

THANK YOU,  
MEMBERS

# Workloads

## Better practice, less process

Is the annual goal-setting and professional development process at your school too demanding? Get the facts from the AITSL Australian Teacher Performance and Development Fact Sheet, developed in collaboration with the IEU in 2024.

### Australian Teacher Performance and Development Framework (ATPDF)

The IEU has worked with the Australian Institute of Teaching and School Leadership (AITSL) to clarify what is – and is not – required for compliance with the annual goal-setting and professional learning process in the Australian Teacher Performance and Development Framework.

The ATPDF was implemented in 2012. As with many other policies and frameworks, the quantity and type of documentation demanded of teachers has intensified exponentially over time, thereby increasing teacher workloads unnecessarily.

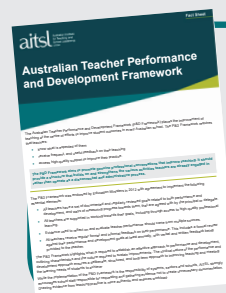


## How did we get here?

Members identify excessive workloads associated with the annual goal-setting and professional development process, which occurs under various names in each school.

The IEU investigates the origins and authority for any requirements related to the annual goal-setting and professional learning process and identifies the Australian Teacher Performance and Development Framework overseen by AITSL.

The federal office of the IEU seeks to collaborate with AITSL on a Fact Sheet to clarify what is and is not required for compliance with the ATPDF.



The AITSL ATPDF  
Fact Sheet  
is published in  
April 2024.

# Australian Teacher Performance and Development Framework

The Australian Teacher Performance and Development Framework (P&D Framework) places the improvement of teaching at the centre of efforts to improve student outcomes in every Australian school. The P&D Framework requires that teachers:

- know what is expected of them
- receive frequent, and useful feedback on their teaching
- access high-quality support to improve their practice.

**The P&D Framework aims to promote genuine professional conversations that improve teaching. It should provide a structure that builds on and strengthens the various activities teachers are already engaged in rather than operate as a disconnected and administrative process.**

The P&D Framework was endorsed by Education Ministers in 2012 with agreement to implement the following essential elements:

- All teachers have a set of documented and regularly reviewed goals related to both performance and development, and ways of measuring progress towards them, that are agreed with by the principal or delegate.
- All teachers are supported in working towards their goals, including through access to high-quality professional learning.
- Evidence used to reflect on and evaluate teacher performance should come from multiple sources.
- All teachers receive regular formal and informal feedback on their performance. This includes a formal review against their performance and development goals at least annually, with verbal and written feedback being provided to the teacher.

The P&D Framework highlights what is required to establish an effective approach to performance and development, outlining characteristics and the culture required to sustain improvements. The cyclical nature of the performance and development approach ensures a deliberate, structured, and long-term approach to improving teaching and meeting the learning needs of students to achieve.

**While the implementation of the P&D Framework is the responsibility of systems, sectors and schools, AITSL strongly encourages school staff responsible for requesting and gathering evidence not to create unnecessary documentation. Drawing evidence from teaching practice is more authentic and reduces workload.**

**The P&D Framework is not an alternative to the performance management of staff or an employer's concern about unsatisfactory performance. This process should be managed as a separate process to implementation of the P&D Framework, adhering to any relevant legislation and employment agreements.**

Implementing the P&D Framework as intended will have the following benefits for teachers and school leaders:

## Benefits for teachers

- structure to support teacher and school improvement aimed at improving student outcomes
- flexibility to align with school improvement goals
- increased professional growth through instructional coaching
- enhanced professional satisfaction
- formal recognition of professional achievements
- access to networks through school and system wide collaboration.  
Access to and participation in:
  - relevant professional learning
  - targeted career goal setting
  - effective reflection and feedback
  - collegial networks

## Benefits for school leaders

- structure to drive teacher and school improvement aimed at improving student outcomes
- flexibility to align with school improvement goals
- promotes collaboration and collegial endeavour
- encourages leadership at all levels
- promotes a shared commitment to excellence
- provides a shared understanding of effective teaching.

## Demonstrating performance and development

Judgments about the effectiveness of teaching have the greatest validity when based on multiple sources of evidence. Evidence used to reflect on and evaluate teacher performance should include:

- data showing impact on student learning
- information based on direct observation of teaching
- evidence of collaboration with colleagues.

Examples of evidence that can be used to reflect on teacher performance include:

- formal or informal student assessments demonstrating impact of teaching on student learning
- evidence from an observation of teaching, such as notes from a peer observation discussion
- evidence of the teacher's impact on colleagues and the school as a whole, such as staff feedback after a professional learning session
- teacher self-assessment
- feedback from students, peers, supervisors and parents
- evidence of participation in professional learning and reflection on its impact.

*Note, this is not exhaustive or intended to act as a checklist but instead, provide an idea of the multiple forms evidence can take.*

### What can effective performance and development look like?

Term/ Focus area	This could look like ...	Processes that are likely to be duplicative or excessive ...
<b>Performance</b>	<ul style="list-style-type: none"> <li>a demonstration of growth and development through informal measures such as:               <ul style="list-style-type: none"> <li>peer or lesson observation notes</li> <li>video clips from team teaching</li> <li>unit/lesson plans demonstrating use of a variety of teaching strategies.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a formal review including external assessors</li> <li><b>classroom observations across an entire staff that are frequent or summative and do not involve a collaborative planning process (i.e. not focussed on the development of teaching practice).</b></li> </ul>
<b>Goal setting</b>	<ul style="list-style-type: none"> <li>a process that addresses both teacher performance and development and ties together the various activities teachers are already engaged in. Effective goal setting can consist of the following characteristics:               <ul style="list-style-type: none"> <li>brief and concisely displayed (2-3 pages)</li> <li>only need to be a small number of challenging and achievable goals to be effective (2-4 goals is normally enough)</li> <li>aligned to school plans and school-wide approaches</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>a separate/additional process involving extensive paperwork outlining a wide-ranging array of goals</b></li> <li><b>documentation to explain the alignment between a school's annual improvement plan and a teacher's plan, where the alignment is clearly evident.</b></li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>an ongoing collection of materials taken from ordinary duties/participation built upon through routine. Effective evidence can come from teaching activities such as:               <ul style="list-style-type: none"> <li>written reports</li> <li>lesson/unit plans</li> <li>formal and informal student assessment activities</li> <li>student work samples</li> <li>development of individual learning/education plans</li> </ul> </li> <li>effective evidence can come from multiple sources, such as:               <ul style="list-style-type: none"> <li>peers</li> <li>student data</li> <li>parent feedback</li> <li>self-reflection</li> </ul> </li> <li>be informal and arise from self-reflection, for example, it could include:               <ul style="list-style-type: none"> <li>evidence of collaboration with colleagues</li> <li>lesson observations (either own lessons or from peer observations)</li> </ul> </li> <li>be built through team/s observation and evidence, such as:               <ul style="list-style-type: none"> <li>record of report moderation between teaching colleagues</li> <li>minutes of professional committee meetings</li> <li>evidence of online discussions, blogs, courses, and professional learning communities.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>a dense portfolio including additional work designed for the purpose of the portfolio only (established as a one off)</b></li> <li><b>narrative or explanatory texts that describe evidence that is clearly understood by the professional reader or audience</b></li> <li><b>the collation of evidence into a single document or location.</b></li> </ul>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>a continuous feedback cycle is established as part of a school-wide culture and shared commitment toward understanding what effective teaching looks like. For example, this might look like:               <ul style="list-style-type: none"> <li>a professional discussion with a colleague</li> <li>brief reflection notes following a lesson</li> <li>watching a recording of a previously held lesson.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>occurs only in performance evaluation processes</li> <li><b>a performance management or counselling process across a whole staff</b></li> <li><b>written teacher responses to reflective questions or prompts, especially in preparation for a professional discussion with a colleague or member of the leadership team.</b></li> </ul>

*Emphasis (bold) added by the IEU*

# What should you do if you're directed to undertake duplicative or excessive practices related to the ATPDF?

Ask: Who requires this documentation or practice?

Draw the attention of the school leadership team to the AITSL ATPDF Fact Sheet.

Consult your union organiser and meet as a chapter and/or sub branch to request a review of practices based on the official advice in the Fact Sheet.

Invite non-members to join the union and support their colleagues in this important work.

Eliminate duplicative and excessive practices, one Fact Sheet at a time.

## ATPDF: Next steps

The IEU has written to all NSW/ACT non-government school employers alerting them to the ATPDF Fact Sheet. The Fact Sheet provides clear advice on what is required to comply with the policy intent of the ATPDF, and identifies specific practices that are duplicative or excessive. The Fact Sheet discourages unnecessary documentation and asserts that the ATPDF should be anchored in a teacher's ordinary duties.

It is encouraging to see a number of employers have already responded positively to the arrival of this Fact Sheet.

"To advance our mutual objective of alleviating unnecessary workload burdens on teachers and school leaders, I will ensure the Fact Sheet is disseminated to teachers and school leaders through our Gateway newsletter, which reaches both CEO and school staff. Furthermore, I am pleased to inform you that the P&D Framework will be included on the agenda for discussion at the upcoming Term 2 IEU/CEDoW consultative committee meeting. I take this opportunity to express gratitude for your letter and appreciate the clarified guidance resulting from the collaboration between the IEU and AITSL."

### Diocese of Wollongong

"This is wonderful! Appreciate the IEU's efforts in securing this document."

### Christian Schools Australia

"We are very supportive of the TPD Framework and AITSL Fact Sheet. We also appreciate the IEU's support of its contents. We are delighted to see very close alignment with our ongoing investment in system initiatives to support and build the capability of our teachers, ensure balanced workloads, and maximise the learning growth of every student."

### Diocese of Broken Bay

If you believe the current ATPDF process in your school or system is unnecessarily onerous, talk to your colleagues and contact your organiser to discuss options.

The IEU has requested that employers consult with IEU members as they look to evaluate and amend their ATPDF processes.

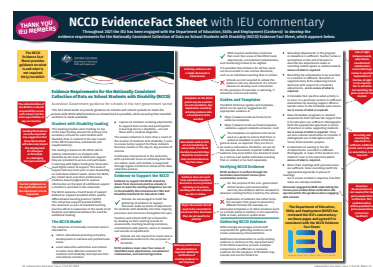
Let us know what's happening in your school by contacting your organiser.

### An ongoing process

The ATPDF Fact Sheets form part of an ongoing process the IEU has undertaken with a number of government and regulatory authorities, with a view to addressing, at a structural level, processes that lead to excessive teacher workloads.

### The NCCD Fact Sheet

The first of these was the NCCD Evidence Fact Sheet. The IEU approached the Department of Education to raise the concerns of IEU members struggling to manage unsustainable workloads and who were alarmed by the impact of excessive documentation on the delivery of practical support for students with disability, the purpose for which the NCCD was designed. The NCCD Evidence Fact Sheet addresses unnecessary practices and was developed in a collaboration of the federal Department of Education and the IEU. In many schools, the NCCD Evidence Fact Sheet has been used to review and dispense with unnecessary processes and documentation.



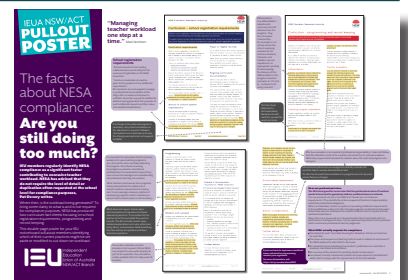
- IEU NCCD fact sheet with commentary: [bit.ly/4bmcwz](http://bit.ly/4bmcwz)
- Australian Government Department of Education NCCD Factsheet: [bit.ly/ncccd2021](http://bit.ly/ncccd2021)

### The NESA Curriculum Fact Sheets

The IEU advised NESA that members were being asked to undertake many administrative processes in the name of 'compliance', despite NESA confirming it did not require many of these processes at all.

At the union's urging, NESA produced its School Registration and Programming and Record Keeping Fact Sheets, which clearly state what is and, most importantly, what is not required for compliance purposes.

Members have reported that the NESA Fact Sheets are beginning to have a positive impact in reducing unnecessary workload practices.



- IEU NESA fact sheet: [bit.ly/ieunesacompliance](http://bit.ly/ieunesacompliance)
- NESA fact sheet: [bit.ly/nesafactsheet2023](http://bit.ly/nesafactsheet2023)

### The AITSL ATPDF Fact Sheet

The AITSL ATPDF Fact Sheet continues this important work of aligning the official advice from regulatory authorities with the on-the-ground experience for teachers, ensuring that systems, schools, or individuals within schools are not inadvertently creating workload issues for teachers and support staff: [bit.ly/AITSL-ATPDFfactsheet](http://bit.ly/AITSL-ATPDFfactsheet)

### Australian Children's Education and Care Quality Authority (ACECQA) Compliance Processes

The IEU is currently working with ACECQA with a view to bringing some much-needed balance to the administrative and work processes in the early childhood education and care (ECEC) sector. Stay tuned for more information.

## Your union Making a difference

The common theme running through all these documents is that a teacher's professional judgement should be paramount in determining what constitutes an appropriate level of documentation for teaching and learning, administrative, and data collection processes.

The IEU is constantly working with employers, regulatory authorities and governments to achieve positive industrial and professional outcomes for members. Encourage your colleagues to join their union to ensure the voice of the profession is heard at every level and in every forum.