal sign off on, yes you've achieved everything.	w. similar to UK x. goal setting, achievement, movement		

Table 16 - Case B Experiences of the PDF

Case B	Question 3: Main purpose of the PDF	Sub category	Frequency	Theme
Principal	I think it's about the reflection and growth and therefore I think that leads to better teaching and learning in our schools and better learning outcomes for our students. I guess in a way it's more accountability. Some might see it like that but even I really think of it like that but I can see that it can make you more accountable for what you're doing. From the leader's perspective it makes us more accountable for the professional learning that's going on in the school and, you know, you're trying to sign off on, yes, you should go to something you can sort of ask them, how is related to your PDP and if it's not really is it something you should be going to or should we be looking to other things more related to what your goals are for the year?	a.Reflection & growth b. Better teaching & learning c. Accountability for PL	 1b 1c	
HT Maths	I think it's about keeping teachers' practise current. I think it's making sure that teachers have got the skills that they need to continue teaching in their job and staying current with current department initiatives.	d. Keeping teachers' practice current e. Staying current with DoE initiatives	2b	
HT Soc Science	Right. Ok. What do you think the main purpose is of the whole PD process, this new framework, the main reason for it? P I'd like to think it's just ensuring that the quality of teachers is maintained, that there is a certain level of expectation to coming in and being able to manage students to teach in a way that is effective for each student with a very and increasingly varied diversity of learning abilities and I think in terms of those who are looking to advance their careers within the department as well, giving them that opportunity looking at specific leadership courses, skills that can be built upon and strengthened as well. I would hate to think it's just more paperwork, all the checks and balances. I think there's probably a lot of, a lot of good can come out of it if it's done in a way that's not overbearing I guess but I think it's just maintaining… Like with the New Scheme teachers we've had to be able to say, yes, we can do these things, we're ticking all these boxes just ensuring that that's almost that consistency across all teaching staff as well and making people accountable for ensuring that they are as well as those above providing some support for… Ok, this is where you've identified that you're lacking, here's what you can do so providing some guidance from further up as well.	f. Ensuring teacher quality is maintained g. Advance careers h.Ensuring teacher consistency i.Accountability in providing support for teachers	3b 1g 2c	
HT Support	I think it's a lot to do with teacher quality, accountability, perhaps even trying to level the playing field a bit with New Scheme teachers who have had to be a lot more rigorous in these sorts of processes I suppose to maintain accreditation as opposed to people that have been in teaching a long time so maybe it's to start to, you know, as we all move into that accreditation process, perhaps it's just to ease in a little bit as well, to start at least using that same language and terminology and get used to being observed and having a more formalised process around those things. So I think, yeah, teacher quality to meet general goals of student outcomes.	k.Teacher quality l.Accountability m.Maintain accreditation n. A more formal process around accreditation	4b 3c 1m	
Maths Exp	What do you say is the main purpose of this whole process or the main reason for it? P From the Department of Education's main purpose is to improve teacher quality and teacher development and skills. I And do you agree with that? Do you see that as the main purpose? P To some extent and to another extent, it's quite, it's quite, could be considered as quite time consuming. I That's your experience? P Yes, time consuming and also documenting evidence which we are not accustomed to so for someone who's not part of the New Scheme teacher documenting evidence is not something that I'm used to, that's all. So that becomes quite time consuming, you try to remember to collect any evidence to say that you've achieved your goals.	o. Improve teacher quality p. teacher development	5b	
Maths EC	So what do you see is the main reason or the main purpose for this process, this PD process, from setting your goals right through to the end of the annual review. What's the purpose of it all? P Well I look at it as everyone's learning and developing as you go along and when you're in the same environment for a long time you can get complacent and think, oh well this is all I need to do and keep doing it, but we can all improve and, especially changing now you have a different focus and being a New Scheme teacher I've never really had to deal with discipline problems in the classroom as I have here. So that's a big learning curve for me that I have to now	q. Everyone's learning	3a	

	develop all these new skills to try and deal with the discipline in the classroom so that's one of my goals is to actually develop that. Yeah.			
Soc Science Exp	Justification of one's position. I Uh huh. P I don't really think it's going to accomplish that much at all. I Ok. So if we can just spend a little time on each of these phases. P I'm not sure what you're trying to get at. I No, you're right. Just your experiences. Just exactly what you think, exactly what you think.	r. Accountability s. Won't accomplish much at all	4c	
Soc Science EC	What do you think the main purpose of the PDP is? P Yeah I think it's… Well the way I view it anyway, number one, it keeps me focused on making sure I plan towards where I want to be in the future, but it also, I think, just keeps me very honest in my teaching practise because I need to make sure that's I've got the correct program and the correct syllabus and that I've got all the other documentation that's necessary and that I am teaching, I guess, examined. And then, yeah, I guess it also allows, I like the fact that it allows for that reflection quite regularly so you can actually go and have a look at it and say, well this was what I wanted to achieve or, I'm not even close or, I got a little bit further or this one's not going to happen this year or this one I've achieved and all that sort of stuff so yeah.	t.Keeps me focused on future u. Keeps me honest in teaching right prog. & syllabus v. Allows for reflections to assess goals	2g 4a	
Support Exp	More paperwork. Well I think it's all from the top down. I mean not top as in the principal, it's top from department down and the whole, I wonder whether it came in when there's talk about accountability of teachers in terms of the pay and then this is kind of a cousin of that idea, kind of thing, or it's also because the New Scheme teachers have had to do this it's now coming in because now everyone is supposed to do what we had to do in our first few years.	w. More paperwork x. Accountability	5c	
Support EC	I think it's to keep people accountable and to keep encouraging people to up skill and not get stagnant. Also to kind of track quality teaching maybe and to encourage that.	y.Accountability z.Upskill & progress aa.Track & encourage quality teaching	6c 5a 2m	

Table 17 - Case B Purpose of the PDF

Case B	Question 4: Training & support received for the PDF	Sub category	Frequency	Theme
Principal	I think that's really an invalid question to ask me being in the relieving position I wasn't involved in the initial stuff in terms of the training, the principal was certainly in that. However, just from our conversations what I can say to you is that there was proper training done for the principals. I'd say they were still a bit drip fed and it wasn't all, you know, you find out bits and pieces as you go along and how things should change and work but there was definitely some training there. We also, as a team, we trained our staff, our executive staff, on how to implement it and it's been a developing process over the last two years. In particular we've refined it, fixed it up, made it a bit more simple for them and given the time for the peer observations, that sort of thing as well, so it's actually been implemented in bits and piece across this school and I'm not sure that's how other schools did it, but I think we were a bit drip fed. Well there was a PowerPoint presentation that came from the DEC and I'm sure there was a package that was with it. I don't remember seeing that myself but Elenore certainly worked us all through it so I think it was sufficient, yeah. And like everything the department does I think it will continue to be refined and improved hopefully.	a.No training as current rlg principal was rlg DP at the time; some drip feeding, bits & pieces you hear b. Principal presented the DoE package to staff before she went of leave		
HT Maths	Our school has implemented a new website program, which is called BlueSky and what that's doing is it's a whole school initiative for all the staff to get on board in terms of goal setting, professional development goal setting in line with our school's management plan and then for staff to identify areas that they're interested in developing themselves. So, it sort of allows the principal and the deputy's vision to what the faculties are doing but also keeping that in line with what the school direction is. I So that's an administrative tool that supports the process but in terms of learning about the framework itself, was there any additional training given to you about the DET's performance and development framework? P Yeah, no, we've had a few performance development training just keeping us on top of what's happening with AISL, what's happening with Teacher's Institute. We had the change between when it moved from New South Wales to Australian wide institute training. Yeah, each time that there seems to be in the way things work, we're updated with it.	c. BlueSky program d. AISL training	1c	
HT Soc Science	Funnily enough, a lot of the training actually started at our school last year. I happened to be off on maternity leave so since I've come back… The changes were starting to occur towards the end of 2014 I think here, then I was off most of 2015. I came back in September so I was at that tail end of finalising and reviewing the PDPs and those sorts of things so my knowledge of the planning and implementation, I didn't really get too much in terms of training because I wasn't here, and then in terms of the reviewing – I probably didn't get any training in that – it was kind of just pick it up and go with it and talk to people and figure it out. But again that's because by circumstance I just wasn't here for the training. Most of it's been pretty easy to pick up though and there's been a few times with some of the systems that we use to develop our PDPs and record our PDPs where I've kind of said, well look I'm not too sure how to do that and the senor execs been really good in terms of, oh come down and I'll spend some time and I'll show you how to. And the other staff as well because they've been through it, they're more than happy to sit down and just go, ok, yeah, so all you have to do is x, y, z. As well as, we've been provided a bit of a timeline to an extent as well, more verbal than anything written, but an idea of, you know, when certain things should be done and reminders I guess up at the exec meetings and things like that about, ok, well you should be looking at your mid-year evaluation now and doing your observations with your staff now.	e. on maternity leave f. support from colleagues	1f	
HT Support	So the principal has various PDs that she's been to I suppose, relieving principal as well so we've had a lot of changes. So, and then she would backfill via the exec, run us through training so any materials, PowerPoints, anything. She gave us all a folder and said, this is what I know, this is everything I've received and then she would drip feed then anything additional that we were given so it was mostly through the principal networks I think.	g. Rlg principal would share training materials h. Sharing info from Principal networks	1g	
Maths Exp	what would you comment around the support ? P The support has been good. I mean it's new to everybody so everybody is still… It's understandable but the support has been great, particularly when this is not only new to us teachers but it's also new to the principals, to the deputies, to the head	i. Good support	2f	

	teachers, so we're all still trying to get our heads around it.			
Maths EC	So were you given any training around this new process here at this school? P My head teacher has spoken to me about it. It's very similar to where I was because everyone's just looking at the same system. So, yeah, the only difference here is that they actually run it through BlueSky, yeah. I didn't have that at Girraween. But obviously being a different school and a completely different environment from a selective high school to comprehensive, the goals that I've set are completely different.	j. HT support k. Use of BlueSky here	1j 2c	
Soc Science Exp	So we think about the first phase, which is the planning phase when people set their goals. Can you recall back at the beginning of the year, you know, how you felt about, did you have enough time, did you have any support, did you have an environment that was collegial in setting your goals, your specific goals? P Our staff room is great. We are irreverent, we're sexist, we're racist and abuse each other, it wouldn't work anywhere else on the planet. Very supportive. Our principal, who is a relieving principal, she's very supportive, very collegiate, but high schools, I've known from experience it's very much like a ship, it's the top down. In setting my goals I had support from… I …you had enough time? P Oh plenty of time, I know what my goals are, to improve on my IT technique and that's it. I And you did that with your mentor, you were able to set your goals with your mentor or discuss those with the mentor at any stage? P Yes, yes but I don't want to appear arrogant but I've been running… I had my own music school many years ago, I've been teaching and training. I'm also a trainer. So I'm not helping you much at all here. I No, no you are because your experiences are really valid so… P I slipped into teaching hand in a glove, I just, you know, show time, it is, it's show time.	l. Support from Principal m.Support from faculty m. plenty of time	2g 3f	
Soc Science EC	So what training or support have you received around this new process? P We had the, I think there was an all staff meeting where it was all explained to us. We've also had the BlueSky training or initial training for that so just showing us where we can keep all our evidence and you know the advantage of that is that if and when we do move schools it comes with it so it's a nice little online system where you have all that. Yeah so for that performance framework it's probably that but then, you know, our school is fantastic with professional like if you put your hand up to go and do something it's never going to be a problem, ever, so we're very very lucky with that.	n. Explanation at staff meeting o. BlueSky training p. school support for PL is fantastic	3c	
Support Exp	can you tell me a little bit about your experience in terms of the timeline that you had, the support that you had around setting goals, whether it was a collaborative kind… P Yeah, I'm lucky, I have a very good head teacher who is, she just is very clever, very… Last year's one when it was first in I wrote things and she was like, well how about we write it this way so it actually focuses on it. It's a lot narrower so it's not so broad and then gave advice about, or said, well you're going to be doing this this year, like she knew I was running a program, why don't you make that part of your PDP. If I had a different head teacher who was maybe not as, I don't know what the word is, clever on that kind of thing or just gifted in that way, I might have kept my very airy fairy plan happening but, yeah… Last year was a learning curve for all of us. I think it was a bit of, and you know we started late so dates were getting changed and a 12 month plan kind of turned into a six month plan but then this year, we're up for mid-year review like soon. So it's still, cause it's work on top of more work so you still do kind of, like I did a basic plan but then I've had to just fill in the gaps even if just a few weeks ago. Going ok, yeah.	q. HT support	2j	
Support EC	Last year it felt quite rushed but we were a bit fortunate, or I'm really fortunate to work in this school and in my department. We are very kind of collaborative and discuss our goals, maybe not openly but to a few other people and our head teacher is awesome so it's not like you're sitting there trying to work out what to do. I'm pretty goal oriented anyway so I find it quite easy to come up with goals in what I wanted to do.	r. Collaborative faculty s. HT support	4f 3j	

Table 18 - Case B Training and support received

Case B	Question 4b: Support you would have liked	Sub category	Frequency	Theme
Principal	And generally the quality of that information, that training and the length of it, do you think it was sufficient? I mean you fed it on to staff then, do you think you had any concerns around it? P No I can't say that I did because I didn't do it. I know Elenore did go off to a day or half a day, I can't even remember now, there's so many things that happen. I So I was thinking more in terms of the material that the school was given to then provide their staff. P Well there was a PowerPoint presentation that came from the DEC and I'm sure there was a package that was with it. I don't remember seeing that myself but Elenore certainly worked us all through it so I think it was sufficient, yeah. And like everything the department does I think it will continue to be refined and improved hopefully.	a. I think it was sufficient b. Think DoE will continued to be refined		
HT Maths	Our school has implemented a new website program, which is called BlueSky and what that's doing is it's a whole school initiative for all the staff to get on board in terms of goal setting, professional development goal setting in line with our school's management plan and then for staff to identify areas that they're interested in developing themselves. So, it sort of allows the principal and the deputy's vision to what the faculties are doing but also keeping that in line with what the school direction is. I So that's an administrative tool that supports the process but in terms of learning about the framework itself, was there any additional training given to you about the DET's performance and development framework? P Yeah, no, we've had a few performance development training just keeping us on top of what's happening with AITSL, what's happening with Teacher's Institute. We had the change between when it moved from New South Wales to Australian wide institute training. Yeah, each time that there seems to be in the way things work, we're updated with it.	c. No, each time we are updated		
HT Soc Science	Yeah, and would you have liked to have received additional…? P Yeah definitely, definitely. And look I know it's by circumstance but I guess at the same time when we've got new staff in and out each year if there's something at the beginning of those years just introducing the whole framework and the process to new staff and anyone who by circumstance hasn't been here, given that opportunity. I Do you think that's, and in terms of accountability for that, I mean do you see DET or Department of Education should have more responsibility around that, supporting rather than leaving schools to themselves? P I think so. I think they've provided us with a proforma, I guess, which everyone fills out and plenty of information, lots of words. It is pretty straightforward but when you're looking at it in the school context as well, it's going to be different from school to school so yeah, there has to be some guidance in terms of, this is what we really need you to do, this is what you should be looking at, and within that framework it gives you some idea but that's not necessarily, you know the beginning classroom teacher isn't necessarily going to have that time to sit there and read that document and then go and do x, y and z with it. So having something that is straightforward, something that is easy for new staff to understand, for those in leadership roles to explain would make life a little bit easier.	d. Definitely need additional support e. Need a simple proforma explain for new staff each year		
HT Support	Are you happy with that or would you have liked to receive more information, more support around it? P Well I guess because I found it fairly straightforward, I mean I'm sure that there would have been more options available and I know that on my PL there were various courses and things available too, or even more networky kind of things, you know, in the area if you wanted to get together with other people to run through. I'm sure there were things available but, yeah, I sort of found it ok that you set your goals, you look at the criteria, it all seemed fairly straightforward to me.	f. No, it is straightforward		
Maths Exp	The support has been good. I mean it's new to everybody so everybody is still… It's understandable but the support has been great, particularly when this is not only new to us teachers but it's also new to the principals, to the deputies, to the head teachers, so we're all still trying to get our heads around it.	g. The support has been good		
Maths EC	My head teacher has spoken to me about it. It's very similar to where I was because everyone's just looking at the same system. So, yeah, the only difference here is that they actually run it through BlueSky, yeah. I didn't have that at Girraween. But obviously being a different school and a completely different environment from a selective high school to	h.No comment on additional support		

	comprehensive, the goals that I've set are completely different.			
Soc Science Exp	Our staff room is great. We are irreverent, we're sexist, we're racist and abuse each other, it wouldn't work anywhere else on the plant. Very supportive. Our principal, who is a relieving principal, she's very supportive, very collegiate, but high schools, I've known from experience it's very much like a ship, it's the top down. I In setting your goals did you feel… P In setting my goals I had support from… I …you had enough time? P Oh plenty of time, I know what my goals are, to improve on my IT technique and that's it. I And you did that with your mentor, you were able to set your goals with your mentor or discuss those with the mentor at any stage? P Yes, yes but I don't want to appear arrogant but I've been running… I had my own music school many years ago, I've been teaching and training. I'm also a trainer. So I'm not helping you much at all here.	i.No comment on additional support		
Soc Science EC	We had the, I think was an all staff meeting where it was all explained to us. We've also had the BlueSky training or initial training for that so just showing us where we can keep all our evidence and you know the advantage of that is that if and when we do move schools it comes with it so it's a nice little online system where you have all that. Yeah so for that performance framework it's probably that but then, you know, our school is fantastic with professional like if you put your hand up to go and do something it's never going to be a problem, ever, so we're very very lucky with that.	j. Satisfied with school support		
Support Exp	So in terms of that implementing, I mean are there any challenges that you confront in implementing your PDP? P Well I think it's like anything, like it's time, money, fitting it in with your normal day-to-day teaching things. I mean we are lucky in the learning support, head teacher, we do a lot of great and interesting programs so that we can actually then twist it to being part of our PDPs but it's time, of course. On top of just trying to, you know, keep up to date with… Because it is a lot more, like I mean now you only have a certain number of… Because I'm still New Scheme so I still have to keep a number of hours, I still have to… So I try and keep them (I know you can't see my hands in your recording – laughs) but to keep them, well they can kind of link them up because I've got to still then, I've got to do BlueSky and I've also got to do them on the Teacher Institute, which other teachers, the older scheme teachers only have to do BlueSky or those who are wanting to go for a promotion, but yeah, so I've got to register twice really. So that's like, that's why it gets left behind. You type things all in one go quite often, yeah.	k. It's time, money and fitting it in		
Support EC	Last year it felt quite rushed but we were a bit fortunate, or I'm really fortunate to work in this school and in my department. We are very kind of collaborative and discuss our goals, maybe not openly but to a few other people and our head teacher is awesome so it's not like you're sitting there trying to work out what to do. I'm pretty goal oriented anyway so I find it quite easy to come up with goals in what I wanted to do.	l. Faculty support. No comment on additional support		

Table 19 - Case B Additional support desired

Case B	Question 5: Experience in planning your PDP	Sub category	Frequency	Theme
Principal	Very, look, total support, no problems there whatsoever, anything that I requested or required for PDP has never been a problem. In terms of planning, same sort of thing, you know, we set a timeline for all the staff to have done it and last year, because it was only halfway through the year we had people set goals just for the six months and we narrowed it down to maybe one or goals rather than you're supposed to have the three to four for the whole year. This year then obviously we gave them a bit of time at the end of last year to plan for this year and then they had a timeline that we needed to follow to make sure that they were actually completed by. We've been reminding them right now in the last five to six weeks about doing a review process of it and I've taught staff how to use a journal component or journal module on our BlueSky system so that they can actually use that journal to reflect on where they're up to and what else they need to do to make sure the goals are met by the end of the year. So although it's not necessarily documented as to every single week that what you need to be doing, we certainly have a timeline that we communicate to our staff.	a.Support from staff b. We set timelines and have been reminding staff		
HT Maths	In the planning phase I guess we don't get lots of extra time to think about it but we're told to think about, you know, at home, what we'd like, what directions we'd like to move in. Our principal has asked us to set three goals for ourselves. One of them can be like a personal goal and a lot of staff I know have chosen work/life balance, I have looked at learning a language, something like that. And then we specifically look at the two other goals which link to something to do with the faculty or school plan. I And the support around that, do you think you've been able to talk with your mentor or…? P We do get time to talk with the mentors, I guess twice a year when we're having a review about how we've gone with our goals and what we're looking at to plan for the next set of goals. Not a lot of time though. It would be nice to have more time with the mentoring side of things.	c. Not a lot of time re planning goals		
HT Soc Science	I think there's been plenty of time given to it and it's something that with reviewing it at the end of each year then having those discussion as to, ok, now looking forward into the next year, have a think over that break, what it is exactly that you would like to be working towards, whether it's, you know, leadership, whether it's just improving… For myself it was working on leadership with National Curriculum Geography coming in next year, it's ok having some time to actually work on programming and developing units of work and then on top of that just at my faculty level as well is having the time to keep up to date with contemporary issues and case studies for our Stage 6 students. So there was enough time given to developing those plans, putting them on paper, having those discussions with head teachers or deputies or whoever you're reporting to. I think probably it was a little vague in terms of when there was a deadline for it. I don't recall there being an actual date set in stone other than, make sure it's done by kind of the end of term kind of deal. So having something like a timeline would actually be a lot more beneficial where you work on terms and weeks. So having someone say, by week X you need to have that completed. But in saying that, there's still been that planning time. There's still a lot of time. On top of that within my faculty we have a faculty meeting each week, you know, Thursday afternoon, that's not stipulated by the school, the school then has once every three weeks a faculty meeting time as well so we've been able to use both of those meetings to sit down and have those chats, have a look at the paperwork that's involved, get on and start filling out the paperwork that's involved as well. I And you use BlueSky. P We do. I Is that helpful around this process do you think? P I'm still, and part of the issue was with last year that's when they started really implementing and working and training BlueSky and this year I've had the chance, it's been more so self-taught, click this button and see where that ends up. But I'm actually finding that it's really, it is actually really user friendly, it's just having the time to document and actually sit there and do that, which is part of the problem and that's been part of the problem with doing the T1 and T2 reports as a New Scheme teacher. Just having that time and it's almost like with the PDPs we get the piece of paper that we need to fill out and then we need to then put that on BlueSky so we're doubling up on everything and then if you are an existing New Scheme teacher then it's almost this third piece of work that you're doing because nothing seems to be aligning at this stage so ideally, that's where everything will go and then you've got my PL on top of that. So it's almost, BlueSky is	d.There's been plenty of time given e. Deadline was vague. f. A timeline would have been beneficial g. Doubling of paperwork is an issue (New Scheme reports, BlueSky & PDPs)		

	great being able to have a central place to put everything on but it's also, it would be nice if each of those systems worked together in an ideal world, instead of having to draw from this one, from this one, from this one to get it all on there.			
HT Support	Ok. If we think about your specifically, your own PDP, I just want to focus on a few of the phases of that cycle. Tell me about your experience in planning, so that is the goal setting, how you found that. P Yeah, well we have tried to do a mixture of the goals coming from obviously, you know, personal aspirations and things that you want to improve so things to do with your practice maybe or an area of interest that's come maybe through study or through something that you've been exposed to. So yeah we've tried to look at things like that. We've also then tried to look at school plans, faculty plans and then think about how can I contribute to those as part of my PDP, what would I need to learn and what would I need to do to be able to do these things. So that planning and goal setting process has been drawn from consideration, really thinking about where you fit in terms of all of those as well as your own personal feelings of what do I need to improve or what am I interested in pursuing in terms of where I'm going next. So the planning has definitely been a mixture of like tapping into all of those different other frameworks. I I like the way you describe that actually, it really sort of encompasses everything. Do you find for the average person, average teacher, that that's a fairly complex thing to do? P Well I think it depends. It depends on the person because I've sat down with people who have straight away gone, things like, cause I look after learning support, so people might go, look, I really want to learn more about students with autism, I really want to… You know, like they just straight away know exactly what it is. Other people may be a bit more hesitant about well what could I look at. So I think it really depends on people's roles in the school and what they, how aware they are, I guess. I Are you aware that some struggle, some may struggle with it, with the notion of it? P Yeah. And I think sometimes the struggle is more to how to maybe narrow something that's very broad or how to phrase something that might sound more like a school plan objective rather than something personal, you know, how do you then personalise it into, you know, like we always laugh because you're trying to make something… So you're trying to write something like, build my capacity to, you know, support whatever, an initiative or something. So how do you personalise something that you've got as a general area of interest perhaps, how do I make that into a PDP goal?	h. Planning requires tapping into different frameworks (Faculty, school and PDP plans) i.A struggle in how to narrow goals		
Maths Exp	If we just think about some of the phases in the cycle and we'll begin with the planning phase, what were your experiences around planning your PDP and you might think about if you had enough time, the timeline you had to do that in, whether you had support around to do that, what was the environment like and so it was establishing your goals, yeah? P Yeah establishing goals and it was also, I feel I was a bit rushed when the school first did it but when they first did it it was more of a trial run because it doesn't start until, well I'm still not sure when it actually starts. I Well this year is the kind of second year. P Second year, yes, but is it, but still as a,..? I Yeah, it's not trialling, it's moving into that… P Well, yeah, last year was more of I think, the first time was a bit of a rush so we had to, I think we even started midway through the year and just towards the end of term, beginning of term two, end of term one I think we started talking about it and then that was, oh please get it done and then lastly get it done in a couple of week's time and then by that time it was already well into the year. So yeah, that was, but this year I was a little more prepared for it I guess this year. Yeah.	j.Felt a bit more prepared for it this year		
Maths EC	Well if we think about some of the phases in this process and when you were thinking about your goals, what are your thoughts and your experiences about how much time, the timeline you had to do that in, the support you were given around setting goals, you know, was it a collegial environment or something you did completely on your own? Just the planning where you were actually establishing those goals this year, at the beginning of the year. P I think just establishing the goals is just, that's you thinking about what you think you need to do. There is input from your head teacher, but it's really you deciding what you would like to do. I And what about the timeframe you had for that? Do you find that that was adequate time? P Yeah. Last year was a bit rushed because it was really just the end of the year that it was implemented, the second half of			

	the year it was, I'm trying to think how far back it was. That was a bit rushed, but this time I don't think it was, I think there was plenty of time, I don't think it was rushed. I	k. There was plenty of time		
Soc Science Exp				
Soc Science EC	what was your experience with the amount of time you had to develop your goals, you know, the support you were given around that, was it a collaborative effort or something you could manage by yourself? P I think once it kind of was explained to us what was meant by goals, then it was really simple because then you just, I think it was, what, two professional goals and then you could have a personal goal or a third professional goal and then once you've got those parameters it's really not that hard to fix it, but we did have kind of, I mean we've got the school strategic plan and then we've got the faculty plan and so pretty much it's a case of well, do your goals fit anywhere in the faculty plan, do they fit into the school strategic plan, which directions do they match up with. So it feels like it's really focused in that way. I like that, I like boundaries and structures and those sorts of things. So yeah, it wasn't, I mean the thing is, lord as teachers we're always pushed for time so, yes it would be lovely to have a whole day to sit down and work on goals and how you're going to achieve those and blah, blah, blah, blah, blah, but that's never going to happen. I think it's manageable especially when it's, you know once that process has been explained adequately and even just looking at them now and thinking, yeah gotta start thinking about next year's goals, are they going to be similar, are they gonna be similar, are the gonna be completely different and, yeah. And it's not, I mean I like the way it's set out, it's pretty simple.	l.Once explained to us it was really simple. m.It's really focused		
Support Exp				
Support EC				

Table 20 - Case B Experience in planning your PDP

Case B	Question 6: Timeline , support & environment during planning	Sub category	Frequency	Theme
Principal	Very, look, total support, no problems there whatsoever, anything that I requested or required for PDP has never been a problem. In terms of planning, same sort of thing, you know, we set a timeline for all the staff to have done it and last year, because it was only halfway through the year we had people set goals just for the six months and we narrowed it down to maybe one or goals rather than you're supposed to have the three to four for the whole year. This year then obviously we gave them a bit of time at the end of last year to plan for this year and then they had a timeline that we needed to follow to make sure that they were actually completed by. We've been reminding them right now in the last five to six weeks about doing a review process of it and I've taught staff how to use a journal component or journal module on our BlueSky system so that they can actually use that journal to reflect on where they're up to and what else they need to do to make sure the goals are met by the end of the year. So although it's not necessarily documented as to every single week that what you need to be doing, we certainly have a timeline that we communicate to our staff.	a.Reminding staff of deadlines b. Training staff in BlueSky		
HT Maths	In the planning phase I guess we don't get lots of extra time to think about it but we're told to think about, you know, at home, what we'd like, what directions we'd like to move in. Our principal has asked us to set three goals for ourselves. One of them can be like a personal goal and a lot of staff I know have chosen work/life balance, I have looked at learning a language, something like that. And then we specifically look at the two other goals which link to something to do with the faculty or school plan. I And the support around that, do you think you've been able to talk with your mentor or…? P We do get time to talk with the mentors, I guess twice a year when we're having a review about how we've gone with our goals and what we're looking at to plan for the next set of goals. Not a lot of time though. It would be nice to have more time with the mentoring side of things.	c.Time to talk to mentors d.Would like more time with mentor		
HT Soc Science				
HT Support	So did you find it a collaborative exercise or you were fairly certain of what to do and off you went, you were able to…? P A little bit of both really I think. Last year particularly was our, you know, trial year. We didn't get the information until quite late so we were running off a shortened timeframe really. I think we didn't actually get our PDP's in until about May or something by the time we'd got all the information and started the process so we had a shortened kind of year. But, yeah, this year has been a little bit better but, yeah, we were able in that time to talk to our colleagues, to talk to certainly our supervisor in setting those goals and sometimes they would have ideas of how to either reword something, narrow something, broaden something, yeah, definitely help available. I Yeah, so it was really the initial implementation last year which shortened it but this year has been a more reasonable timeframe to work with? So we're thinking about implementing your goals and what challenges, if any, did you feel you were confronting with that? Again you might think about the timeline, the environment, support? P Certainly no issues with getting support from my school but, I don't know, I suppose any goals that you set that are dependent on other people to participate, if that makes sense. One of my goals last year was to do with parent engagement so one of my goals was to try increase my capacity to really engage with parents and get them on board with supporting their student's learning at home but yeah the initiatives that we sort of had, it was difficult to get parents here or to then be able to really evaluate the effectiveness of what we were doing. So sometimes any goals that you've got that are to do with, that involve others or even time lining things so if you've got something where you're sort of aiming to have particular things done at certain times but things slow you down then it sort of puts your own schedule back a little bit. I mean the essence of the goal which is, you know, for yourself and your own PD maybe doesn't change but perhaps some of the evidence or some of the criteria that you've put there maybe has to fall away a little bit or change I guess.	e. Both collaborative & independent task f. Discussions with colleagues and supervisors helpful and available g. No issues with school support		

Maths Exp				
Maths EC	And again, you know, in terms of timing, support around that, do you find that it works reasonably well? Do the structures support you to do that? P Yeah, yeah, I think that that's… Like the head teachers are normally sort of remind you about, are you still thinking about your goals? I still haven't actually got on to the BlueSky, that's the one thing I do have to do, I haven't been on there to put all of that information in. I suppose that's the thing that I haven't had time to do with time constraints. But, yeah, I think that that's more that I'm new to the school and trying to get everything else in place, it's sort of become one of my last things to do.	h. HTs remind you about goals i.Time constraints j. Many other challenges as an EC		
Science Exp				
Science EC				
Support Exp				
Support EC				

Table 21 - Case B Timeline, support and environment in planning the PDP

Case B	Question 7: Challenges in implementing the PDP	Sub category	Frequency	Theme
Principal	Sometimes the challenges are the type of professional learning available to complete some of the goals if that's the aspect of it you're doing, if it requires professional learning. Other ones… I So not being available? P Yeah. And maybe because they're very specific goals that, you know, for example, one of my goals is about becoming a permanent DP and for me I wanted to have some CV writing, maybe interview writing PL and I can do that here at the school but I actually want to try and get some involvement from other people. That hasn't been available at this level. Our region, or our Nirimba learning community were running them for teachers but not at the DP level at this stage. So that would be an example of how it's hard to get it. One of the other ones I've had been working on which I've never really had much involvement in is the Aboriginal education in this school and the actual running of it and I've been working closely with the head teach welfare but being able to go off and do a couple of courses on that one very easily. So that goal is well and truly in its development and will continue to be.	a.Finding appropriate PL to achieve the goals	1a	
HT Maths	I guess a challenge is the time because as teachers time is always currency and if we were allowed time or allocated time to focus on those goals and then finding professional development to work on those goals then I guess we would progress further.	b.Time to focus on goals c.PL to focus on goals	1b 2a	
HT Soc Science	Ok well I think you're talking about challenges certainly in the planning. What about challenges you've confronted this year so far in implementing, you can speak generally if you wish or again, it's… P For the most part it comes down to time I think. There's more and more that is being asked of us to do and not just in the teaching part of it but the administrative part of it as well so then when you do finally see a course or a conference or something that you would really like to go to, the planning and everything that's involved just to be able to take that day to go and, you know, improve yourself, it's almost a deterrent for people to not go and do it. In saying that, we're lucky the school has a lot of funds. The exec staff, senior exec staff are very encouraging of going out and doing it if there is something that is in line with the strategic direction or the Australian Standards that you want to work on if there's a course you've seen go and do it so there's never been an issue in terms of being allowed I guess to go and do those sorts of things but I think, on a more personal level, it's finding the time to do it and then when you're taking into consideration you're teaching seniors any time away from them is a real big issue. So, in saying that, it shouldn't be an excuse by any means, we've got to make time to do those sorts of things as well, but I think, yeah timing is always an issue. There's never a good time to do anything, there's always tomorrow, then there's always tomorrow.	d.Time e. The planning required to be out of school for PL is almost a deterrant	2b	
HT Support				
Maths Exp	So we look at the implementation phase of your goals. What challenges have you confronted in implementing your goals, trying to achieve those goals and how have you overcome those if at all? P Well the first problem I would have is having to go out and looking for certain professional developments that are in your timeline or that are close to you that you can do, that are easier for you to attend rather than being at the other side of Sydney and you know you can't get there. So it's generally you can't do that and therefore you can't fulfil your actual PDP in that sense. That's probably one difficulty. Another difficulty is probably the timeline that they want them in, maybe the timeline could also be at times could be a little bit difficult. I You mean in achieving your goal, or…? P Achieving the goal and then, although they say it's ok if you don't achieve your goal, I think that's, I think it's going to have implications in the future. If you've set a goal and you haven't achieved it, and you've set out that you haven't achieved it, I'm pretty sure that in the future that's going to be not looked, it's going to be frowned upon and as a result I think a lot of teachers are going to choose PDPs which are not going to, that they're going to be easy to fulfil. That make sense?	f.Finding appropriate PL g.Timeline h. Difficulty in achieving goals if no PL available may encourage teachers to set easier goals	3a 3b	

Maths EC	All right. And we move to sort of implementing those goals. What challenges have you confronted around implementing them and how has that been resolved if at all? P I suppose it's just having them in the back of your mind to try and either find some professional development. I know with the behaviour discipline classroom management for me I've been asking lots and lots of questions and asking, you know, what do you do in this situation? So it's not so much formal performance development but it's talking to your peers and asking them what they do, especially experienced teachers that I'm working with and yeah, just trying to implement different strategies. I've even had the head teacher come in and demonstrate a strategy to me to try and help me. So taking any help or advice, that's what I've been trying to do for one of the areas that I was looking at	i.Finding some PL j.Seeking advices from peers, implementing strategies	4a	
Soc Science Exp	Do you think there are any challenges around actually trying to achieve them, in terms of again the structures of the school, think back how you're travelling now do you think you're on the path or are there real challenges to…? P We as teachers are being asked to do more, we are becoming very time poor, very time poor so to implement, well let's say it was myself if I had to go and do an IT course, I'd have to do the lesson plan, I'd have to set up lessons, then I'd have to come and pick up the pieces afterwards because you can't expect relief teachers to know the ins and outs and the culture. We are time poor. I know the new teachers get a little more time off, first year teachers get a little more time off. But I get complaints and I think they're validated, complaints from teachers that we don't have enough time and the actual teaching itself with all the admin, some of them feel that teaching itself is suffering, they can't prepare lesson or given sufficient time.	k.Teachers are time poor l.Being asked to do more m.Teaching is suffering because of the admin required	4b	
Soc Science EC	And implementing your goals, any challenges you've faced, been faced with and how were they resolved. P Implementation, probably the hardest thing with implementation is just to have the time, you know, because the thing is I know one of mine was to get a project based learning thing up and running to start delivering from the second semester this year. Then, of course, the geography curriculum, the new one came in so we've kind of gone, well it's pointless to develop one just to deliver once and then next year we teach a new curriculum so that was a stumbling block on that one so we shelved it and postponed it to next year so that was easy enough but even with that, you know, had we sat down to try and work out this project-based learning thing, it's a whole new concept so it requires a fair bit of time just to actually develop the whole idea and then to still think about implementation and all of those sorts of things. So again it's mainly a time factor, really it is. But in terms of support with that, we've got our team so we've got the project-based learning team so we sit at least in that hour once every four weeks or whatever we can sit and troubleshoot and throw around some ideas, so that's really good and we've actually got a workshop coming up that Taronga Zoo is putting on for a project-based learning project that they want to put together so I'm really looking forward to that. That's next, very beginning of next term and it's just up at Nirimba so I think that'll be really good, that's two full days so hopefully in that time we'll be able to just really get stuck into that goal.	n.To have the time	5b	
Support Exp				
Support EC	Time. I always want to do more but, yeah, this year definitely I was a little bit more aware that things take longer than you initially want or plan for. I And how have you got around that kind of idea? P I've tried to be a little bit more realistic and thing, yeah, no, there's a million and one things that'll jump up in the year and not give myself a goal that is likely to take two years and breaking the goals up into smaller chunks.	o.Time		

Table 22 - Case B Challenges in implementing the PDP

Case B	Question 8&9 Feedback	Sub category	Frequency	Theme
Principal	I'd see feedback is always ongoing here and we have a very good line of communication between myself and Elenore who is my supervisor and also I've added Michelle ?Kate as a supervisor of me, she's the head teacher welfare and she's the one working on the Aboriginal PL or stuff with. So that's been really good sort of using someone at that level as well. But, yeah, it's a very open communication. It's probably as formalised for us in terms of sit down let's really have a full on conversation only about that and often that's a time thing that you say, yeah we'll do that and you never find the time to do it. So maybe that's something we need to work on and really schedule those sort of things in. And the same with, like I'm a line manager for four head teachers so I do try and regularly meet with those and ask them about how they're going and talk to them about how their staff are going. Again that's sometimes very difficult. But a lot of what we do is, as you would know, it's in the walking around talking and it is just that professional dialogue and you know you're doing it, you just haven't formalised it as a sit down meeting. But this school, very open communication and fantastic staff who you sort of know are on the ball for the majority of them. I So when it comes to that annual review you might want to reflect on your own and/or staff. The experience of that formal end of the year annual review, is that again something that's done formally or you may…? P No it is done formally and we definitely have sit down meetings with our mentors and mentees at that stage and a chat with them about their people, their supervisor as well, so I talk to my four head teachers and they'll tell me about what's going on with their staff. Then there's obviously the documents they have to submit in relation to reviewing that PDP and the same thing for myself, I have to go back and do a review of it. But as I said to you about that journal component of BlueSky, that actually allows that to be a bit more frequent and I have access to all of that for all the teachers, we can do a… Oh actually I don't know if I can get everyone's journal because they're supposed to be confidential. Cause you can generate all these reports from it so, but for myself I can get mine and if I've done it regularly I can at least know that I'm on task or what else do I need to look at doing to make sure I can meet those goals.	a.Ongoing feedback with my supervisors b. Time challenge in meeting supervisors and HTs re feedback. c. Need to schedule meetings d.Formal meetings for Annual Review meetings	1a 1b	
HT Maths	Look, I get feedback from the senior executive from time-to-time, which has been always constructive. My mentor is the principal of ?..6:15.. and she continually giving me, often positive feedback, when I'm doing something that she's helping out with the front office or something like that. Often I'll get informal feedback from other senior executive staff and it will be constructive, not negative feedback, it'll be a positive, helpful feedback. What was the second part of the question? I Just any areas you'd like to receive feedback but you haven't? P No I think I seek out feedback if I need it.	e.Constructive feedback from time to time f. Always constructive, positive feedback g.Informal feedback from other snr exec h. Seek feedback if I need it	2a	
HT Soc Science	And thinking about feedback now that's been provided to you. I mean, how do you describe that, what's your general impression in terms of the format, the amount of time given to sitting down with you and discussing key issues. P It's limited, it really is limited. I Limited feedback, limited time? P Yeah. A bit of both. Everyone's so busy so to be able, you know, for me in the head teacher position to actually go to my designated deputy mentor, it's a case of you know, looking at timetables and looking at diaries and going, ok when can we do this, oh look I've got a quick 20 minutes so if that's all you can be afforded in a term it really is limited. In terms of going to courses and doing those sorts of things and the feedback that we provide, there's a lot of information that we try to provide whether it's through BOTES' Institute site, whether it's through the My PL site and even now on BlueSky as well, again you're almost having to triple up on providing that feedback so that can be time consuming as well, thank goodness you've got copy and paste, you know, most of them can …..15:52…when you're talking about the same course. But in terms of sitting down with a mentor for me, it really has been limited and that's through no fault of them or myself, it's just situational. And I think as a head teacher and knowing that I've got five staff underneath who I need to have the time for, it's getting more	i.Really limited feedback provided j.Everyone's so busy k.Difficult to find time to observe & provide my 5 staff with appropriate & timely feedback	2b	

	difficult as well, to be able to sit and actually to have that lesson observation and then to give appropriate and timely feedback to them, it can be really difficult to do that too.			
HT Support	What about feedback, feedback that was provided to you. In general terms are you sort of satisfied, what was the form of the feedback, any areas that you would have liked to have received feedback but you didn't? So generally… P No I mean we get I think probably here a lot of informal feedback and say, for example, like working with parents or whatever, then it meant that myself and the deputies and the principal would have a lot of discussions about, oh what else can we try. Like brainstorm ideas like what else can we offer, like what if we offer food, you know that's just a silly example in a way but you know what I mean. It was just a matter of that informal chat about what can we do to make this work perhaps. We also use at our school BlueSky. I Ah yes. P Yeah, so that's also a way to send little notes or, you know.. I To your colleagues? P …to reflect on goals and so on. Either way, yeah, colleague, supervisor.	l.A lot of informal feedback from parents		
Maths Exp	Yeah I mean feedback is now just all electronic so you send out your PDPs through the website we're using is BlueSky and then they just respond, or the head teacher responds to that. There's no more face-to-face unless you stop the head teacher and have to speak to them. This is last year, so I didn't get any feedback with regards to what I did first of all was correct, I have no idea, I have just upload things and uploaded things… I So were there comments written on those or any feedback electronically by your head teacher? P Not that I can remember. I Do you think it might be different this year? P It could be, I mean I haven't checked. I mean I don't think she has checked my PDPs for this year. Well that's last time I've looked at my BlueSky I haven't seen any comments as to my actual… I Goals. P …PDPs. I So how long ago would you have looked at it? P I would have wrote my PDPs like the beginning of term 1. Last time I looked at it was probably, I had to revise one of them, so that was probably towards the end of term 1 and I don't think there was any feedback there.	m. Feedback is now all electronic, no more face to face, unless you stop them & speak to them n. No feedback provided last year, o. No feedback so far this year.		
Maths EC	And thinking of feedback, you know, how would you describe the kind of feedback that's been provided to you? Just very generally, what forms has feedback been provided to you and are there any areas you'd like to receive feedback but haven't? P Look, it's been mainly verbal feedback more so because it's a bit of an informal, the informal help that I've been getting. But I'm really happy with the feedback that I've been given, I don't think it's, I've had anywhere that I thought, oh well no one seems to be wanting to help me to try and work this problem out, so I think I've been supported really well.	p. Mainly informal verbal feedback q.Happy with feedback & support		
Soc Science Exp	What do you generally think about the feedback phase of this process? P Well with me nobody concentrates too much because I think they sort of feel, as far as teaching goes, I have no problem. We have a great staff room, we have a great head teacher, she's only a young woman but a very clever woman, very clever and great people manager. So as a consequence the feedback is no problem at all, it's verbal and yeah, and I suppose there's no great criticism. I would like to know more about IT. The IT keeps changing and I'm a Microsoft Office boy, I got it then things changed and some bright spark in head office wants to make a name for himself or herself so they changed the reporting. Since I've been here, only 13 years we've had three	r.No one concentrates too much on me as far as teaching goes;I think they feel I have no problem. s.Verbal feedback, no great criticism		

	reporting systems. We're on Millennium at the moment, which I like but that keeps chopping and changing and I feel it, I do feel it's unnecessary some of these changes are unnecessary.			
Soc Science EC	So thinking about feedback now that's been provided to you. What forms has it been provided and you know any concerns around feedback you would have liked but didn't get? P No. I mean the feedback I've gotten from my head teacher… I think the thing is, in our faculty I know we're probably very different to many of the other faculties, but we just communicate all the time so it's really good and it's a case of, like she might have walked in the one day and just come to ask me something but then hung around and said, oh my goodness you know your students were so engaged it was really good and that was a really good lesson, and I hadn't even thought about the delivery of that lesson. You know so there's this constant dialogue, which is really encouraging because it kind of makes you want to work more productively. And then, like I said, with the team meetings we do get to debrief a lot then too and so that I guess was more of an informal way of getting feedback of moving towards that goal. But yeah, other than that, I mean a lot of it is verbal feedback and that's fine and it's pretty constant, I mean we certainly don't hang around here and wait to get assessed once a year and then get that feedback. It's a pretty ongoing thing so that's good. I like that.	t.In our faculty we communicate all the time u.Constant feedback v.Makes you want to work productively		
Support Exp	And thinking about the feedback that you may have been provided, what was the nature of it? What was the nature of it? Did you get feedback in areas, or would you have liked feedback in areas that perhaps you didn't get it? General experience… P Again because I think I've got a good head teacher I have probably received, you know the end of the year and then coming up to the mid-year one but even my head teacher has seen on BlueSky where we've put them, sent an email, you need to keep this or your need to complete this, you haven't completed your plan, etc., so it keeps that, we're accountable for that, oh yeah, we haven't done that. And there's a meeting, we do a review meeting with the TARS alongside the, and we look at, and we get the opportunity to say what we, positive, negatives, what worked, what didn't.	w.Keeps us accountable x.Review meeting is an opportunity to evaluate		
Support EC	How would you describe the kind of feedback that you've been provided? Are there areas of feedback that you would have liked to have received but haven't? And I don't need to be specific but just general in your thoughts around feedback. P No, like my head teacher and the execs are all really good in terms of giving feedback and making it constructive and they definitely are able to give feedback where I need it and often before I ask, which is even better. So that awkward moment of, can you… Isn't there because they're already on it and helping out.	y.HT and execs are really good at giving constructive & timely feeback		

Table 23 - Case B Feedback

Case B	Question: Experiences in self assessment & annual review	Sub category	Frequency	Theme
Principal	So when it comes to that annual review you might want to reflect on your own and/or staff. The experience of that formal end of the year annual review, is that again something that's done formally or you may…? P No it is done formally and we definitely have sit down meetings with our mentors and mentees at that stage and a chat with them about their people, their supervisor as well, so I talk to my four head teachers and they'll tell me about what's going on with their staff. Then there's obviously the documents they have to submit in relation to reviewing that PDP and the same thing for myself, I have to go back and do a review of it. But as I said to you about that journal component of BlueSky, that actually allows that to be a bit more frequent and I have access to all of that for all the teachers, we can do a… Oh actually I don't know if I can get everyone's journal because they're supposed to be confidential. Cause you can generate all these reports from it so, but for myself I can get mine and if I've done it regularly I can at least know that I'm on task or what else do I need to look at doing to make sure I can meet those goals. Well if we just go back probably six months and think about the self-assessment, which is the mid-year reflection, you've talked a little bit about how useful that is, so your general experiences of that particular phase of the cycle? P Again, I think it's a very positive phase because it's reminding you to be thinking about those things and the life of a teacher gets so busy that you just sometimes forget about all these other things you're meant to be thinking of and doing so it actually is a reminder to say, oh yeah, that's right I thought I was going to do that, that's not working, I need to review it or change it or to remember I need to actually go and do something about it. I And the journal, having the journal there is probably an assess for people to do it as well. P Absolutely yeah. I …access to that. P The other benefit of that journal down the track with accreditation is that anything that they're doing now can actually be used for accreditation if they choose in a couple of years to become a highly accomplished teacher they can actually go back to those journal entries and say, oh that's right I remember that was really good and it meets some of the standards.	a.Formal meetings b. Submission of evidence c.SA is positive opportunity to review d. Journals can be used for accreditation		
HT Maths	Yeah, no, I think it's a good process to have compared to our old process where we had, you know once a year everyone was suddenly observing classes and thinking about what they want to do professionally, I think an ongoing process is more helpful and it keeps you more focused on what you're trying to achieve. I'm, yeah, looking back at the goals that I set myself and thinking, oh, ok I haven't really approached this goal here, which is looking at maybe looking at highly accomplished so I haven't really looked at anything to do with that so maybe in the holidays that's something I will spend a little bit of time looking at for performance development or something in that goal. I And the annual review, this formal meeting at the end of the year, what are your experiences of that? P Yeah, no, that's always a positive thing. Often our annual review, it's more self-reflective and mentored than, you haven't done this and you haven't done that, so it's more you thinking about, well was that a realistic goal, why didn't I achieve it or, great I did achieve it. Often we look at it with our HSC analysis too so we look at how the faculty has achieved their goals and progressing, but it is very new this process so I guess there are ways we're looking to how we can make it better.	e. A good process compared to old TARS f.This ongoing process keeps you you focused g.The AR is always a positive thing		
HT Soc Science	Well if we go to that annual review, is that similar in terms of timing, you feel that that's a rushed process? P Yeah I think given that it's the end of the year and everyone's got everything else that they wanna do, maybe if it was, I don't know, do it as a financial year, it might be a little bit different. But it is, it's really rushed and it's rushed because some people are not really interested in the whole process so it's pushing them, pushing them, pushing them to get just the paperwork done and if that's all they're happy with and having a real quick conversation then that's fine, you've ticked that box you can go now, be free. But I'm in a position where I do have some older staff members but the majority of my staff members are young, they're New Scheme, so being able to provide them with quality feedback where we can actually sit down and have the	h. End of year is not a good time for ARs i.It's really rushed j.Some older	1h 1i	

	conversation 1:1 is a real challenge in that review and I don't even think last year when we went through that review process because it was new for me, I really don't think that that was done in a way that anyone would deem kind of acceptable, or enough. It was a case of yeah, the box is ticked, I've had a short conversation, they've given me the paperwork, I've seen what they've done, I've provided some guidance, but just definitely not enough time to actually to sit there and do it. It seemed very rushed. I How do you see… Is there a way around it? P At this stage it's hard because unless you're going to take people off classes specifically to do that, that's at this stage the only way that I can see it having any benefit and whether that's scheduling a day for that head teacher to be off for the full day and having each staff member off a period to have those conversations and work through that review process, or even the planning process. It's just really difficult to do because then on top of that we still have our classes and like I said before, there's more planning that goes into being able to have a good conversation than, you know, it kind of is that deterrent again of, can we do this quick, do you want to do it at lunch, do you want to do it in the afternoon rather than take the time away from the kids, which is our bread and butter, where we want to be at the beginning and the end of the day anyway. It's, yeah, it's a difficult one to try and solve, I guess. I And your self-assessment, do you find that that's a good phase, a good aspect of the cycle to be able to reflect on issues like this perhaps? P I do. I actually really like it and I was actually putting some reflections on BlueSky the other day, they've got the little journal part that we can put in there. So it was nice to be able to sit and go, what have I done this week, that's maybe a little bit out of the ordinary that actually fits into one of my goals and having that time to really think about, ok well how did it impact on me then? What have I learnt from it and how will this actually improve my leadership capabilities or my teaching, how will it inform my teaching practice in the future? So I actually really quite like being able to do that and I think using BlueSky too, because it can be just a really short to the point little journal paragraph, it's not that time consuming, it's just a case of, oh well I was uploading this information anyway so I'll just quickly go in and type that up. The fear that I have with it is it becomes something like collecting all your evidence for the T2 reports that you kind of collect it all and it sits there and then you're having to think back so at least it's a program that if you're reflecting pretty soon after you've actually completed it, it's really worthwhile and I actually quite like it.	teachers just happy to get the paperwork done, a quick chat & tick the box k.New scheme teachers require more time l.Need time if the process is to be beneficial m. Really like the reflective SA process		
HT Support	And we sort of talked, we can probably skip to the annual review. I mean that's the formal, I mean you wouldn't have done that this year yet but last year, what were your experiences of that in terms of environment, timing, does it meet your expectations? P Yeah, it does, I mean it always ends up being something where you're scrambling for time a little bit, just we would book a period and so I'd go and see the principal but I guess because you're trying to in that time maybe give a little summary or recap, I guess, of how your faculty went with theirs, so you'd be trying to report back to say, ok, well I've had my meetings with my faculty and there are the main pros and cons or strengths of the things that are going well or not, and then sort of have time for your own, that is quite tight in an hour. But you obviously can't, I wouldn't want it to be… how many people, that's not going to be doable either. But I mean we do get to cover a fair bit I suppose. I Yeah and you need to, as you said, find time for your own staff to… And how many staff would you have at the moment? P I've got about 12 but that includes some SLSOs that are not on the PDP as such but we do have them on BlueSky so they still have goals that they work towards but they're just not on the PDP type document. I Ok, and the self-assessment, so this is the mid-year kind of reflection. I'm not sure if you're about to do that.	n.Scrambling for time o.Time available is tight	2h 2i	

	P Yeah we are about to that and it's due in week 2. I So what do you find in that experience? P Well we tend to be doing that through BlueSky, there's a journal function in BlueSky and so we use that journal function in BlueSky to do like a journal entry, I guess a personal reflection on, you know, this is where I'm up to with these goals, this one's not going so well because of, you know, parent involvement or whatever, I'm going to have to rethink this. The other two I had my observation of such and such the other day, that seemed to go well, I'll be able to tick this one off. And you're sort of reflecting on where you're going with that. I Do you think that's a useful process? P Yeah I think so because it certainly makes you go, well right, what am I going to still need to do from here. Ok, I'm halfway through the year, how am I going, am I likely to succeed in this before I get to the end of year. I Ok. Again you find that that's something you might tap into every now and then or you sort of do it when you can or you generally think, oh I've got to do that because there's so many other competing things. Is it just another phase in the cycle that you struggle to find time for you feel is a really important process? P You have a fair amount of warning I suppose so you know it's coming up and, yeah… I So all the kind of phases, if you like, are adequately communicated to staff, you believe? P Yeah I think so. I mean certainly for me, I can't speak for other people, but yeah, I certainly haven't had a problem.			
Maths Exp	. So the mid-year is the self-assessment where we sit down and reflect on how far we're going. What do you think about that? P I think that's a good system just to make sure that you stay focused on what your PDP was so that you don't lose track or just to remind yourself of what it was. I think that's a good thing. Yeah. And no, I think it's great, I think it's a good idea. I Ok. And you do that using BlueSky as well? P Yes we would, yes. I Using the journal? P Yes. I What about the annual review, so you didn't have one last year but are you aware that you might have a meeting this year at the end of the year to sit down with your supervisor and reflect? P No that would be great. I'd love to get… I mean… I So you're not sure about that? P We initially wrote, last year when we first started we initially wrote our PDPs in consultation with our head teachers or with our supervisors. Right so I sat down with the supervisor and, you know, what do you think I… And then we bounced ideas of each other and I go, that's great I can choose these three and then she goes, yeah, and that was great. I Ok. P And then that's how we started. I Ok. And you'd like that process at the end of the year too? P Yeah I'd like that process. I mean it's good to always see that whether or not you've achieved what you set out to achieve, if you achieved your goals, I mean it's always a good feeling there.	p.A good system to stay focused q. I like the AR process, to look at achievements	2f 1q	
Maths EC	And if we move to the self-assessment, which is the mid-year reflection, what are thoughts around that, your experiences? P I think it is a good, you need to have something to look at to say, well have I been able to achieve any of that goal or do I need to now start focusing on something else, have I only been looking at one part of my, out of the three goals or… So do you do need to have some sort of review of what you're doing. I And again, you know, in terms of timing, support around that, do you find that it works reasonably well? Do the structures support you to do that? P Yeah, yeah, I think that that's… Like the head teachers are normally sort of remind you about, are you still thinking about your goals? I still haven't actually got on to the BlueSky, that's the one thing I do have to do, I haven't been on there to put all of that information in. I suppose that's the thing that I haven't had time to do with time constraints. But, yeah, I think that that's more that I'm new to the school and trying to get everything else in place, it's sort of become one of my last things to do.	r.I think the process is good. you need something to assess your goals	2q	

	I Sure. And your annual review will take place at the end of the year, your perceptions, experiences so far and what that phase is about? P Yeah, as I said before because it was so rushed last year, I don't know whether there was really a chance for a proper review because you really only had a short amount of time to even, to set the goals to have any sort of feedback and then a review, so, yeah. Cause it hasn't been a full 12 months it's about hard to say how that would go normally. Yeah. I You see that though as a relevant part of the process? P Yeah, yeah, because you can then think, well is there something else I can work on with that particular goal or do you feel that you've achieved it and you can to onto something else.	s.The whole process was so rushed last year	3i	
Soc Science Exp	And the mid-year self-assessment, what are your thoughts around that, experiences around that? P I really like that because it made me pull my goals out again and look at them and go, oh I've actually achieved this one and then, oh look I'm nearly there with that one and, oh yes, this is the one that I've got for term 3 so I did like that because it kind of just… You know when you think about the year and you think achieved nothing and then you look at what you wrote at the beginning of the year and you go, oh, I actually did achieve something. So yeah, in terms of that, I did like that and it made me kind of really reassess and then I guess it gives you, when you do that reflection it gives you that opportunity I guess to realign your goals if you need to and try and implement some strategies to achieve those goals if they are still relevant. I And the end of year annual review. Your thoughts, experiences around that part of the process? P We haven't really had one of those yet because I guess we kind of implemented it right towards the end of last year so it was really a haphazard experience. I guess we'd sort of kind of said that and then, yeah. So this year it's been much much more structured. I So you're anticipating a more formal meeting with your supervisor in terms of that? P Yes, yes, yeah. I mean the thing is we've got these forms now, like the monitoring forms which are also really helpful. We look at those once a term, no, yeah, week five of every term and it's basically just our check list of have we got this, are we doing this, are we monitoring that, blah, blah, blah, and so that's really helpful and we've got that in a folder. She takes that out once a term and sits down with us for those 10 minutes and just goes, you know, de, de, de, is that all still there? Yep, done. So yeah that's nice, I like that.	t. Enables you to review goals u. Last year was a haphazard experience, more structured this year v. A new monitoring process to keep us on track	3q 4i	
Soc Science EC				
Support Exp	So you find that's useful, the annual review? P Yeah I think so and it's not comfortable always, especially if you're like, well I didn't actually, if one of the things didn't quite work out or, but that's part and parcel of teaching, you've got a review what did and didn't work. But then also you're like, ok well next year how are we going to change this, yeah. So I don't hate it but it's one of the necessary evils, I think. I And the self-assessment, what's your experience of that? The mid year… P Yeah, I guess it's just about, just looking at your goals and thinking, and just being honest with yourself. Are you doing what you said you were going to do and if not, why not? Is it just because you're too much, not enough time or you've forgotten about it, like we're already in the end of June kind of thing. Or is there just been no opportunity to do what you wanted to do. I So that keeps people on track that self-assessment? P I think so. Well in theory yes. It's about whether you're honest with yourself, I guess.	w. The AR is a useful but not always comfortable process x. The SA is about being honest with yourself		
Support EC	And the self-assessment is that mid-year reflection. What do think about that, what are your experiences of that particular phase? P It makes you, I mean if you've just written your goals down and gotten swept up in the year it definitely, it make you kind of be more aware that you've got something else that you need to be working on alongside everything else rather than putting it to the, I guess putting it aside. I think it's useful.	y.Focus on goals	4q	

	I	And your thoughts around the tool, the BlueSky, does that support the process, do you think?			
	P	I think it makes us interact with our goals a lot more and evaluate their purpose. So, well, evaluate the purpose of training and things that we've done to make sure that they're in line with our goals. So yeah, I do think BlueSky is a really useful tool. There is a little bit of double up but I think it's worth it.			
	I	And the double up is the entry, the recorded entry?			
	P	Yeah, but that's minimal at the beginning.			
	I	And the annual review where you sit down at the end of the year with your supervisor or mentor, how do you find that as part of the process?			
	P	I like it because I'm quite critical of myself so it's actually nice to hear from someone else how I'm viewed and what I'm doing is viewed. Because I am quite critical and want to make sure that I'm doing as much as I can and sometimes I think I'm not doing enough but that annual review and just the general feedback along the way makes me go, ooh, ok, cool, I'm not doing the worst thing ever.	z. Likes to hear feedback from others		
	I	And you feel you get an adequate time with that, you know, or is it rushed trying to find time?			
	P	No, we're pretty good like in terms of getting that time. Last year's wasn't rushed. No.	aa.No time issue		

Table 24 - Case B Experience in the self assessment and the annual review

Case B	Question 11: Professional learning	Sub category	Frequency	Theme
Principal	Thinking about all the professional learning that you may have undertaken in that last 12 months and certainly there's PL that's conducted in the school and externally driven, how much or how many of those activities do you think related directly to your goals and you might like to think about the broad headings of either none or some or half or most of them or all of them? P I would say, from my particular situation, all. Anything I'm doing is sort of leading towards those goals. I And you're more than happy with that, that ratio? P Oh yeah, yeah, and that's what I think I said to you earlier, sometimes we have to justify why people are going off to do some professional learning and it's just cause they go, oh that looks interesting or it's a day out of school, well now we're saying, no, how does that relate to your goals. If it's not related really, should you be doing it, is it more relevant that you go and find something else to do. I Do you find that happens a lot generally, are you still directing staff or the message…? P No, not as much. There's a couple of staff and you know sort of why they're doing it. Yeah I think cause we're actually asking them to suggest which goal it's working on. So I think they do have to actually justify it and think about it a bit more. There's still all that professional learning that's classroom based but often that is relevant to a goal that, you know, they want to be a better classroom teacher and be more engaged in 21st century learners or something so they can justify it in that way.	a.PL is related to goals b. Asks staff to relate PL to goals	1c	
HT Maths	Thinking about all of your professional learning activities that you've undertaken in the last 12 months, just very generally, would you say approximately how many of those have related to directly to your PDP goals, would you say none of them, some, half, most or all of them have been directly related to your PDP goals? P Oh probably most. I And would you have liked this to be different? P No, no. I'd look for a PD that links to my goals.	c. Most PL relates to goal	2c	
HT Soc Science	Well if you think about all the professional learning activities you that you do, if you do get to any (both laugh), I can appreciate what you've said definitely, in the last 12 months or so, and you might think about those that are internally offered and those that are provided externally, approximately how many of them would be really related directly to your PDP goals. So if we think internally and I've just got some broad categories here like, would none of the internal courses relate to your goals, some of them, half of them, most of them or all of them, and I fully understand that we offer a lot of compliance training and welfare training. So out of those. P If it was directly related to my goals, some. Definitely not half of them, definitely none of them, not none of them but some of them will. So, for example, we've got our learning group staff development day so all the schools within our area we'll go and for part of the day the hissy faculties or social science and history faculties will all get together and part of what we're going to be looking at is the implementation of national curriculum for us. So specifically for us. So that's probably the only one that I can think of each year that's specifically related to us and the reason I say it's internal is because it's part of our learning group but in terms of I think because our PDP goals are trying to be more specific and learning about Google Drive and I use it but I've been able to teach myself to do it, it doesn't really relate to what I'm doing other than storing some of my information. Every now and then they'll throw a leadership in but it doesn't specifically relate and it's not enough that I would be able to just go, I went to that one, that one and that one, they all relate to that leadership goal. I would say that the majority of the external ones that I'm able to identify and get to, they more specifically relate to my learning goals. I And what do you feel about that kind of mix? Is it possible that, you know, change it up, would you want to? P I think it would be really difficult. Being able to have those external ones where it's through, whether it's like the different memberships at the Legal Studies Association on geography teachers, that works well and I think that's probably the best way to do it. I think if the senior executive were sitting there trying to figure out, ok well our social scientists need to do this, our English teachers need to do this, that would just become a real headache. So I understand that when they're trying to develop those courses, programs, workshops that it's for the greater good, it's something that kind of has	d. Some PL related to goals	1d	

	to appeal to everyone to some extent or, I don't' know, tick a box in terms of improving those sorts of things, so I think internally there's never, you're never going to have 100% of them relate to 100% of your goals. I think you'd be lucky to get a handful that may, but I think externally, it provides you that opportunity as well to go out and specifically network related to the goals. One of mine was that idea of keeping up to date with contemporary issues for the HSC courses that I study so with legal studies and business studies, being able to go to the legal studies conference and spend two days and looking at all the topics and all those guest speakers and it's brilliant. And we always come away from that actually feeling so much better and being enthused again about teaching it and having all of these new resources and sharing that with the kids, but I don't think that it's realistically something that the school is going to be able to do just for six staff members.			
HT Support	All right then if we think about all the professional activities that you can access or have accessed in the last 12 months, you might want to think about those that are internally offered and those that are externally, just very roughly, and I've got some broad categories here, how many roughly, and I'm thinking in terms of none, some, half, most or all, how many would have been directly related to your goals, so maybe if you think of the internal ones, how many of all of those internal activities would have been related specifically to your PDP goals? So none, some, half, most, all, because I appreciate that there's a lot of compliance stuff that has to happen in schools, whole school welfare stuff as well. P Yeah and I guess cause mine would be very specific because we're in a very unique position in the school so I get the feeling that my goals maybe more difficult for everyone to be engaged in than perhaps most people, cause if it's on classroom management or it's on things like that then it's probably going to relate to lots of people's PDP goals but maybe less so mine because mine are more about differentiating learning and things to do with learning support so maybe mine would be a little bit different, so maybe halfish. I Half? P Yeah but I may be extraordinary in that, I don't know. I And of the external courses, roughly again the same. Would those be the opportunity for you to really target…? P Yeah, most. So the last couple of professional learning things I've done is, well last Thursday we had a trainer here for a reading course that we're about to implement so it's very targeted to what we're doing in our faculty. Another one was a differentiation conference. So, yeah, it's all very targeted. I So you would say probably most? P Yeah. I Are you happy with that kind of ratio, that mix? I suppose reality is you can't, as you explained, you can't have everything targeted internally, there's a broad… P No, and I mean I think like your compliance training well that's necessary. It might not be a PDP goal but I need to know it for my job. It's not maybe a big ticket item, it's not my core business perhaps but I need to know it, safety and whatever it's going to be. There's also that element of still being interested in what other people are doing so I might not be involved in this particular numeracy project but gee I'm interested to see what they're doing because those same kids that they're doing that project with I'm doing something else with. So, yeah, I mean I think it, yeah, you can't sort of… It would be a very narrow focus otherwise perhaps and there's always that, you don't know what you don't know issue as well.	e. Half		
Maths Exp	So how many professional learning, so it could be courses from outside school or it could be things that are run inside school. Roughly, how many of your professional learning activities have related to your personal PDP goals? Would you say some, half… P I would say the ones that are in school that we do as a staff, well we did do the Franklin Covey… We were told to use one of those so that was ok. Others haven't been, the school ones haven't been very relevant or related to what I'm going to do. I So would you say some of them have internally or none? P Some have. I mean, I'm also, yes. So some have been really relevant, because I have identified a few things when I go and speak to certain teachers and get their input and get their lesson observations and stuff like that. So that's one. And then my outside of school are all, anything that I had done outside of school were directly related to my…	f. Some internal g. All external	2d	

	I So all of those? P All of those, yes, I always chose ones which were related to my PDPs. I And are you happy with that? Would you like that to be different? P Would I like it to be different? I Mmm. So more related perhaps internally. P Well then it's going to limit the stuff that you're going to do. I mean if you see a course and it's not related to your PDP well there's no point doing it if you're not going to get any recognition for it, well there's no point doing it. And if you're going to be penalised for not fulfilling your PDPs because there was no inservices for that particular time well then, yeah, it can be quite hard to fulfil that PDP.			
Maths EC	Now thinking about all the professional learning you may have experienced, I would just probably say so far in the relation to the goals you've set this year. Do you think some of them, half of them, most of them or all of them have been related specifically to your PDP goals? All the professional learning so that's that which is here at school provided, that are offered outside the school. P They weren't all focused towards the goals, some of them were but not all of them. I know that when we go on our staff development day next term there's some ICT parts and that was one of my goals was to implement a bit more of ICT into the classroom, so that will be but not everything is. Yeah. I And are you happy with that? I mean would you like that to be different? P No I think that's fine because there are a lot of things you still need to do as well as your own goals, cause the school as a whole as goals that they would like to achieve and so, yeah, it's not just you it's about the whole school so you've got to have a range	h.Not all PL focused on goals		
Soc Science Exp	So I want you to think of all your PL, professional learning, courses you might have gone to over the last 12 month period, some of them might be internal in the school here, some might be offered outside. P Yes, yes. I So how many of those roughly are related specifically to your goals, your PDP goals, none, some… P I'd say some, I'd say some. Definitely the ones that are run internally here. We've got a very clever, well everyone's young to me, she's the head teacher learning and she's very good, Jenny Starick is her name, very good, very clever woman and great with people. Her stuff is great, very pertinent. I So all the internal ones? P Yeah, all the internal stuff, the stuff that we have to do externally, that's delivered because we have to it's very much departmental. I Sure. So would you like that ratio to be different. Would you like more goal… You mentioned one about the IT. P Well it becomes… It would be nice to get an individual one for me but I don't, I already resist micro-management. At my age I thing I've been around the traps. I think the young people have forgotten, they wouldn't know what an advert was if it bit them on the backside.	i.Some internal is related to goals j. All external PL is DoE mandated	3d	
Soc Science EC	All right, thinking about all your professional learning over the year or perhaps in the last six months or 12 months, how much of that learning do you think is really focused, directed towards your PDP? You might want to think in terms of school provided PDP, PL, and external PL. Would none of it be related to your PDP, some of it, half, most or all do you think? P I would suggest certainly that most of it. I mean I've been very selective in what I've chosen to do and I've made sure that it ties in with my goals. I mean number one it's much easier to get the yes if you can say, oh but look this goes with my goals, oh yeah sure. But in terms of what the school provides, I must say our senior exec and exec really have a good think about what would be beneficial to us so I just find that even the school, like our staff development days, are always well geared towards meeting those goals and sometimes they're the personal ones. Like I think this year we did a… There was something about how you can improve your physical and mental wellbeing and that obviously then enables you to achieve those goals much better because you're not going to be sick and you're not going to be rundown and you're not going to be all of those things and it was really relevant so, yeah. I So you're happy with how much, the mix you've got between external and internal and how many relate to your PDP.	k. Most PL is related to goals	3c	

	P It's very very rarely sit there and actually go, oh my god I'd rather be somewhere else so completely. So yeah, we've really, I think they get it right a lot of the time here but they do, they put so much thought into it as well, which is good.			
Support Exp	So thinking about all your professional learning now in the last 12 months, do you think, how much do you think would be directly related to your PDP goals so some, half, most, all? P Most, I would say most. And that's also knowing what PDP is coming up and then you can backward map what you want kind of thing as you plan. I think that's the last, well last year and this year, being able to go, oh ok well I know what's happening, a basic idea of our faculty plan, where can I… And then a little bit of goal, yeah so, and then there's other ones that happen because you have to do them. I Would you like that to be different, that kind of mix? P No because sometimes the ones you think you don't need or are as quite interesting, it's nice to do things and they're just general teaching ones anyway or planning. I don't know, no it's ok.	l. Most PL is related to goals	4c	
Support EC	So you want to think about all the school activities or the internal and then perhaps the external. So those that are related to your PDP goals. P I'd probably say, I'm trying to think specifically of my goals as well cause some… I would probably say about a third of overall will be linked directly. There'll be others that will kind of, there might be like a tedious link but it still assists, or tenuous, sorry, tenuously. But I think I also go, I also put my hand up and try and capture as much as I can because I've got a broad role, so I probably am doing quite a lot compared to others but that's because I want to make sure I'm skilling myself just for the role as well, or the different facets of the role that may not be explicit in my PDP goals.	m. About 1/3 is linked to goals		

Table 25 - Case B Professional learning

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Case B	Question 12: Principal only Impacts	Sub category	Frequency	Theme
Principal	Thinking more broadly whole school perspective, do you think, or how, if at all, the PD processes have affected the workplace culture, the culture of the school, and I know it's very early days. Do you see a change? P I personally feel that it's a more positive thing for the school. I don't know whether staff are saying the same thing but, because I do think it is making teachers more accountable but also allowing them to actually learn about their own growth and have something to work towards rather than just, as I said, turn up every day and teach. So I, yeah, over long periods of time I think it is going to be a more positive impact on a whole school and I think we'll get a better quality of teacher or better quality of teacher staying in the teaching profession because they're actually gaining something from it. I Ok. And the key challenges that you faced in terms of implementing this new framework across the school, what have been any key challenges or issues? P Things, in terms of the whole school, it would be like when we tried to implement the peer observations, the challenges were the impression that, you know, it was more work that we were expecting people to do and where was the money coming from and were we going to cover their period so that they could do that sort of thing. That was a bit of challenge whereas I think we sort of worked around that for them. Probably some of the professional learning, the same for my own situation, finding appropriate professional learning for some of the goals people are setting. I haven't heard of many other challenges going on at the moment. I So just on that, the question of how are we going to do this if we're not covered, I mean obviously the school found cover that was a way to enable people to do it or …? P No by us saying no, we said, no, this is part of your job and we would expect that you work that internally within your faculties and they did. Yeah, I think if you give them everything they actually want sometimes they'll take advantage of it. The staff her are really really good, the majority, you know, every school has a couple but the majority of them are willing to work around things because we do a lot of good things for the staff as well. We do give back. I And obviously those things, those issue you raise seem to have resolved themselves to positive outcomes? P Well I think so and I think people get benefit out of, like particularly the peer observation one. I think there's a lot of benefits that come for both people from that, not just for the person being observed but the observer gets to have a look at some other strategies, other techniques that teachers are using, work out how you can operate with a particular student in a better way. And I think they can see that, yeah. Well have you, have you seen, do you believe this process has encouraged greater collaboration amongst staff? P Honestly I couldn't say. I think given another year or two I think you'd definitely start to see that. But from where I've come from in my ?Tas faculty, it's always been collaborative. We've always been supportive of each other often in classrooms helping each other, suggesting things, the professional dialogue in the staff room is always there. So from that part of my background it's always there. From what I'm seeing now, teachers do say, oh yeah, I really enjoyed looking at, watching someone's class that sort of thing, so even that positive dialogue going around the school is probably better. I What about classroom teaching, do you think it's had an impact on teaching, observable yet? P I couldn't answer that. I don't believe, no. See, we've done so much around improving literacy and numeracy with new reading strategies, writing strategies, we're doing the alarm training, we're doing so many different things that we're expecting all of that to have a positive impact. What I do know is that the school, it's a very settled school whereas we went through a couple of bumpy years, whether that's part of all this, could be.	a.a positive thing for the school b. Makes teachers more accountable c. A more positive impact over time, with better quality teachers who are gaining from it c. School did not provide cover for Obs d. Benefits of lesson obs e. More teachers sharing a positive dialogue about Obs f.Not possible to see any impact on classroom teaching. Many other projects also work to that end.		

Table 26 - Case B Principal's view on impacts

Case B	Question 13: PD Supervisors & teachers. Impact on collaboration & classroom teaching	Sub category	Frequency	Theme
HT Maths	Ok, so as again a supervisor have you really noticed that this process has changed the degree of collaboration amongst colleagues, maybe people are working together, do you see people working together more often? P I haven't seen a change but I think that my faculty is quite collaborative anyway so that's sort of, I haven't really noticed much of a difference. I And what about classroom teaching? P I haven't seen a change in the classroom teaching as a result of this process yet but it's quite new.	a.No broad change evident, my faculty is b. No change yet as it is new	1a 1b	
HT Soc Science	Do you think the process has actually changed the degree of collaboration across, or with your colleagues? Do you see more and more people working together? P I, from a faculty point of view, definitely, and I guess to an extent it's really because there's this accountability that, yes, I've had that conversation with that staff member about what they want to achieve and if they are. If they're not, where can we go to, what do you need to change. So I think being forced, I guess, into doing those sorts of things is actually really beneficial too. So to be able to when we do find the time sit there and have those conversations and really just go, how are you going, not on a social level but on that kind of professional level, right, cool, where are you? What do you want to do? Are you able to achieve that? What do you think, Where do we go from here and providing some guidance and I think then… I've been very lucky that I work in a faculty where we always have been quite collaborative, sharing of resources, working together to, you know, within the faculty work towards achieving the strategic plan as that's been implement as well. But I think, yeah, it really has given us that opportunity. In terms on the kind of executive level with the other head teachers, there have been more and more occasions now where we're asked to do something and we will sit there in small groups and usually, you know, the head teachers in one block will get together and go, what did you think of this and, this is how I've done this, what do you think? So I really do think that it has facilitated that more collaborative style of engaging with each other in terms of achieving goals and figuring out who has what goals on the kind of staff level as well. I What about classroom teaching, do you think it's changing classroom teaching at the end of the day? P I think that one's really hard to answer and given that the real push has only been over the past maybe two years, I think it maybe some time before you see it on an individual level, definitely, and especially with newer teachers coming through so straight out of university into teaching, being able to go and do those courses related to… If one of them had put down, work on classroom management and then went and did three or four courses on that to see them at the beginning of the year and then the end of the year, I think on those individual levels you might be able to report back on. As a whole, I think that would be really difficult to…	c. Definitely changed because of accountability d. More collaborative style of engagement e. Difficult to see impact on teaching	1c 2b	
HT Support	Well if we're thinking about the process overall though, do you think it's changed the degree of collaboration amongst your colleagues? Do you see people working together more and more, inter-faculty or…? P Not in my faculty so much because we already work, the nature of my faculty is supporting other faculties so I suppose it's, I don't know if it's a huge difference in my faculty but I have heard about other people teaming up to do, you know, the observations that are not perhaps by a supervisor, but observations that you can just organise, like peer observations, I think is what they're calling them. So I think other people maybe getting together to share an idea or an observation of someone that's not their supervisor, so perhaps things like that. I Cross faculty? P Yeah, yeah. I But in terms of your context, you really haven't seen any great change because you're moving into other faculties all the time. P Yeah that's sort of what we do, we support the others. Most of my teachers are going into other people's classrooms anyway and doing that sort of thing. I Yeah. Do you think it's changing teaching at all? Again, from what you observe, do you think the process, whether it be that reflection or whether it be the observations that it actually…	f.My faculty is and needs to be collaborative g. May be more collaboration due to Obs h. A boot for teachers who have been	2a 2c	

	P I think, and this is just sort of really coming to mind when speaking with another head teacher colleague, I'm not sure if you're going to be speaking to them or not, but she is definitely feeling like it maybe a little, you know, boot for some of the teachers that have maybe been cruising a little bit perhaps. You know, that suddenly they do have to have these objectives that they're working towards, they are having to present evidence, they are having to look at their teaching practise, they are having to have their teaching practice observed a little bit more closely perhaps so maybe it is getting them out of a comfort zone a little bit. I And would these necessarily be the older kinds of teachers? P Yeah, well in this case it is, the two examples I'm thinking of.	cruising		
Maths Exp	Ok so some broad impressions here now. Do you think the process all together from setting goals, carrying them out, you know, the self-reflection, the annual review, do you think that's actually changing the degree of collaboration between teachers? So do you see more teachers collaborating as a result of this process? P I wouldn't say that it's more collaborating, I think it's now, it's, no. I Just your observations, do you think this process has…? P I think so, yeah, because I think, well for number one it's, how I feel is if someone is struggling with their BlueSky and being able to upload and what have you and being able to use the website and stuff like that and many a staff have asked for directions well in that case we can bounce or we can see what PDPs everybody's doing, which all right, that's a good idea, I think it's good. I think it's good to see what every other teacher wants to develop and that' great. I And what about classroom teaching, do you think this process has changed classroom teaching at all? P No I don't think it has. Not at this point in time. Only because most of my PDPs aren't dealing with the classroom so to speak, if that makes sense. Does that make sense? Like most of my PDPs are not, although they're professional but they're not directly related to my, well they are but not to the… I Not directly to classroom teaching as such but they're indirectly related to… P Yes. I …professional learning? P Yes.	i.More collaborative j. My goals are not related to classroom teaching	3c 3b	
Maths EC	Well thinking about the process now from a whole school kind of perspective, do you think the process has actually increased or encourage collaboration? P Yeah I think it has, yeah. I What specifically about that do you think encourages collaboration? P Well for the whole school goals because if you're all working towards the same thing then we have to all look at, well how can we all work towards those goals, what is there that we can do, so yeah, and the ultimate is student outcomes. We're all trying to get the best student outcomes for each student and, yes, so there is lots of things that we have to do together, even down to one of my classes that I have with behavioural issues in class, it has to be across the board so, you know, every class they go to we have to have the same sort of structures in place, so that's working together to try and achieve the same goals. I So there might be other projects and other things happening in the school which also contribute to collaboration, not just this PDF. P No, yeah, there's lots of things. I Lesson observations? P Yeah I did have lesson observations where I was and we will have them here, yeah I've been told that. So, yeah, we used to go in with a particular focus that we were looking at and we… And yeah, so to give feedback to that particular teacher on what they're trying to focus on so that they can work on how they can improve whatever the goal is that you're looking at for them. Yeah. I So again, the process, do you think it's lchanging classroom teaching? P I think it's always changing your teaching from one class to the next, from one year to the next. The classes are always different so you've always got to be looking at different ways. Yeah.	k. We're working together to achieve school plan goals l. Always working to change teaching	4c 4b	

	I This process though, do you think, in setting goals, implementing them, do you think it's capable of changing classroom teaching, the PD process? P Look, I think so because you have to move with technology, you've got to move with it, that's reality and so if you don't do any of the professional learning or development, you're never going to keep up with… Kids teach us a lot of things too, you know, the technology side of it, you know, you have to listen to them sometimes to find out how to do things and, yeah, I think it will change, yeah.			
Soc Science Exp	Do you think this particular one around performance and development is actually changing the degree of collaboration? Are people working together more because of this new PD framework? P I haven't seen it. In our staff room it's because of who we are. We very much work together. I was acting head teacher for while and one of the signs I put up on the wall was, "We help each other". I Yeah. And what about classroom teaching, do you think that's changed or may change as a result? P For me? I No just generally do you think it's changing? P Oh yes, yes, you get some of these testosterone packed young blokes and we've got a pretty young female teacher. They call me in occasionally, well quite a lot actually to pull some blokes into line, which I do. I Sorry, how does this process… Do you think this process will change or it does change? P It won't change mine, my teaching. I don't want to sound arrogant but I've sort of been there and done that. I know my style, which certainly doesn't mean I'm not open to learning. I've certainly picked up some ideas particularly from Jenny ?. I Yeah, now that's a way in which the process can work isn't it. P Oh no, she's great. I Observing others and… P She comes in, you know, we do a one period or a two period course, that girl's got it. It's pertinent. I Yeah, so you see a relevance. P Very much so. I And where that happens people may change their teaching. P Yes, again it goes on personalities. If you get the right person who knows the joint here, knows how we work and boom, Jenny's come up with some great stuff.	m. Don't see collaboration outside our faculty n. Picked up ideas from another teacher	3a	
Soc Science EC	How do you think the process has changed or how has the process changed your degree of collaboration with staff, if at all? P Do you know, I think again, and I know this will be very faculty specific. Our faculty has always been collaborative anyway because we've had to, like we have so many senior classes so, like at the moment for example we'll have three year 11 business studies classes running so three teachers are teaching that so we've always worked like, you plan this unit, you plan that unit and you plan that unit and then we share all our resources and that way the kids get a bit of diversity in the lessons. We have some stress release because we've only go to plan one section instead of three sections and so our faculty is very very good with it. But I know that often, you know, people will say, oh my goodness I've never seen a faculty do this and I've never seen people do that so to us, I guess it hasn't changed much because of the PDPs because we've done that before. I And what about classroom teaching, do you think the process is changing classroom teaching or maybe has the capacity to? P I think it certainly will because if it's keeping us on track and focused on what our goals are it has to have that follow on effect down in the classrooms. Like I'm just thinking with the project-based learning goals specifically I mean that's a whole new way of learning so it's going to have a huge impact in the classrooms. It may not be as positive as we're expecting but it may very well be. Yes, I think certainly, and again because your PDPs are linked to your strategic faculty and school plans, one of the strategic directions is to make learning for students better, so it has to. If you're aligning your PDPs with that, it has to have that follow on effect, absolutely.	o. Our faculty is collaborative anyway p. Will impact on classroom teaching	4a 5b	
Support Exp	Do you think it's enhanced collaboration or…? P Well, for myself, yes. Only because one of my plans, one of my goals was about differentiation and bringing in literacy	q.More	5c	

	more into the subject areas so because I'm history trained I was able to do, I'm able to do literacy, history lessons like team teaching kind of thing but that's, but then in terms of, it depends on the plan it depends on the individual goal. If it's a very individual goal then… I Do you think generally though you see more collaboration? P Yeah I think there's more communication at least in terms of… Yeah, from the top down. I think so because it's now, the head teachers have to report to exec more often as well, not just once a year when they have their head teacher TARS so it is a lot more, cause yeah, the exec staff see, it's more open to the exec now almost so they see and they might tap you on your shoulder I think and maybe there's more… Even just faculty there maybe collaboration between faculty, hey we're both doing this, do you want to work on this with me or something like that, yeah, possibly. I What about classroom teaching, do you think that's changed as a result of it, or may change? P I don't think because of PDPs, I don't think, not that I've noticed. I So if there's any change in teaching it could be result of other projects? P Other programs, other projects, you know that the school has brought in. Yeah, I think that's happening but I don't think it's PDP reliant.	collaboration for myself and from the top down r. Other projects also contribute to improved teaching	 1r	
Support EC	Well, in terms of noticing the impact of the process across the school, do you think it's actually changed the degree of collaboration with people, or you see happening with colleagues? Do you think more and more people are working together because of this new framework? P I think they were anyway. I think there are other projects and initiatives that the school is driving forward as well, but probably more so drive collaboration. It may have helped some have those conversations with their line managers that they weren't having before, but in our department it's kind of just the same. I And what about classroom teaching, do you think this process is changing, will change, may change classroom teaching? P I would hope so. I would hope the process weeds out those teachers that don't want to teach for the right reasons and skills those that do.	s. Other projects drive improvements as well t. More collaboration, same for our faculty u. Hope the process changes teaching by weeding out those who don't want to teach & skills those that do	2r 6c 6b	

Table 27 - Case B PD supervisors and teachers views on impacts

Case B	Question 14: Most important outcome	Sub category	Frequency	Theme
Principal	What do you think is the most important outcome of the process? P I think it's the teacher professional learning that's coming out of it and reflection and the fact that they really are thinking about what their job really is and what they want from their job rather than it being just a job. So more as a career.	a.The PL b.The reflection c.Thinking about their job d.Career planning	1b 1d	
HT Maths	And what do you think is the most important outcome of this process? P Look I think it's good to get teachers thinking about what they want out of teaching. It keeps them fresh in their skills. I think that's the most important thing, it keeps them moving forward, not stagnating	e. Getting teachers to think about what they want f. Keeps teachers moving forward, not stagnating	2b 1f	
HT Soc Science	What do you think is the most important outcome of the process? P I like the idea of accountability for everyone. I think beforehand there has been some complacency in maintaining something as, not necessarily simple, but something such as classroom management, maintaining your knowledge, understanding of the changes within each of your subjects as well. So to be able to have somewhere to store the information, to have to collect the information and I think coming through as part of a New Scheme teacher that's made it so much easier because you've done that form day one. And I think just in terms of having everyone on the same page actually having to do it as well and so no disconnect between the, that's all well and good you've been teaching forever you just have to sit there, I on the other hand have to go and do all of these hours and I have to document it and I have to annotate it and… So I think it's almost, it's that idea of consistency and I think that's, you know, something that we try and embed with the students that, no, no, no, you've got to be consistent in teaching staff note, we've all got to ping them for uniform or make sure you're in class on time. So I think that idea of consistency across the teaching staff and saying, no this standards not just for new people, this standard's for everyone, let's work towards everyone achieving them.	g. Accountability for everyone h. Standards for everyone	1g	
HT Support	What do you think generally then is the most important outcome of the process all up from planning, implementing, setting goals, reflection, what's it all about? P Well I think, I mean we'd like to hope that the overall objective here is student outcomes, better teaching, quality teaching, schools moving closer to excellence in their framework and so on. But teachers being more reflective about their own practise and seeking excellence themselves. Yeah just being more aware and more accountable I think about what's going on.	i.Better teaching j.Schools moving closer to excellence	2f	
Maths Exp	What do you think is the most important outcome of the PD process? P There's probably a couple of things that I think are quite important. Number one, I think it gives teachers a goal, something to look forward to or something to achieve as before it wasn't as, it wasn't written down so to speak, it may have been there but not expressed in words. But, yeah, I think it's goal setting. I think it just gives teachers a realisation of, yeah maybe I can do this and should start thinking about doing other things, which is good. And I think it also gives teachers opportunities to expand their skill base.	k. Gives teachers a goal(s) l.Gives teachers opportunities to expand skill base	3b 3f	
Maths EC	And the most important outcome, what do you think this process is really trying to achieve, what's the most important outcome? P Good teachers, quality teaching.	m. Quality teaching	4f	

Soc Science Exp	What do you think is the main purpose, the main outcome of it, sorry, not purpose? What's it trying to achieve? P More control of teachers and teaching. More control, more governmental control. I'm a bit cynical, a bit suspicious of it but maybe that's cause I'm a left winger. I What kind of control do you think? P I get the impression that the powers that be think that we, the government bodies, have thought we teachers have had it too good for long. Nobody's a teacher for the money, I'll tell you now. God I couldn't believe it, I saw a headline flashed up on the television on the ABC, the Telegraph criticising teacher's pay, getting $100,000. People wouldn't dare work, they wouldn't last five minutes, they'd be arrested for hitting a kid with a chair or something. I Yeah. So you think it's trying to keep teachers in line? P In line, yes, it's just control and in fact if you like you can use that word that I use, micro-management. I Yeah. And it's control about their practise or…? P Control of the workers.	n.More control of teachers and teaching		
Soc Science EC	And what do you think the most important outcome of this process is? P For me it's so ridiculous because I'm such a rule follower, I just love structure, so to me the fact that's it written down in black and white means I have to achieve it, full stop. That's as simple as it is. Whereas if it's some airy fairy little thing that gets filed and you never look at it again, there's no accountability so I like that, but that's probably not what everyone's going to say to that. I So it's the structure of the process that you think is useful and helping people actually achieve it? P I think so. I think so because you have the reflection and you have the assessments and they actually… You know with the TARS I thought it was something that was written on a piece of paper and filed away and never looked at again and this process very definitely encourages you to review and review and review and then it's not a case of, you know, if you haven't met this goal we'll just discard it and start again. No, you haven't met it this year but can you perhaps meet it next year, is it still relevant. You know, those are all the things that will be in that discussion at the end of the year so I think it's not a pointless exercise, I guess, is what I'm trying to say.	o.Structure & accountability	2g	
Support Exp	What do you think is the most important outcome of this process? P Well I think it's about always improving yourself and not becoming stale and being a needed member of staff and, what's the word I'm looking for, not valid but… Being an ESL teacher we always have the thing of, ok what's the difference between us, sometimes and some teachers go, what's the difference between us sometimes and say a teacher's aid, so we really need to make sure that we are setting our goals professionally and making sure we're being seen as professionals, we're literacy professionals, we have that, we're not just helpers kind of thing. So, yeah, and for advancement, for career advancement and all that kind of thing.	p.It's about improving yourself q. Career advancement	5f 2d	
Support EC	I think for staff it's to set and achieve goals but I think for students, like the impact on students is to make sure that we're skilling them with the best teachers that are well informed with current methods and strategies.	r.Setting & achieving goals s.Well informed, current methods and strategies	4b 6f	

Table 28 - Case B Most important outcome(s)

Case B	Question 15: More experiences of PDF	Sub category	Frequency	Theme
Principal	Anything you'd like to add about your experiences to date with this whole process? P I don't think it's an onerous task, like the actual document you have to fill out is not massive in that, you know, it's taking up a lot of teacher time, it's the sitting down thinking about it which you're asking teachers to do, which means they're actually putting thought into the process. So I don't think that's ever really going to be a concern that people say, oh you know, it takes so much time to do all of this. They've got a whole 12 months to reach those goals and there's also that part that says, you know, well if you haven't reached them, what do you, you just put it over to the next year as well and you continue to work towards it or you adjust it or change it so it's an ongoing evaluative process that can lead to lots of great things for our staff.	a. Not an onerous task b.An ongoing evaluative process		
HT Maths	Is there anything else you'd like to add about your experiences with this new framework? P Oh look it's, it does take time but you do get used to what you need to do. I think it would be beneficial to the education system so I think it's worth it. I think there will resistance from the older teachers and I think we'll see a lot of teachers retiring soon because they're worried about the process. I How might they be worried? P Oh they think it's going to, you know, their role is going to be more administrative and doing lots of reports and paperwork. I Is there a notion of complaint around that already with the oldest teachers? P Oh look I think some teachers nearing retirement age know that this happening and some of them are saying, well it's probably time I retired anyway, so rather than having to start paying the $100 a year and having to maintain their performance development, they're thinking, oh well I think it's time. Especially the teachers on the old superannuation scheme.	c. It takes time d.I think its beneficial to the system e. Might encourage older staff to retire		
HT Soc Science	Ok, and final question, anything you'd like to add about your experiences to date with this new framework? P No, I guess again my experience has been kind of limited. I think there is a huge importance in terms of training staff how to go about the process and being that business studies teacher and you know when you're making change, why? Why are we actually doing this in the first place because a lot of people go, this is now 300 hours of paperwork that I'm going to have to do, what's the reason for it, what ultimately are we going to get out of it at the end of the day? I think having that clearly explained process for all staff, and I think just each year revisiting that, why it's important and this is how you go about doing it. And I guess if the department ends up having one way of doing things then providing that training for everyone cause I could only imagine, although we're using BlueSky, what is every other school using. So if it's, if we're going to do this then we're going to do it the right way and let's get everyone using the same system because then you've also go the problems of people don't stay at the same school forever, so oh no, I've been working on this, well no we use this system. Ok, brilliant. So I guess consistency in the systems as well.	f. Limited experience g. Explaining the process is important h. Consistency across the system is important		
HT Support	. Is there anything you'd like to change about the process at the moment? Or do you treat this as sort of a, kind of a, just an introductory, it's very new phasing in. Is there any aspect that you'd like to change? P No, I think because it's new partly and we're all so… So the only, it's only a very minor issue, so the only thing we've really had as a problem is, because I guess we're using BlueSky, which is great because it uploads all your professional learning and it all matches together, but it does mean that there is that initial replication so the goals that we list on the PDP then have to get copied over into BlueSky as objectives and then you fill that in with all of your details and so on, so there have been issues like when we were having the hassle with staff about, don't forget to upload your things onto BlueSky but that's not necessarily the PDP process, that's something we've elected to do maybe and add on. I Yeah, so at the end of the day do you feel that software applications like BlueSky aid the process, at the end of the day? P I do but I'm not sure if everyone does. You know I really like it, I think it's very intuitive and user friendly and it allows me to sort of see everything. It's a bit more visible than that PDP form that just becomes a static document. So the BlueSky thing does sort of keep it more alive for me. I You can see your staff… P I can see all my staff stuff and it reminds me to check out, oh am I doing enough to support them with regard to helping	i.Replication of data entry is an issue		

	them to source appropriate professional learning or, do I need to give them a reminder about how they're working on this thing. Plus for them with my own it keeps them a bit more visible and, again, what do I need to look for with regard to professional learning. But, yeah, so that initial doubling up I guess. I So it's just the goals you have to do that with, upload your goals… P Yeah, so in BlueSky they're called objectives and you can just sort of break those down and it allows you to so that the, like the evidence and observation things that you need to collect for your PDP, BlueSky has a place where you can directly upload documents next to each objective. So if I had an objective about the parent program last year or whatever, then I could upload next to that goal when I'm sort of evaluating whether I've completed it, I can put in all my flyers, invitations to parents, I can put the evaluations of the parents that were there and it helps me in my reflection I have everything in one spot. And the other thing it does really really well is lesson observations so it provides you with this little online vehicle and you can be, you determine what standards you're going to be looking at, it draws upon them automatically, they don't have to be entered, and then it allows that really simple process of observation that then is stored online. I Yeah, do you think staff generally see the advantages…? P Well I hope so. I think most do but I wouldn't want to say. I So is BlueSky new for you last year or this year? P Yeah we trialled it last year. I All right, finally, anything else you'd like to add about your experiences to date with the process? P No I don't think so. I mean I think we all had more of a negative experience last year just because everything felt so rushed and it felt at the beginning like we maybe didn't have enough information perhaps to start it any earlier, because I know the principal much as I said, she certainly filtered through everything she got and did presentations, gave us a folder of all the information and so on. Yeah, we didn't really feel like we got the full cycle, it felt very rushed, whereas I'm hoping this year that everyone will feel a little bit more positive about it perhaps.	j.Negative experience last year, so ruched		
Maths Exp	And then finally, is there anything you'd like to add about your experiences with this process so far? I Anything you'd like to add about your experiences to date. P Oh ok, ok. No so far so good. I You were thinking may have a big impact on teachers in the future? P I don't know. I'm not sure how honest I should be that's all. Look if it is going… My only concern is that it's going to be, a lot of the Institute are going to use this for your teacher development, right, and as a result, online teacher development and are they going to be proficient, high developed and stuff like that and if this is going to basis for it I mean I think a lot of teachers are going to use that as PDPs that they can achieve easily. And I think it's just, I don't want it to, it's not conducive to teacher learning and that's all. I mean if that's going to, I just think that that may happen or could happen and hopefully it doesn't. That's all.	k.Not conducive to teacher learning but more accreditation		
Maths EC	All right, and finally, is there anything else you'd like to add about your experiences with this framework? P I can't really… I don't see any issue with it. I don't have a problem with it. I Do you think anyone does? P I think some people do. Some people do find it hard to take feedback, accept feedback, especially lesson observations, they get a bit funny about lesson observations. I think it's, like it is daunting to have your peers there watching you, but you know, you're only going to learn, we're not perfect we've all got something to learn so if someone's got some feedback for you, I don't think take it as criticism. I Do you think we need training, every one of us needs training around giving and receiving feedback? P Well that, yeah, because there are ways to give feedback and there are ways not to give feedback and that can actually change how someone accepts that feedback depending on how it's relayed. Yeah.	l. I Don't have a problem with it m.Difficulties in providing lesson ob feedback for people n. Feedback training needed		

Soc Science Exp	Would you like to add anything about your experiences with this process at the moment? P I think it's just, I think it's a passing phase, just a passing phase. Been there, seen it before. There'll be another one coming up soon. I know that sounds very cynical but… I Ok. P I don't like the Minister for Education either, just thought I'd…	o. It's just a passing phase..there'll be another one coming soon		
Soc Science EC	All right. And finally, is there anything else you'd like to add about your experiences with the PDP framework? P No, I think just the excitement of doing the mid-year thing and realising I'd actually achieved one of my goals, I've just got got me and I didn't even realise. (Both laugh)	p. Excitement of achieving goals		
Support Exp	All right, finally, would you like to add anything else about your experiences with this…? P No, you just do what you've gotta do.	q. Got to do what you have to do		
Support EC	All right and finally, anything else you'd like to add about your experiences to date with this new process? P No, I just think it's really good. Making sure that we all set our own goals and the fact that there's school learning and we can do something for ourselves in there, like it encompasses everything.	r.Really good s. Setting goals t. School learning options		

Table 29 - Case B More about experiences of the PDF

Case B	Question 15B: Any changes	Sub category	Frequency	Theme
Principal	Anything you'd like to change about the process? P That's an interesting question. Probably not at this stage. I like the fact that it's a 12 monthly thing and that it's a cycle you keep looking at. I like the peer observation component. No I can't think of anything at the moment.	a.Not at this stage		
HT Maths	Would you like anything to change in the process? P More time. More time. That's always the one isn't it? I Yeah. Can that really be resolved? What's the solution to that? P I don't know. I don't know. I know at the start of the process when everything was new and there was the Teacher's Institute just formed and we were starting to do, you know, I think the government is going to have to put funding into helping schools to implement the Institute processes because I know that we had head teacher mentors and people who helped schools at the start of the process when that initially started, back in 2005 when it started and that was very helpful because we had people who, it was their business to find out about how things were done and then to teach teachers and how their processes were done, so I think that would be good.	b.More time	1b	
HT Soc Science	Anything you'd like to see changed in the process? P I guess having the time to be able to do it which we've kind of spoken about before but realistically when or how we can do that is the million dollar question I guess. Other than that I like… It would also be nice not to have to do everything three times. That idea of having, BlueSky is great because we can put everything on there but we also have to fill out the BOSET site, we also have to go in and do the My PL site so, and then having the paperwork, the initial PDP paperwork as well, fill that out, scan it, put it on. If we could just put it all on there to begin with it certainly would make life easier. Yeah. Well stumbled across BlueSky and it's helpful but in many ways you've said that that's repetitive with all the other admin requirements too. P I guess so. It would be nice for them just to, and no one ever likes being told what they have to do, but here is the system that we encourage you to use because generally if you're encouraging us to use that one system then we're more likely to jump on board and go, ok, let's use that one system, but can we use it in a way where I don't have to triple up on what I'm doing, can that system draw from BOSET, can that system draw from the intranet so every time I do a course it just shows up on there, I don't have to go, right now this one, this one, this one. But again, I understand that different schools have different ways of doing it and the way one school likes to work may not be the same way every other school likes to work so, and I guess that's with their reporting and student reports as well. They've got their system but there's 3,000 other systems, everyone uses as well.	c. Having the time d. Avoid Data entry duplication	2b 1d	
HT Support	Ok. Is there anything you'd like to change about the process at the moment? Or do you treat this as sort of a, kind of a, just an introductory, it's very new phasing in. Is there any aspect that you'd like to change? P No, I think because it's new partly and we're all so… So the only, it's only a very minor issue, so the only thing we've really had as a problem is, because I guess we're using BlueSky, which is great because it uploads all your professional learning and it all matches together, but it does mean that there is that initial replication so the goals that we list on the PDP then have to get copied over into BlueSky as objectives and then you fill that in with all of your details and so on, so there have been issues like when we were having the hassle with staff about, don't forget to upload your things onto BlueSky but that's not necessarily the PDP process, that's something we've elected to do maybe and add on. I Yeah, so at the end of the day do you feel that software applications like BlueSky aid the process, at the end of the day? P I do but I'm not sure if everyone does. You know I really like it, I think it's very intuitive and user friendly and it allows me to sort of see everything. It's a bit more visible than that PDP form that just becomes a static document. So the BlueSky thing does sort of keep it more alive for me. I You can see your staff… P I can see all my staff stuff and it reminds me to check out, oh am I doing enough to support them with regard to helping them to source appropriate professional learning or, do I need to give them a reminder about how they're working on this thing. Plus for them with my own it keeps them a bit more visible and, again, what do I need to look for with regard to professional learning. But, yeah, so that initial doubling up I guess.	e.Avoid Data entry duplication	2d	

	I So it's just the goals you have to do that with, upload your goals… P Yeah, so in BlueSky they're called objectives and you can just sort of break those down and it allows you to so that the, like the evidence and observation things that you need to collect for your PDP, BlueSky has a place where you can directly upload documents next to each objective. So if I had an objective about the parent program last year or whatever, then I could upload next to that goal when I'm sort of evaluating whether I've completed it, I can put in all my flyers, invitations to parents, I can put the evaluations of the parents that were there and it helps me in my reflection I have everything in one spot. And the other thing it does really really well is lesson observations so it provides you with this little online vehicle and you can be, you determine what standards you're going to be looking at, it draws upon them automatically, they don't have to be entered, and then it allows that really simple process of observation that then is stored online. I Yeah, do you think staff generally see the advantages…? P Well I hope so. I think most do but I wouldn't want to say. I So is BlueSky new for you last year or this year? P Yeah we trialled it last year.			
Maths Exp	Is there anything you'd like to change about the process or see changed about the process? P Can you just… I Yeah so thinking about that whole process, is there anything you'd like to see changed about it? P Well we were under the impression that we need three PDP goals, is that how much it is? I Three goals? P Yeah is it three goals or is it five? I Three minimum. P Three minimum. Ok. Look I'm not, like I said, cause it's only in its infancy I mean there's no, at this stage it seems to be going ok, for me it is. I mean I haven't had many issues with it, so to speak.	f.Not many issues	2a	
Maths EC	Is there anything you'd like to change about the process? P At this stage, no. Not that I can think of.	g. No changes	3a	
Soc Science Exp	What would you like changed about it? P I would like to abolish the local schools, local decisions. I What about this process? P To be honest, I haven't seen enough of it yet. I know I'm not being much help but it doesn't apply to me too much and I don't think it's because I'm an old bloke, I think it's because… It's been suggested I should become a head teacher. No way, I don't want to become a head teacher. I relieved once for six or seven months but I'd rather be with the kids.	h. Doesn't apply to me too much	4a	
Soc Science EC	Anything you'd like to change about it? P No, probably just that we have half a day allocated to doing it. Do you know what I mean, like if… I And where would you like to see that come into the process? I mean, is that with your planning, is that with your kind of mid-year kind of time? Is it possible…? P See I think the mid-year review that's easy enough to just like slot in but I think, you know, even if we did it say if we had an hour of a staff development day allocated towards just, you know, working. And even if it's in faculties, we sit down, we look at the school strategic plan, look at the faculty plan and now have a look at what your goals are and just take that time to see where you've been and where you'd like to get to and how you want to get there. So, because otherwise if we don't kind of have that time it really has the potential to just become another one of those things that everyone's just going to roll their eyes and go, oh my goodness there's something else we have to do and I really don't care so I'm just going to punch in something and that'll just do and you don't want it to be that because you want it to inform your practice and you want it to guide you, I guess in where you want to be. I So giving time, signals that this is important, we want to give you time to really focus on it?	i.Need time allocated to the process	3b	

	P Yeah. And I mean, look, you know wouldn't we all love time for everything but that might make it less of a thing that's just on your list and you're going to give five minutes and just bang something out there and that's it, you know, tick, I've done this.			
Support Exp	Anything you'd like to change about it? P Get paid to do it, no (both laugh). Maybe in terms of, no see you can say time but then it's not like something, most of these things happen on a day, but maybe a planning day. Ok, you've said this but then maybe, maybe, I don't know, once a term, once a semester where you get a day in lieu if you've got to run around and do bits and pieces, something like that, but then that would be nice for everything.	j.More time	4b	
Support EC	What would you like to see changed about the process? P I wouldn't say anything. I You can (both laugh). P I actually, when it got introduced I was in the staff meeting when it got introduced and there was a lot of people moaning and groaning and I just thought, you know, we have to be accountable, like it's ridiculous that we're not. I When you say accountable… P In terms of every other person I know that works has PDPs, why don't we? I This is outside education obviously? P Yeah, yeah, yeah. And because in the UK I'd already been in that system and it's very similar, it makes sense. Like in terms of accreditation and all that kind of stuff as well and making sure we are skilled, it just makes sense. I And just your perceptions, what is it that for some staff perhaps that doesn't make sense? P I think they see it as more work rather than it's actual benefit. I also think some people are just stuck in their ways so it's that, I don't like change, I'm stuck in my ways and they resist. I And there's many of those teachers do you think? P I'd say there's a good handful. I In this school and then broadly, generally. P Generally I imagine there's more. We've got a good school.	k. No change, the process makes sense	5a	

Table 30 - Case B recommended changes

APPENDIX CASE C

Case C	Question 2: Experiences of the new PDF	Sub category	Frequency	Theme
Principal	Considered old TARS system OK, may be tick & flick. New system includes requirements of lesson observation – a good thing. More reflection going on as well, the goal setting is good. A more defined process. Focus on Sharing and improving practice	a.Lesson obs, reflection & goal setting all good b. Defined process c.Sharing and improving practice		
HT English	I Your general… yeah, yeah, your experience of it this year. Generally, I think it's fine the way we're approaching it at this school. I think that the aim is obviously positive, it's obviously to try to improve teaching, to encourage teachers to reflect and think about what they are doing and what they want to do. So yeah, my feelings are okay about it in sort of in the theory. In the practice… well, from my point of view I mean I don't mind doing it. I think I quite like sort of thinking… it sort of structures your thinking I suppose a little bit and that makes you sort of reflect about some of the points that you've made and then I think sometimes it does make you act so it does, I think that it can… well, certainly with me, I think it has an effect where I think "Well I put that down" and "Yes, I am doing it" and I'm reflect that whether I'm doing it because I'd put it down or I would have done it anyway – I don't know. It's formalising it. I suppose I have a slight worry that you sort of think "Okay two years ago we didn't have to be writing out our goals and be collecting signatures twice a year and be reflecting. We didn't have to do that and two years ago we didn't have to do two lots of observations on somebody else and have somebody come in. And then there's something else I was thinking about so I think that it is just a tiny little bit of extra work but it's that plus another thing, plus another thing – it just sort of feels busier and I suppose it's not that it's hard to do but what I find, particularly at our school but I suspect in most schools – is that it just adds to the constraints. So, for example, I have to book in, make sure that I have a time for somebody to observe me – you're talking about the observations as well aren't you? I Yes. Yes, the whole.... P Yeah, so just the sort of practicalities of it. So I have to book a time to make sure that the person observing me is off at that lesson that he or she can come and observe my lesson. You know, just that sort of timetabling, then "Whoops there's an excursion, oops…" and it's all simple stuff but it's just on top of everything else – it's just another thing to be thinking about and another thing that you're thinking "I can't do that on that day because I've already booked so-and-so in to come in to my room". So, it's just a little bit of that… I And you would have how many staff in your department? P In the faculty – about nine. Yeah, I mean the ones that… the way the school has organised this semester is they're trying to approach it from a… it's not compulsory but they're trying to approach it from a cross-faculty approach so that somebody not from your faculty is looking at your lesson and vice versa. So I was looking at somebody's music and	d.positive aim to improve teaching, e. encourage teachers to reflect on what they're doing and what they want to do f. It's OK in theory g. It's extra work; h. It feels busier i. It adds to constraints j. Timetabling issues for observations k.a cross faculty volunteer approach to lesson obs		

	then he's going to be coming in to the English… into my classroom because I've done a… Yeah, anyway, it's sort of linked in with the school's action research approach as well, like a cross-curricular focus. So yeah, we're sort of manipulating it quite creatively which I think is a really good thing.	l. Links with school's action research project		
English EXP	can you just describe what your experiences were briefly with the TARS and how it's changes with the new framework. P Sure, well it used to be, the scheme there, head teachers interviews and the interviews were put into a number of criteria, particularly at Cheltenham, and the criteria really was linked to our role in the English staff room, when that was taken and found that fairly easy for the interview process in which I got a little bit of feedback, but not a lot to be really honest with you. It was more just a catch up, how things were going and how …….the processes there and that sort of thing rather than a focus on my professional learning if you like. It was more about the roles themselves, I felt anyway. Then with the new, so that was what it was like, and then, much the same sort of system but more focused I think on professional development even before	l.Like the process in previous school -easy interview process, not a lot of feedback,. m. More focus on PD		
English EC	And since the new framework has come in last year, how have your experiences responded to that? What's kind of different with this new process that's really resonated with you? P Are we speaking about the new process…? I Yes. P …where other teachers watch a lesson? I Yes, that's right. It came in last year so it's only very… P Yeah. Now actually I will qualify my previous comment is that because I was moving towards proficient teacher level up until 2015, I did actually have some of my lessons observed by the new English head teacher. So, actually having somebody observe me [0: so in terms… I quite like the idea or welcome the idea of somebody watching me because [I see that if I can observe other teachers, I may learn something myself. Does that answer your question? I Yes. That's fine. It was really sort of what seems to be the major differences between the old system and this new system.	n. I like being observed, if I can observe others I may learn something myself		

Table 31 - Case C Experiences of the PDF

Case C	Question 3: Main purpose of the PDF	Sub category	Frequency	Theme
Principal	Sharing and improving practice, opening up classroom doors, so that classroom is not a private domain.	a.Sharing & improving practice b.Opening classroom doors		
HT English	You've mentioned briefly what you see as the main purpose is to improve teaching. That was my question – is there anything you want to add to that? So it's quite positive for improving teaching… P Yeah, I mean I assume that it would have to be [0:08:18.6] it's what it is to improve and we know that… I mean this is organising people and structuring their thoughts in putting things down and I don't think that's a bad thing. I think good teachers would be doing that anyway and I certainly am and do that anyway but it's just formalising it and that's all – like I find that quite straightforward to do that. That's fine and good. I think it probably also helps teachers professionally in terms of… well I suspect it does; I don't know – I suspect it could help with promotion because you're sort of writing down these ideas and aims and then ideally you're looking to see if they've been achieved and then you perhaps have some evidence that you can use. So I think that that's a good thing there. I think it would have different functions in different schools and our school is a very, highly functioning school in terms of staff attitude and obviously students but it's a very… where people are basically doing, you know, the vast bulk are doing the right thing anyway whereas I'm sure at some schools it would be used to help train and teach and manage.	c. Improving d.formalising what good teachers are doing e. helps teachers in terms of promotion		
English Exp	what do you see is the main purpose or the main reason for this new process, the new framework? P Oh look, I think it's, I actually quite like it. I think that it's, it's to get teachers at every stage to continue to be …….efficient …….and I think that… I Sorry, Christy, I just, sorry, you just faded out there. To get teachers to… P To get teachers to continue their education is something that we need to continue over lifelong. You know, as teachers we're educated but we're also being educated constantly. That's my take on what this is. And also I think what's really different is this notion of reflection. Just sort of thinking about… And then we always do professional development and I guess in the past it's sort of been dependent on how interested people have been. I've always been very interested in professional development and new ideas and what not so I think this is sort of a more focused framework on that. It's something that is, and it's more consistent so it means that everybody is making goals for themselves and then they're reflecting on the …4:33… …obtaining different professional experiences.			
English EC	All right, so what do you think is the main purpose or the main reason for the PD process? This new process that we're now working with – the main purpose? P To improve the quality of teaching and to improve student engagement, the Department of Education, there may possibly be another motivate [0:03:41.8] long term view in terms of making sure that teachers are [0:03:48.7] observed and to maintain teaching standards but I don't think that that's an imperative at the moment. At the moment it seems to be [0:04:04.5] colleagues			

Table 32 - Case C Main purpose of the PDF

Case C	Question 4: Training & support received	Sub category	Frequency	Theme
Principal	There was the joint 2 hour presentation between Federation and DoE. Included consultation process &Legal background of the process. Then explained process step by step.	a.Two hour process Fed/DoE presentation		
HT English	what training or support have you received in actually implementing it either with, you know, around yourself or certainly with your staff? P It's been spoken about – not recently – but we've had a couple of sessions in staff meetings or probably two years ago we had somebody from somewhere outside of the school, come and speak. I'm trying to think whether that was just at an executive level or not. I think I may have been involved in something where a number of principals and deputies and heads of departments from a number of different schools all came to Hornsby. You know how sometimes they do that, they all converge on one school? I Yeah. P So I think there was one of those sessions; there's certainly been at least one, probably two sessions with all staff – not necessarily long ones. They might have brief things but the staff are all fully aware; I don't think anybody feels uninformed but there's been no other particular training but I'm not feeling that there needs to be.	b. a couple of staff meetings c. no particular training, not needed		
English Exp	what sort of training or support have you received about the process? P Oh look …….quite a bit I think and just informing us on what we need to be doing and how to approach making our goals and sort of making it really practical. The things we want to practically achieve so quite user friendly and, yeah, genuine I guess.	d. Informing us on what was required, approaching goals, practical &user friendly		
English EC	Was there any kind of whole-staff support or any professional learning around the process originally? P I think that it was discussed. I'm trying to think back. There have been various meetings where it has been reinforced and discussed. I'm trying to think if there was one significant whole session where it was mentioned. There probably was but it doesn't come to mind. I know that it's actually… at the staff pupil free days, I know that it frequently comes up and is mentioned. I mean in a faculty obviously we discuss it ourselves. So I'm sure that it was communicated effectively. I You've mentioned there's been good support. P Yes	e. various meetings to reinforce & discuss. f. Pupil free days & faculty meetings g. good support		

Table 33 - Case C Training and support

Case C	Question 4b: What support if any would you have liked?	Sub category	Frequency	Theme
Principal	It was better than just reading the email, the memo or school Biz. Returned to school with Rep & read the script to staff- it took 20 minutes. Non deviation from script. A CYA management (cover your ass). Don't deviate, don't give personal opinions.	a.It was better than receiving the email or notice via school biz		
HT English	So you're quite happy? You wouldn't have liked to have received any additional support around that? P No. No, I'm fine with it.	b. None required		
English EXP	Any support you would have liked to have received but haven't? And I'm thinking you know from departmental as well as school? P Well I'm not… …..I've been in the system for a while, not really. But in terms of maybe earlier on in my career perhaps a little bit more of an explanation as to the goals you might set. There has been a lot of information about, like we've discussed informally I suppose about setting goals and obviously I set goals pretty regularly for myself anyway, so I apply those goals to my plan, if you like. But I think if you were a… You know if you were starting your career you might like a little bit of information as to, you know, what those goals might be at that stage in your career and even teachers that are further through, what sort of goals might you be… I don't know that people necessarily… I mean we're pretty busy. It might be nice to sort of think, well we really should be focusing on these things so perhaps here are some ideas for the goals you might set for yourself and to have, some of the courses that you might target. I guess more detailed information about that.	c.More information on goals setting migh have helped especially early career teachers		
English EC	Do you think you would have liked to have received any additional support? If so, what might that support have been around this process? P I personally don't. The only thing always with a teacher if the process [0:07:26.3] involved, the level of administration can be time-consuming and take time out of other things that you want to be doing in preparing quality lessons etc. So, there is [0:07:41.5] to having to produce… even though it's a very short report on somebody else's lesson, it is actually something that does take up a little bit of time and we also have a preferred, sort of an electronic proforma that we use so, you know, yes, it can be a little bit time-consuming but [0:08:09.9] think personally.	d. Time consuming process takes you away from preparing quality lessons		

Table 34 - Case C Additional support desired

Case C	Question 5: Experience in planning your PDP	Sub category	Frequency	Theme
Principal	The 2015 PDP was easier as it only involved 2 goals. In 2016 a new SND with a totally different style – gave suggestions about how to go about it. Did not believe the SND should be telling the Principal what to do.in relation to goals. SND read PDP & made suggestions. Principal expected to show the SND what he wanted to do, not collaborate with the SND on goals.	a.Negative Impact of a new SND b. Conflicting expectations		
HT English	What was the experience of planning your PDP and you might want to think about, you know, the amount of time you have actually had to do that, the timeline, the support around doing that and the environment. You know, was it a collaborative one with your supervisor or was it something you were doing on your own? So just thinking really about the time you had to plan your own goals. P Not given… I suppose we were. I'm trying to think – at the beginning of the year, the deputy, Jo Drayton, put together… because I'm in a sort of professional learning group; you know, anybody can be – it's whoever's interested in coming to the professional learning meeting and we've got one coming up this coming week and we would have had one at the very early part of the year when this was sort of [pushed? 0:12:11.8] through so often ideas are flagged within this professional learning group and feedback is given then and then they're presented to the staff. And I think that that was how this was done with like a timeframe of how it should be applied and I think there was a structure… and of course it's not utterly prescriptive but it's a suggested like guideline that the PDPs should be written by something like Week 7 of Term 1. And so that was given to us online and as a hard copy kind of thing. That was given to the heads of the department and then I put that to my staff at a faculty meeting earlier on, obviously, and said "This is the plan. Does it look good? Everyone's happy with that?" "Yeah, yeah, yeah" and everyone's fine with that and then I think in terms of my approach, I put together my PDP and then I printed it off and copied it for everybody so they could have a model and I said "This is mine…" because people like to sort of see the kind of thing that's required, plus we also discussed… because it's my personal goals but we discussed together what we think our faculty goals should be. And obviously I sort of suggested "I think that we could, you know, continue on with our feedback, blah, blah, blah, from last year and continue on with this from last year" and people are in agreement there so that there's not the sort of isolated… [overtalk 0:13:53.7] individualistic approach to it and everybody's like "Oh yeah, that's right, yes, we are focusing on Google Docs" or whatever. So there's a united approach as well as an individual so people have… there are common goals as well as individual but I think we were told to only do three to five and most people just do three.	c. Administrative process outlined d. HT Modeling and leading the PDP process for teachers e. collaborative agreement		
English EXP	So timeline support, environment in planning, in planning your PDP, that includes your goals. P Sorry, that includes what? I You goal setting, you know, establishing your goals basically. P Yeah, I think we've used staff meetings, faculty time. So, and I think in a way it has been quite collaborative because we've sort of discussed, like I said, informally, but I guess if it's …7:24…it's very formal isn't it? How to approach the process and we planned and heard about what other people were doing, so, and then we were given time to actually think about it into practise. I guess we're using our own time to pursue those professional learning courses and then by our own time, I mean no extra time to actually look for courses to apply to those, you know, so that's all planning. So that, we haven't really been given time to do that but otherwise I think we get a fair bit of support.	f. Collaborative exercise, heard what others were doing g. Time given to reflect		

English EC	Can you describe for me what the experience of that was like, and in terms of you might think about how much time you were given to write up those goals, where there any challenges or… sorry, not "confusion" but was that pretty straightforward? Were you, again, given any support around being very, very clear about what goals were required and was it a collaborative kind of environment or very much an independent thing when you went off and planned your PDPs? So timeline, support and you know… P Right. I know we discussed it at a faculty level and I do know that several teachers – because as you know there's the school plan and the school objectives – so it was mentioned at some stage [at? 0:09:21.1] teachers planning their goals around the school plan which [mainly involved? 0:09:27.8] gifted and talented education, student wellbeing or teaching and learning with particular focus on the gifted and talented – that was suggested. As a faculty there was interest in using ICT and you know, Google Docs and various platforms for students to share notes and using ICT in general so I am aware that as a faculty that was a goal [0:10:05.2] several teachers had the same personal goal which was to learn more about a particular type of technology in the lesson. I personally, at the time, was… I tended not to [be influenced? 0:10:22.8] but I was wanting to set some goals of my own because I was still unsure about whether or not I want to move towards a higher level of accreditation but I wanted to make sure… I do know I need to maintain as a proficient teacher because I'm already at that stage where I've got to maintain now on the five year cycle. So I wanted to set some goals, things that I could do that maybe would fit in with that or might [0:10:53.4] I was thinking about moving to a higher level but my goal is mainly personal about what I want to do to improve my teaching as a fairly new teacher which are things to do with, for example, differentiation because although we're in a [respected? 0:11:10.7] school, you do still need to differentiate for the different abilities. And so I felt, yes it is a little bit time-consuming that process [0:11:22.9] deciding on your goal and I wanted to match mine directly to the teaching standards or using some of the wording of the teaching standards. Look, it can be… the goals don't have to be that specific. I know some teachers have goals that aren't particularly specific, things like, you know, assist more in the school as a whole. I mean that's quite a general goal. So, just returning to what you said, it is a little bit time-consuming. I selected personal goals but it was easy for teachers just to sort of select, you know, [collective 0:12:07.4] goals; several teachers all with the same goals	h.Discussed it at faculty i.Some collective faculty goal sharing around IT j. Independent goals setting to support accreditation l. time consumung		

Table 35 - Case C Experiences in planning the PDP

Case C	Question 6: Describe the timeline, support and environment during planning	Sub category	Frequency	Theme
Principal	Principal has not sat down with HTs to discuss their goals, he has left it to them & once completed will sign off on implementation & self assessment. 2015 kept a digital copy but this year has not asked for that as he is happy with the way it has gone; feels it would be interfering with the Faculty, happy for HTs to follow up with him	a.No discussion with HTs re goals b.No copies of goals kept c.Does not want to interfere with HTs, Happy for HTs to follow up with him if needed		
HT English	It's been spoken about – not recently – but we've had a couple of sessions in staff meetings or probably two years ago we had somebody from somewhere outside of the school, come and speak. I'm trying to think whether that was just at an executive level or not. I think I may have been involved in something where a number of principals and deputies and heads of departments from a number of different schools all came to Hornsby. You know how sometimes they do that, they all converge on one school? I Yeah. So I think there was one of those sessions; there's certainly been at least one, probably two sessions with all staff – not necessarily long ones. They might have brief things but the staff are all fully aware; I don't think anybody feels uninformed but there's been no other particular training but I'm not feeling that there needs to be. I So you're quite happy? You wouldn't have liked to have received any additional support around that? P No. No, I'm fine with it. I suppose we were. I'm trying to think – at the beginning of the year, the deputy, Jo Drayton, put together… because I'm in a sort of professional learning group; you know, anybody can be – it's whoever's interested in coming to the professional learning meeting and we've got one coming up this coming week and we would have had one at the very early part of the year when this was sort of [pushed? 0:12:11.8] through so often ideas are flagged within this professional learning group and feedback is given then and then they're presented to the staff. And I think that that was how this was done with like a timeframe of how it should be applied and I think there was a structure… and of course it's not utterly prescriptive but it's a suggested like guideline that the PDPs should be written by something like Week 7 of Term 1. And so that was given to us online and as a hard copy kind of thing. That was given to the heads of the department and then I put that to my staff at a faculty meeting earlier on, obviously, and said "This is the plan. Does it look good? Everyone's happy with that?" "Yeah, yeah, yeah" and everyone's fine with that and then I think in terms of my approach, I put together my PDP and then I printed it off and copied it for everybody so they could have a model and I said "This is mine…" because people like to sort of see the kind of thing that's required, plus we also discussed… because it's my personal goals but we discussed together what we think our faculty goals should be. And obviously I sort of suggested "I think that we could, you know, continue on with our feedback, blah, blah, blah, from last year and continue on with this from last year" and people are in agreement there so that there's not the sort of isolated… [overtalk 0:13:53.7] individualistic approach to it and everybody's like "Oh yeah, that's right, yes, we are	d.. A couple of sessions in staff meetings e.Given a suggested online timeframe of how it should be applied		

	focusing on Google Docs" or whatever. So there's a united approach as well as an individual so people have… there are common goals as well as individual but I think we were told to only do three to five and most people just do three.			
English EXP	So timeline support, environment in planning, in planning your PDP, that includes your goals. P Sorry, that includes what? I You goal setting, you know, establishing your goals basically. P Yeah, I think we've used staff meetings, faculty time. So, and I think in a way it has been quite collaborative because we've sort of discussed, like I said, informally, but I guess if it's …7:24…it's very formal isn't it? How to approach the process and we planned and heard about what other people were doing, so, and then we were given time to actually think about it into practise. I guess we're using our own time to pursue those professional learning courses and then by our own time, I mean no extra time to actually look for courses to apply to those, you know, so that's all planning. So that, we haven't really been given time to do that but otherwise I think we get a fair bit of support.	f. used staff meetings g.collaborative h.time given to reflect i. No time provided to pursue PL j. generally a fair bit of support provided		
English EC	Well, because of the nature of the school that I teach, we're very fortunate that we don't have a lot of other classroom management issues to contend with or a lot of other distraction. So, in terms of professional learning and [0:04:56.8] the training and support a teacher, it is actually able to carry on more or less unhindered so as a teacher, I do feel quite supported and I feel that I've been communicated with regarding the process. I also, myself, am part of the Professional Learning team which is a small team that just meets once or twice a term and the deputy principal goes through anything, any changes, and sort of consults initially before consulting with the wider team [0:05:40.7] teacher body at the school. So I do feel that there are opportunities for me to find out [0:05:51.1] the communication channels are quite good. I Was there any kind of whole-staff support or any professional learning around the process originally? P I think that it was discussed. I'm trying to think back. There have been various meetings where it has been reinforced and discussed. I'm trying to think if there was one significant whole session where it was mentioned. There probably was but it doesn't come to mind. I know that it's actually… at the staff pupil free days, I know that it frequently comes up and is mentioned. I mean in a faculty obviously we discuss it ourselves. So I'm sure that it was communicated effectively. I You've mentioned there's been good support. P Yes. Do you think you would have liked to have received any additional support? If so, what might that support have been around this process? P I personally don't. The only thing always with a teacher if the process [0:07:26.3] involved, the level of administration can be time-consuming and take time out of other things that you want to be doing in preparing quality lessons etc. So, there is [0:07:41.5] to having to produce… even though it's a very short report on somebody else's lesson, it is actually something that does take up a little bit of time and we also have a preferred, sort of an electronic proforma that we use so, you know, yes, it can be a little bit time-consuming but [0:08:09.9] think personally.	k.I feel supported l. Various meetings m. I feel the process has been communicated n. The process is time consuming o. Use of an electronic proforma		

Table 36 - Case C Timeline, support and environment during planning PDP

Case C	Question 7: Challenges in implementing the PDP	Sub category	Frequency	Theme
Principal	Is am aware that what staff have written in their PDPs and what is happening are two different things. Some staff have not engaged with the observation and the reason for that is time. NO ONE has been GIVEN TIME. So the school has given people Faculty time to work on PDPs which takes time away from the Faculty head in running the faculty. Observations have meant an incremental change at this school , one that has been imposed - not a revolution in teaching & learning. I think staff feel they have to do it and they may not be learning anything anyway.	a.Acknowledged difference in PDP & reality b.Some staff have not engaged with process due to time c.no time given to schools d.School has used faculty time, e.Thinks staff feel they have to do it...may not be learning anything		
HT English	What would be some of the major challenges? P Not really any obstacles. I suppose… no, not really any obstacles because my goals were largely… like the faculty goals were largely continuing on from last year so I could do further development. So, we'd started some aspect of student feedback and then that was… that it was and has been and we're really pleased with [the? 0:14:59.6] further developed the sort of IT in the classroom and further using Google Docs and collaborative working with sort of PBL projects that's… you know, is a continuation of our ideas because you're constantly building upon and thinking how you can do things better. So there were no practical hurdles nor were there any personal hurdles in terms of somebody disagreeing or saying that they didn't want to do that so I suppose that would be a problem at some places, but no. And the school itself, it's very willing for I think anybody that has a good idea or a [0:15:40.4] idea to let them go and do it. You know, the school's very, very happy to have people suggesting and I think that's one of the good things about the state system – I think it encourages that. So, no, I haven't had any problems there. No, because really, it's just an outline around what largely you should be doing in a healthy faculty anyway. So I wouldn't expect there to be any problem.	f. No real obstacles		
English EXP	. And moving to implementation, any challenges you've confronted in actually getting down to achieve those goals. P Yes, the technology in my lesson observations. I've found the lesson observations are quite interesting. I've actually found them to be quite positive because I've got a fairly …..8:29…faculty environment so to be able to discuss with other teachers, you know, how things sort of work and what they looked like, because you're not watching yourself obviously, was quite helpful but I found that, because it was one designated lesson, if the technology failed it was kind of a pain to then have to reorganise, so the organisation of that and, you know, I would be on class and perhaps the person who was observing me wasn't on class so we sort of swapped to try and make it happen so that was a bit awkward, timing wise it was a bit awkward and last year I was actually part-time which made it more difficult again.	g. IT issues during observations h. Find time to schedule lesson obs with others is awkward		
English EC	So, when it comes to implementing your PDP, have you been confronted with any challenges around actually working to achieve your goals this year? P Not in terms of… the challenges I have found – and this might be another question, I don't know, but it's actually arranging for somebody to watch you. That is actually a challenge because it's not always	i.Arranging for someone to observe you		

		convenient so we had a goal to actually have that achieved for example, last term. My goal [was that I? 0:12:49.6] that I thought we would do that and that's [0:12:51.7] did but it's now the end of Term 2 and I'm still… I mean I will get that done in the next couple of weeks but too many things crop up and it makes it difficult because we're actually doing a cross-faculty observation so somebody from mathematics will be watching my lesson. So in terms of achieving my goals, I'm always working myself to try and improve what I do. I don't particularly want to have… I want the lesson that's observed to be a pretty regular lesson but I do know that some teachers do a kind of showpiece lesson.			
	I	Susan, if I can interrupt there, what led to the cross-faculty observations? How did that come about?			
	P	Well, part of our school plan is that within that is that we will perform action research projects and so a questionnaire was sent around with various topics on this list and teachers could select first or second choice and then we were placed into groups to embark on an action research project with a person brought in as a mentor from outside, a paid consultant to mentor each group on their project. And, as a result of that, it was decided that one of the observations in 2016 would be within your faculty and [because? 0:14:51.1] the observation would be a cross-faculty so there is somebody from mathematics in my group [overtalk 0:14:58.6] person [0:15:00.1].	j.Using lesson obs for school action research project with external mentor (		
	I	Okay. You talked about time to arrange observers and the general busy-ness of schools. I mean any other key challenges and how they might be resolved?			
	P	I suppose time is the thing. In terms of challenges, I suppose, as I said, anything that takes [0:15:40.8] but I mean by nature that it will be because there has to be, in terms of letting that person know what you're going to be doing in your lesson and also following up and observing them and writing the report. So it does take up time [overtalk 0:15:59.5] arranging of the mutually convenient [period? 0:16:02.8] and I believe it's probably time-consuming for the head teacher to [correct/collect? 0:16:09.3] the information and to report [it back/feedback? 0:16:13.7] [0:16:16.9] necessary but I don't feel… it is a little bit inconvenient but I have sort of bought into the process so I just sort of… I'm prepared to go along with it	k. Issue of time		

Table 37 Case C Challenges in implementing the PDP

Case C	Question 8&9: feedback	Sub category	Frequency	Theme
Principal	Principal provides positive feedback to his HTS. However current SND does not do that; she wishes to observe the Principal in the job as did the previous SND. This is for all Principals in the Network. This action encourages the Principal to think the process is artificial and he cannot see the point or see how that adds value. Principal does not believe the feedback he receives adds value; perhaps a personality issue. Nature of feedback provided to principal: feels he can't do what he wants to do ie visit classrooms. This is questioned by SND. What he does like is the reflection on practice.	a.Provides positive to HTs b.SND's feedback does not add value c.Feels he can't so what he wants to do in the school		Environment Utility Tension
HT English	You focused on feedback a little bit – how would you describe the feedback provided to you in the process, in the PD process? You might think about yourself personally – and you don't need to go into details but just generally the nature of feedback provided to you, what forms was it provided, were there any areas that you would have liked to receive feedback that you actually didn't or additional feedback? P You mean from my personal PDP? I Your supervisor, yeah. P Yeah. None actually. So no, I haven't received any feedback and I know in the structure of it, it does say that directly… And how is feedback provided in that scenario? P Feedback is… I …post-lesson, would they chat or something? P Post and quite often during as well, depending on what the lesson was. So, for example, I just observed a teacher yesterday and I was talking to him during the lesson because there was a collaborative lesson and the students were, you know, it wasn't a teacher-directed lesson after the initial introduction and so we were talking and he was explaining to me what he was trying to do and this and this and this and I was giving him sort of verbal feedback at the time. And then the standard process is that we have a form that's been put together by the school and that was looked at really careful and Jo Drayton and one of the deputies was heavily involved in that, going around and looking at other schools and what other schools do and she put it out to the PL team and we all had a look and said "No, no, no, yes that's okay, no, no, no", so it was like a consensus in terms of the form we're using and then I used that to put my reflections on his lesson on that and then there's a space for him to self-evaluate as well. And it has like a drop-down thing on the stand and the this and… yeah. I Okay. And that's generally the nature of lesson observations – there might be a bit of a chat afterwards, the form, that evaluation lesson proforma is given to people with perhaps any comments. P Yeah, and obviously there's chat beforehand because you're planning what you're going to do and you're telling them, you know, when you want them to come in and what to look for. So it is like a pre-chat, quite	d. HT Has not received any feedback e. Consensus approach in developing lesson evaluation proforma	1d	Non compliance Collaboration

	often a during-chat although not necessarily and certainly afterwards, if not a verbal chat, definitely the written because that's definitely required. I Sure. And you're actually targeting…? P Even though Justin doesn't collect that but yeah because he's not required to. I Yeah. And that chat before the observation, you actually talk to each other about what is going to be targeted or what I would like to have you look at specifically? P Yes. I Yeah, okay, rather than just go in and observe a lesson. P Oh no, no, it's definitely a specific thing, so "Look, I'm looking at collaborative very project-based learning and I want you to look at the dah, dah, dah" – absolutely [overtalk 0:23:48.6] specific with that as well otherwise you're just going in there and generally looking, which is fine as well – there's a place for that, but at least if this is something… and it's good feedback. Most of the teachers here are not early career teachers so it's a different kind of feedback we're getting. If it was early career then obviously it's different kind of feedback [overtalk 0:24:09.0] would be informing them on a number of different levels.	f. Feedback targets specific elements of lesson		No monitoring Efficiency
English EXP	what about feedback Christy, you know, how would you describe the kind, nature, amount of feedback, are you happy with it? Are there areas of feedback you would have liked to receive but haven't? P In terms of the lesson observation feedback is great…….my goals as a whole, I don't think we've really sort of received much feedback but then my understanding of this whole process, and I could be misinformed here, is it really is trying to get us to reflect on what we're doing with the support of that observation process. So I haven't really expected that I would be getting, you know, I would be having an interview in which I sat down or had feedback with my particular goals or anything like that. I don't know, there's been sort of formal feedback in that sense but definitely with the lesson observation I am really grateful for that… It was really handy to what I was doing. I And is that process just, you know, it's sort of like a proforma that people would write up and give to you post-lesson observation? P Yes… I And can that be done electronically? Sorry. P It is done electronically so I have a copy of the formal sort of observation. I actually found that quite interesting but also we've discussed informally with each other different aspects of the lesson as well so that was nice too. I Do you find that there could be or, you know, any issue around people's ability, capacities, willingness to give or receive feedback, are their attitudinal concerns or any…? P No, not at all, because like I said, I can imagine in a faculty that wasn't particularly supportive it could be really be… …could be so subjective. But at Hornsby it's very supportive and possibly unusually so because it is a… I mean I think staff rooms have different dynamics and I imagine like, I've sort of reflected on things that I've heard from other teachers that I've, you know, and I think it could be, I think it could be quite a confronting and challenging process if it wasn't, if it wasn't a supportive environment so I think that that lesson observation has got the potential to be very subjective. But I found it personally, myself, to be quite useful .	g. Lesson observation feedback is great h. No feedback on PDP goals. .i Have a copy of the formal observation and we also discuss informally the different aspects of the lesson j.It is very supportive environment k. Useful process	2d	Non compliance Instrument Evidence Environment Utility

English EC	Well, thinking about feedback that you may have been provided to date, I mean you don't need to give me specifics at all but just generally, how would you describe the nature of the feedback provided to you in the process? Again, you might think about the form that it was provided, you know, and were there any areas that you would have liked to have received additional feedback but was not? P Well, you see the feedback itself is only....we're using a form so that is really quite easy … you're not writing a massive analysis of somebody's lesson – it's fairly brief and there is also, you know, that clearly there could be… much as I like the process, it is open to the fact that the person watching your lesson might be your friend or a colleague who doesn't want to cause any trouble or inconvenience so the actual…the process is useful and you can learn from watching other lessons but whether it's actually entirely a 100% reliable process in terms of getting feedback about your performance. It may not… I mean, it's not aimed as to be a policing kind of monitoring process but you still want to receive valuable feedback in it but I suppose in the nature of the fact that it's actually somebody at the same teaching level as yourself then it may not always provide, if there was say a major concern, it might not always throw that up. I Do you think people generally struggle with giving and/or receiving feedback? P Right, so I suppose this takes the point, I suppose it does raise the question about how or were teachers prepared to give appropriate feedback to the teacher that they're observing. I don't mind; because of my relative inexperience, I actually don't mind it and I'm old enough to take it on the chin if anybody does give it to me and I'm flexible enough and I haven't been in that mindset of, you know, there are… sort of occasionally there are teachers who have been teaching for a long time and do not welcome feedback and aren't adaptable and I could imagine that for some people they might not like that feedback. They would see it as an intrusion and retrograde to the service they provide as a teacher and they may not be flexible.	l. Proforma is brief and easy to use m. The Lesson Ob process may not be 100% reliable. n. Observations by friends or colleagues may not provide authentic feedback o.Not meant to be a policing process p.Being observed by someone at the same level may not identify any major concern(s). q.I can accept feedback but more experienced teachers may not like it and are not so adaptable.		Instrument Validity Surveillance Validity Resistance

Table 38 - Case C Feedback

Case C	Question 10:Experiences of self assessment & annual review	Sub category	Frequency	Theme
Principal	Annual review – too much bureaucratic stuff happening. The process can be simplified, there should be some consultation, there was no consultation; it was imposed on schools. Understands the importance, but now we've been through it once, there should be some discussion on how we can improve.	a.Too much bureaucracy b. Needs to be simplified c.No consultation d. Imposed on schools e. Now time to review process		Resistance Time to review process
HT English	So you've had your annual review last year or…? P I did last year and that was sort of… I think the way the school had done it is that he would always speak to us anyway so it wasn't like a new thing, sort of have a chat about things. To be honest, I can't remember – it can't have been anything overly great or overly bad [laughing]. You know, it's always affirming but I can't remember it in particular but there's no specific feedback because I mean other than saying "Well, these are really ordinary goals and I'd expect more" you know, there'd be that kind of feedback or there'd be "That's fantastic" – although I think he has said that [laughing] but in an informal way. I'm not sure if you're meaning formal feedback or informal feedback. Justin's always been extremely helpful and positive and encouraging – yeah, absolutely, but there's been no sort of like tick-box statement, like a report kind of feedback if that's what you mean. I Do you anticipate that this year Susan with the process? P If it runs the same as last year, no, but that doesn't bother me because I don't feel that… I'm not sort of worried. Like if I was questioning it, I would request some… you know, I'd go and speak to him and ask if we could have a meeting about it which I've done before. I can't even remember what but you know, there was something that must have been bothering me at one stage about… or I was curious about something and he's absolutely open to any of that kind of thing. No, I don't expect it because I sort of think it's rather a huge task. I mean it's very hard for him to be giving feedback in a formal way to each person. I suppose it's possible but it would be a little bit slightly unnecessary I suppose. But I suppose if I were him I could combine it with just a general chat anyway. That's probably what he would do. I don't know. I So your DPs… P Because it's only the second year of it so it's probably a learning process for him and all of us. Yeah, definitely. Do your deputies have a role? Do they supervise any head teachers or is it all the principal really? P I'm trying to think. It's only the principal that does the signing, that does all the signatures and collects them all, you know, and that they're due on a certain date so no, it's just him. And the deputies would be more than happy to supervise and participate with anything and with… I mean I haven't particularly asked one, although, Jo Drayton – I'm not quite sure what exactly her title is but there are two deputies – yeah, she often works together with lots of things because she's an ex-English teacher so she's working… yeah, we're sort of collaborating on a sort of a differentiated	f. AR is always affirming g. No specific feedback h. I could request feedback if needed i.Hard for Principal to provide feedback to all j.A learning process for all	1g	Utility Utility Empathy

	project that I'm doing that's one of my faculty and personal goals in my PDP and it's this sort of new sort of creative differentiated task I'm doing with Year 11 and she's adopted that as well because it's an optional thing. So, she's very open. I mean the whole school is. The school's very positive and encouraging of creative ideas to help the students. Yeah, so… I So your teachers would be observing other teachers? P Yep. I And you might be observing some of your teachers? P Yeah. So we try to sort of… the school has encouraged this and I'm sort of encouraging it as well because you can sort of see that it's sort of like… you need to be organised, so "Okay, right, who's going to be your observer and who are you going to observe" and unless that's organised early, you'll end up having somebody that has nobody to observe them because other people are doing one or two or three already and then you can sort of see how that can be uneven so we sort of just piggyback so we just sort of go "Okay, I'll do you, you'll do me" and then somebody else so that everybody is watching one and observing one. That's mostly how it works out. Well, look if we move to the self-assessment which is this activity that occurs halfway throughout the year – it's the reflection component of the process. Have you experienced that at this moment? P We haven't done them yet but we will be doing them, yeah, and we did them last year. I How did you find that exercise? P The self-reflection? I Yeah. P Not a problem at all. I'm very happy to… like I find it an easy thing to do but I think that might be because we're English I No, it's interesting… P … you know, well, because we do reflect; self-reflection is something that we get the students to do and it's a formal marked task for extension two for example and we get the students to do it in a number of different ways across the years. Yeah, personally I find that quite a natural thing to do. Yes, I was happy, or no I was disappointed, or I felt this. No, that's fine and it's quite easy. Last year I remember there was a bit of confusion as to where exactly that was to go. Like on the form it was "Where does this go? Where does this go" and then it had to be signed and then… so the whole signing and dating is a little bit of a pain because the form itself… I don't know because it's online and it sort of falls over a page and sometimes it's like "Oh, did I have to sign it there?" So, there's that kind of bureaucratic irritation – paperwork.	k. Reflections are easy to do l.. Frustration with data admin proforma	11	Quality of data management system

English EXP	Looking at the self-assessment, this mid-year reflection, what are your experiences of that so far? I know you talked about the importance of that for you or how you liked that, general comments. P Yeah I do. I like the reflection stuff because (a) it keeps me on target so I'm inclined to go back and actually, you know, really think about what it is that I'm doing, what I'm trying to achieve because we get so busy that we can ……the greater day, try to get everything done, so I like a chance to think about it and I actually have found, particularly because I've been looking at specifically at paper one, section one for year 12 and looking at how to up-skill the girls with that particular paper. The reflection has been really handy because it's practical to have a look at what's worked and what hasn't. Not that you get the space to actually write all of that down but I've certainly reflected beyond that little … I And the annual review, I mean does that basically take the form of, you know, a one-to-one meeting at the end of the year with your head teacher? P Yeah normally, normally it's an interview at the end of the year, well not an interview, it's more a discussion, a discussion of what we've done and how we feel about it. You know, where we're going with it next year. I And you're quite open and happy with that process? P Yeah, yeah, absolutely.	m. Reflection keeps me on target n. Frustration with data admin proforma o.AR discussion format p. Satisfied with AR process	2l	Quality of data management system Nature of process
English EC	The last two phases, I mean one is the self-assessment which is in mid-year. What are your experiences of that reflective process there, the self-assessment? P Again, it is a process – because I was only at university a few years ago and and reflecting on my performance on prac and this kind of approach was sort of part built into that process so I feel that I can do that with quite ease but I do also feel that it could be quite easy just to write what you're expected to write in that process. You know, that "Oh yes, I have learned this and this and this" and that, at present, isn't necessarily checked upon but I mean, I don't, I write what I feel but it is still quite an area that isn't…. I don't know what happens to that information after I write it; it just goes away. I presume the principal reads it and then looks at… I Yes. So is that all done on basically hard copy paper or is it done electronically where the principal can access it or your head teacher can access it quite readily or is it papers that are collected by everyone? P I don't know what it's like for other schools but at our school we have got some electronic templates drawn up for all sorts of things and this is one of them and we actually type it into that and we save it and then it is saved somewhere but we get a hard copy that we give to our head teacher and we sign off on it and then I think it goes to the principal. I Yes. Okay. And the annual review? Again, this is at the end of the year when schools are getting ready to close up. I gather generally it's a one-to-one interview. Is that your experience? Look, my head teacher is very accessible at any time. In terms of a one-to-one interview last year, I have had a one-to-one interview with her early this year but in terms of that sort of process of an interview, I don't think I had one last year. I actually don't – I might be wrong but I actually don't think that I had a sit down, formal end of year interview. I Do you anticipate that this year, Susan, do you think? P I do. Yeah, look I may be wrong. My memory may be… I may be wrong. I would anticipate it but she is the type of person who I know that if there… I could speak to anyway but you know, I feel that she is monitoring me anyway, sort of in a nice way as member of staff in your faculty but I can't recollect, sorry, if I actually had one last year but I would anticipate that I would have one, yes, this year.	q. Can do the SA with ease r. SA could be subject to misuse s. SA not checked t. Doesn't know what happens to it u. Did not have an AR last year v. Feel I'm monitored in a nice sort of way		Validity Not checked Process

Table 39 - Case C Experiences of the self assessment and the annual review

Case C	Question 11: PL related to learning goals	Sub category	Frequency	Theme
Principal				
HT English	Just thinking about all the professional learning you may have experienced in the last 12 months, roughly approximately how many of those activities would have directly related to your goals, your PDP goals? Would you say none, some of them, half of them, most of them or all of them have related to your goals? You might think of external courses and internal courses. P I'd say in terms of my professional goals, certainly over half and quite probably most. Probably not all just because maybe they should have been but then I was disappointed with the delivery so no, I wouldn't go to the extreme end but certainly half to most, just because I target what I'm going for. You know, I'm not going to go for something that's useless. And the school, and particularly Jo Drayton – I mentioned her before – her area, she is the sort of professional learning so you know, if you're applying for professional learning, you go through here – she's extremely helpful and, you know, will suggest things or whatever. So we went together to one at New South Wales Uni on differentiation and she suggested a deputy's one for me a while ago and she's on the lookout for other things because that's the next step that I would like to do. So, yeah, she's great. So yeah, half to most. I don't know where you want to put that	a.Half to most PL relates to goals b.Supportive DP,		Career mentor
English EXP	I think between half and most. We've been doing… We've approached PL a little bit differently this year ……..PL session in the last two days of term and so they've been really focused that ……and our professional development plans and my ……was actually quite close to my professional development plan and consciously so and choose the areas we wanted to go in because I actually wanted to build on what I's set for myself. So most of that PL has actually applied to my PDP …… I Yeah that's terrific, that's terrific. And what about your external courses, a similar ratio, some of them have linked or all of them have linked? P All of them have linked because, again, the areas that I chose for my PDP I was setting as goals for myself anyway because I was particularly interested in…… I had really wanted to look at those particular areas that I've consciously collected because of that ……constructed in that way that genuinely are going to get to that point. I And are you happy with that mix or would you like it to be more heavily weighted with your PDP? P No I'm pretty happy with the mix. I think it's good to have both because there are areas that you need to address that are beyond your specific goals anyway. So it means it can't be all focused on your PDP for that reason, I don't think. ……..that's not a particular target of mine this time. So you have to have professional learning ……related to your goals.	c. Half to most internal PL applies to goals d. All external PL applies to goals e.Happy with mix		
English EC	So they don't actually… some of them are repetitive in relation to student and staff wellbeing but there are some that relate to my personal goals. If I was looking obviously at external PL then I always try and link that to what I want to do and what areas of those standards that I haven't had PL in for a while or that I think I need. With the school PL, it's usually quite general and some of it is a little bit… not the [questions/sessions] are repetitive but sometimes it's going over the same ground.	f. Some internal PL relates to goals g. Try to link exernal PL to the goals or standards	Accreditation	

	I	Sure, and a lot of it could be compliance training and all that sort of stuff.		focus	
	P	Yes, well, it is but some of it's also linked to… because we have a very strong student wellbeing program at the school and we tend to have a lot of involving that collectively.	h. Collective focus on student welfare training	Whole school student welfare focus	
	I	Sure, sure.			
	P	So the most valuable is perhaps the faculty PL that we have where we have speakers coming or we have days where we can work on our own interest…	i.Most valuable is the faculty PL	Guest speakers or follow interest	Self directed
	I	Mm hmm. Okay. Well, would you like that mix to be different or do you think it sits fine the way it is? So a lot of your external stuff meets your PDP needs, you know, a lot of the internal… are you happy with that or would you like it to be…?			
	P	Well, lately there has been… we had an excellent session about a month ago which was because we're actually having the twilight PL at the moment as opposed to the pupil free days in December and we actually had a number of teachers and head teachers and deputies put their hands up to provide a session so we actually had a choice. It was directly linked to our, well a teaching and learning… a technology session, a session on resume writing, a session on marking criteria, this kind of thing and that was actually excellent because we were able to select from a range of options and attend two sessions, number of hours of things that we really wanted to attend.	i. Twighlight PL sessions offering choice of PL options to staff in lieu of SDD	Whole school focus on teaching & learning sessions	Creative school options in PL provision
		So, that worked very, very well and that for us was a bit of a change and something that we know was very successful and we're hopefully going to do that again because I think the choice element is… yeah, I know we have to listen to the mandatory PL compliance but often it's so good to have the choice of things. Yep.	j.Compliance training		Mandated Compliance training

Table 40 - Case C Professional learning

Case C	Question 12: Principal only – Impact on culture, challenges, resolutions?	Sub category	Frequency	Theme
Principal	The only impact on school culture is the bureaucratic stuff; there's no evidence it is improving teaching and learning. It's another example of teachers having to do compliance rather than getting on with their work. Challenges:bureaucracy, ;lack of time.. Resolution? If there was less teaching time Govt would need to employ more teachers & more money and that's not going to happen. So teachers need to be given more time off class to do this. Should teachers / principals be advocating changes? There is no political will to promote the profession of teaching, so I would not advocate changes, because that would be a waste of time.	a.Bureaucratic impact b.No evidence of improvement in teachin& learning		Opposition

Table 41 - Case C Principal's view on impacts

Case C	Question 13:PD supervisor & teachers only – Impact on collaboration & classroom teachng	Sub category	Frequency	Theme
HT English	do you think the process has actually changed the degree of collaboration between or with colleagues?			
	P Look, I think it's It's very early but I think that it has and I think that that's a positive thing because it's structuring and requiring a formal conversation, even if it's not a terribly long one. It's structuring and requiring a conversation to be had very specifically between at least, at the minimum, between two people and I think that that is a really good thing, professionally developing your skills but also for management of a faculty and it would function obviously differently in very different schools; this school and this faculty is a very, very experienced faculty. There's one early career teacher but she's a mature age teacher so she doesn't sort of seem early career but you have to sort of remember that she still is.	a.It's structuring and requiring a conversation, that's a good thing		
	But it's a collaborative faculty anyway so I'm extremely lucky and there's constantly conversations about "I did this and I did that, dah, dah, dah. How do we do this" and absolutely sharing so it's a very productive, collaborative faculty anyway and I don't feel that these PDPs are making it more so because it already was collaborative.	b.It's a collaborative faculty anyway		
	I think a benefit of them is certainly for early career teachers, so the early career teacher that you'll speak to, I've observed her when she was doing her – whatever that first thing is called – not the maintenance, the proficiency or whatever that first step is called, you know, after they've been teaching for three years or two years. So I watched her then and I'm teaming up with her in the second semester to watch her and she will watch me. There's massive benefit there and I think there's also benefit in the fact that the school is trying to do this cross-faculty observation because you know, I go into a music classroom and he's playing this beautiful piece of music that's appropriated from a group of stories from refugees and I'm thinking "Well how similar is this?" It's the kind of lesson you could do in English. So that was creative and interesting for me and when he comes into my classroom, we're doing something with poetry that's all to do with rhythm and he's a music teacher.	c.Cross faculty observation project benefits		
	So, you know, there's creative benefit there but lots of schools might not be doing that.			
	I Well it sounds like that's an answer to the next question – do you think the process changes classroom teaching? Certainly might have a capacity to.			
	P "Changes" as in a holistic, broad…			
	I I suppose "alters", "improves"…			
	P …permanent change or…?			
	I …improves teaching I suppose. Does it improve or change classroom teaching, the fact that…			
	P Well, it can't hurt [laughing]. It certainly can't hurt so I think yes, I would have to say "yes", but the scale of, you know, if it was like a one to five, a little bit, a lot – I'm not quite sure yet because it's too early days and I think the level of change, again, is dependent upon the school. It's like improvement of NAPLAN in a school that's a low socioeconomic school versus a school like this where they have to jump a massive hurdle to get in there in the first place. I think the way it will change… do you mean "change and improve"? Like are you using "change" synonymous with "improve"?	d.Improved teaching...yes, but small increments. It's early days.		
	I Yes, I suppose that's what's hinting at. I mean we're going through setting goals, we're going through, you know,			

	observations to improve our skills – one would think that there'd be some impact on classroom teaching. P I would hope that there would be. Otherwise, what's the point? I think yes but it's a qualified yes because I don't know how much. I don't think that it is creating radical change here, no, because I think people are doing things anyway, you know, like they're not changing their behaviours and tidying up their game or tightening their act so to speak because one person is watching them once a semester. No. I Okay, got you. P And those observations are not even scrutinised – not that they should be necessarily – but they're more for the individual's sake aren't they? I mean they're not things that Justin's collecting or looking at or anything like that.	e.I would hope there would be improvements f. No revolutions here g. Observations are not scrutinised by the principal		
English EXP	Do you think the whole process has actually changed the degree of collaboration between or amongst colleagues, and if so, how? P No I don't. I No? P But I imagine it could but no, not for us. I would imagine it could in an environment in which people were finding it difficult to work collaboratively because it provides a framework for that. But I think here in a staff room in which you are working collaboratively it's more for you I think and you get the support of others to help you. I Yeah, ok. What about the impact of the PD process on classroom teaching, do you think it's changed that at all? P I've certainly, yeah I do, I've certainly tried to employ some strategies that I hadn't considered doing before. I And that's come from what, observations or…? P It's coming more from the actual courses that I've undertaken in order to achieve my goals, sort of little things that I've picked up along the way that I hadn't really thought of doing before. Stuff that I've learned that, you know, I would have always been open to but I think if I hadn't have looked at the areas that I've chosen to look at I probably wouldn't have picked them up. Different approaches to say like group work and different, yeah, different strategies from the actual courses I've done.	h. Collaboration already occurs here in faculty i.Improved teaching from goals, PL		
English EC	Do you think the process has actually changed the degree – and I'm talking about the whole entire process – changed the degree of collaboration with your colleagues? Do you see people working together more and more or, you know, you mentioned cross-faculty observations. Do you think…? P Well, I think we have a number of… because of the nature of the school and what we're trying to achieve, we are… a great thing about the school is that it is fairly collegial and we are… collaborative learning is a big area for the students that we've embraced, so in terms of our own professional learning, we have action research projects within that so by the nature of things, we do have a very collaborative approach going on and we're also an exceptionally busy school with lots of activities that occur during school time and lesson time. So, we have to be collaborative because often the lesson might be missed or we have to liaise with another faculty, can we have their lesson for something. So I think that collaboration is part of what the school is and so I think the collaboration with the observations and the procedure [with the? 0:34:27.8] professional learning is just part of that. I don't see that it's a big change. I Yeah, a slight extension of that. Yep. What about classroom teaching? Do you think the process actually is changing classroom teaching? You might talk personally and then what you observe amongst your colleagues. P I think it can be refreshing to watch somebody else's lesson because we have so many balls that we have to juggle and	j.Collaborative learning projects already encourage collaboration k.Observations		

	we've planned a lesson but then we're looking at different types of questioning and then, you know, how we differentiate or how we'd create that variety in the lesson that keeps the students engaged so I think it can be refreshing in that it's a really good prompt the mind, you know, take it back in our mind that we should be doing all the right things that we should be doing. So do I think it improved my teaching? out of a faculty where we're always discussing different approaches, new resources, so I feel that I'm very fortunate to be in a very collaborative environment where we do share ideas and, you know, whether it's sequential circles or all sort of things, somebody runs a PL session about creative writing, we'll share in a faculty meeting. So I think there are many ways for me to improve my teaching other than just to have somebody watch me but I think that that can be a good prompt as well but it's not the only thing	can be refreshing and a good prompt l.Observations not the only thing to improve teaching		

Table 42 - Case C PD supervisors and teachers views on impacts

Case C	Question 14: Most important outcome	Sub category	Frequency	Theme
Principal	Good aspects include reflection, in theory it's a very good way of opening up the classroom and changing that culture. But in 5 years time when we're having this discussion, there might be some evidence of that. But not having gone through one complete cycle of that there is no evidence of that. I also know that staff are not that keen on lesson observations. I'd be curious to talk to other principals on that but at the moment it looks good on paper but do staff really want to do them? I'd say "no".	a.Reflection b.Opening up classroom c.Staff are not keen on observations		
HT English	What do you think's the most important outcome of this whole PD process? P That's a good question. I don't know. I think the formalising of goals is a good thing and I think that's because it's consciously "What are you trying to achieve" and it's not just on Monday, you know, "What am I trying to achieve" in a broad sense and I think that's a good thing and I think – not that I've ever worked in business – but I'm sure they have that in business. I suppose it's a fairly common management strategy, "But what are your goals" and if we expect students to reflect and I mean in the English outcome self-reflection, collaborative reflection, independent, collaborative learning – that's the kind of thing that's formalising in teachers so the theory certainly shouldn't be alien. My fear – it's not my "fear" – but I suspect that different schools and different management styles of individuals within schools could implement these differently and they could be a lot of extra work for some people. Yeah, but I don't… yeah, it's not here, it's all very sort of open and I suppose we sort of… it's just a particularly good school, this school, you know, in terms of staff collegiality and drive to help the students and maybe that's because we're so fortunate we don't have discipline problems, you know, whereas if you're at a school where you've got a whole heap of early career teachers… because a teacher was telling me we've got a new teacher here who is young and she's come from a school where the bulk of them were early career teachers – like 80% - and she was describing the kinds of things that they had to do in their programs and in their planning and I'm just thinking "Oh, I can sort of see it used in a sort of a paperwork way". I mean, in an attempt, I'm sure to make things better but I don't know how. I don't know.	d.Formalising goals e.It could be a lot of extra work in some school; it's not here		
English EXP	What do you think is the most important outcome of the process? P I think the reflection aspect of it. I think the ability to build on but to make specific goals and to try and attain those goals for students and reflect on that and then….from that point of view I think that we constantly, I mean really studying the goals for your classes because I've made my plan, which I think it is a framework open to, to be very specific to certain classes that I'm teaching. And I probably wouldn't have made as specific goals in the past, they would have been more whole class, I mean obviously you differentiate, but just the goals themselves are quite specific and I've been quite focused on attaining those particularly goals which I would….previously not have done.	f.Reflection aspect g.Setting goals and trying to attain those goals		
English EC	What do you think most generally then is the most important outcome of the process, Susan, just being very brief and if you had to name one thing, the most important outcome? P For a teacher it would be to, I suppose, remain focused on what the key, you know, the core things that we should be doing in terms of engaging students and quality in what we do. In terms of the system, I would say it might be something that would spur a teacher who was a bit stale or, you know, was reluctant to change – it might sort of encourage them to maybe think about whether they should still be a teacher, maybe, or maybe it was time to retire or whatever and maybe it would make them think about their position, maybe, but my personal response would be that it would just give… it retains the focus on what I'm supposed to be doing but engaging the students.	h.Focus on the core things - engaging students & quality teaching		

Table 43 - Case C Most important outcome(s)

Case C	Question 15: More about experiences of the PDF	Sub category	Frequency	Theme
Principal	A lot of the aspects we were doing with TARS. It's all about compliance.	a.It's all about compliance		
HT English	anything else you'd like to add about your experiences to date with the framework? P Not really. I mean I think it's forcing us to look at standards and look at our profession in a sort of a dry way I suppose, you know, dah, dah, dah, dah and I don't think that's a bad thing. Yeah, so I mean, I'm quite liking "Oh what are my goals" I mean maybe I'm a bit goal-driven and a bit sort of, I don't know, a bit of a teacher-pleaser [laughing]. You know, "This is what I'm expected to do so I'm happy to do it". I don't know.	b.Forces us to look at standards through goals		
English EXP	would you like to just share anything else, is there anything else you'd like to add about your experiences to date with the framework? P Just overall I think, I think it would be a good framework. I don't think it's something that, I imagine it's how you apply it because I do think it's quite open, but I think it's a good idea and I do think it's been quite a positive thing and I think if you do genuinely set goals then I think it gives you a framework to actually see results. So I think, for me, it's been quite successful. It's not something that I've found too difficult to do, it's been quite an interesting thing for me to do. I Interesting in learning about the process? P Yeah, and that notion… I guess when you, you know, as a first year out teacher the whole self-reflection you go through, you're just aiming to get your certificate and then you get into that every day kind of teaching and you think about your lessons and you think about worked and what didn't work but it's not formal so you don't, I don't think you formally reflect so I think as a good teacher you're always thinking about …21:30… so I like making a goal and actually reflecting specifically on that goal. ……. Refocusing I guess.	c.It's open, interesting, positive thing to do, not difficult d. The PDF enables Genuine setting goals and actually see results		
English EC	anything else you'd like to add about your experiences to date with the performance and development process? P I don't think there's anything that I would like to add. I mean I do think, as I said, I think in principle I'm quite… because my background for being a teacher private organisation and community service organisations so I see that this kind of system in operation before so feel that it's just part of progress and so I can sort of embrace it but I can see why we'd be doing it and ultimately we've got… the focus is to improve, you know, teacher quality, although that is not the necessarily… you know, there are other things that would improve outcomes for students teacher quality is the thing that is always labelled as the thing and I agree that's really important but it's a lot more complex than that and, you know, the education – having been a teacher for years, I know that education system more complexities beyond teacher quality that really need to solve of the concerns that they have with education. So, it probably needs to be other things. It can't just be the sole matter.	e.I can see why we're doing it f.The focus is to improve teacher qualityFor other participants		

Table 44 - Case C More experiences about the PDF

Case C	Question 15b:Any changes recommended	Sub category	Frequency	Theme
Principal	Too much reflecting; too much to so; no time given, No consideration that there's extra work. And extra work means you should be acknowledged in a financial way which is not happening. That's poor.	a.Too much refecting b.No time given c.No consideration of extra work d.You should be acknowledged financially for extra work e.It's poor		
HT English	Would you like to see anything changed about it at this point? P I find the mid-point where you have to do your self-reflection and then you have to get your signatures and then everybody's signatures again and then give it to the principal a nuisance because everybody does "Where did I put it? Oh, where is it?" And they're all signing it and then we're printing it all off again and then it's tick, tick, tick, tick, tick – that feels very inventory kind of thing. So that's just an admin thing but I find that there must be a simpler way to do that. Other than that it's not particularly onerous and the teacher observations I don't think are bad. I mean nobody seems to have a problem here with people going in to their classrooms and I think that you should encourage people to not feel uncomfortable with people coming in their classrooms. I think that's a good thing but I mean my view as having taught for a number of years is very different to if I suppose I were teaching for four years. I don't know [laughing].	f.Administration is tedious g.It's not onerous h.Teacher observations are not bad		
English EXP	Do you think, would you like to see any aspect of the process changed? P I think a lesson observation that could be more flexible or perhaps be… I think time is always an issue and perhaps if a little time given for lesson observation, so rather than internal swapping and what not, to sort of add ….19:31…to the process to actually have teachers taken off class so that it's not as difficult because if it's really difficult then people find it a burden and …….. And I don't think that's happened because we've been quite positive about the whole process but I do think that that could be addressed.	i.Time needed to support lesson obs		
English EC	Is there anything you'd like to see changed about the process at the moment, given the early days I know? P No. I just think there could be an acknowledgement of the time that it takes because in terms of the… and it's not a great deal of time but in terms of just going through the whole process or it's an extra thing. There's always extra things to do as a teacher and this is another extra thing, so I suppose it is just an acknowledgement of that or time to do it, to be given to do it	j.Time needed to acknowledge the work		

Table 45 - Case C Recommended changes

FINAL ETHICS APPROVAL

Dear Dr McCulla,

Re: "A Case Study of the Implementation of the NSW Performance and Development Framework in 3 NSW Secondary Schools." (5201600236)

Thank you very much for your response. Your response has addressed the issues raised by the Faculty of Human Sciences Human Research Ethics Sub-Committee and approval has been granted, effective 11th May 2016. This email constitutes ethical approval only.

This research meets the requirements of the National Statement on Ethical Conduct in Human Research (2007). The National Statement is available at the following web site:

http://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/e72.pdf. The following personnel are authorised to conduct this research:

Dr Norman McCullaMs Kerrie Anne Wratten

Please note the following standard requirements of approval:

1. The approval of this project is conditional upon your continuingcompliance with the National Statement on Ethical Conduct in Human Research (2007).

2. Approval will be for a period of five (5) years subject to the provision of annual reports.

Progress Report 1 Due: 11th May 2017 Progress Report 2 Due: 11th May 2018 Progress Report 3 Due: 11th May 2019 Progress Report 4 Due: 11th May 2020 Final Report Due: 11th May 2021 NB. If you complete the work earlier than you had planned you must submit a Final Report as soon as the work is completed. If the project has been discontinued or not commenced for any reason, you are also required to submit a Final Report for the project.

Progress reports and Final Reports are available at the following website:

http://www.research.mq.edu.au/current_research_staff/human_research_ethics/application_resources

3. If the project has run for more than five (5) years you cannot renew approval for the project. You will need to complete and submit a Final Report and submit a new application for the project. (The five year limiton renewal of approvals allows the Sub-Committee to fully re-review research in an environment where legislation, guidelines and requirements are continually changing, for example, new child protection and privacy laws).

4. All amendments to the project must be reviewed and approved by the Sub-Committee before implementation. Please complete and submit a Request for Amendment Form available at the following website:

http://www.research.mq.edu.au/current_research_staff/human_research_ethics/managing_approved_research_projects

5. Please notify the Sub-Committee immediately in the event of any adverse effects on participants or of any unforeseen events that affect thecontinued ethical acceptability of the project.

6. At all times you are responsible for the ethical conduct of your research in accordance with the guidelines established by the University. This information is available at the following websites:

http://www.mq.edu.au/policy

http://www.mq.edu.au/policy

http://www.research.mq.edu.au/for/researchers/how_to_obtain_ethics_approval/human_research_ethics/policy

If you will be applying for or have applied for internal or externalfunding for the above project it is your responsibility to provide theMacquarie University's Research Grants Management Assistant with a copy of this email as soon as possible. Internal and External funding agencies willnot be informed that you have approval for your project and funds will notbe released until the Research Grants Management Assistant has received a copy of this email. If you need to provide a hard copy letter of approval to an external organisation as evidence that you have approval, please do not hesitate to contact the Ethics Secretariat at the address below.

Please retain a copy of this email as this is your official notification of ethics approval.

Yours sincerely,

Dr Anthony MillerChairFaculty of Human SciencesHuman Research Ethics Sub-Committee ---------- Faculty of Human Sciences - Ethics Research OfficeLevel 3, Research HUB, Building C5C Macquarie UniversityNSW 2109

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