

## Better teacher appraisal and feedback: improving performance

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### A Toolbox for governments to implement a new system of teacher appraisal and feedback

Actions	Description	Stakeholders
1. Develop system objectives	Teacher appraisal and feedback needs to be measured against system objectives, including student performance, curriculum goals and effective teaching.	Commonwealth and state governments, administrators of non-government schools
2. Develop school and teacher objectives	These should be broad goals, allowing individual schools and teachers to set their own objectives according to their school context.	Commonwealth and state governments, administrators of non-government schools in conjunction with school leaders, teacher associations and unions
3. Develop rationale for teacher appraisal and feedback	All programs must have a sound rationale. This must be clearly communicated to ensure effective implementation and cultural change in many schools.	Commonwealth and state governments, administrators of non-government schools in conjunction
4. Develop organisational structure	The roles and lines of responsibility between school principals, regional leaders and central administrators for effective teacher appraisal and feedback must be detailed.	State governments and administrators of non-government school sectors, school principal associations
5. Develop the teacher appraisal and feedback framework	The framework should establish the parameters in which schools have the autonomy and flexibility to develop a new system of teacher appraisal and feedback.	State governments and administrators of non-government school sectors in conjunction with school leaders, teacher associations and unions
6. Develop implementation guidelines and templates for schools	Implementation guidelines need to focus on how each appraisal method could operate, including templates and examples for constructive appraisal and feedback (e.g. templates for balanced scorecards, surveys and peer observation).	State governments and administrators of non-government school sectors, school associations, school principal associations
7. Provide training	Training is crucial. It must focus on how to effectively assess and provide feedback to teachers to improve student learning.	State governments and administrators of non-government school sectors
8. Explicitly link teacher appraisal with improving performance	The objective of improving student learning must be explicit and linked to both the appraisal of teacher's work and the feedback they receive. Feedback is particularly helpful when focused on teacher and school objectives.	State governments and administrators of non-government school sectors
9. Establish links between teacher appraisal and feedback and teachers' careers	A meaningful teacher appraisal and feedback system allows effective teachers to be recognised and under-performance addressed. To properly address under-performance the focus should be on improving teaching and learning in classrooms.	Commonwealth and state governments, administrators of non-government schools in conjunction with school leaders, teacher associations and unions
10. Monitor and develop the system	Continual monitoring is required as some schools will provide more effective appraisal and feedback than others. There must be consequences for accountability and autonomy.	State governments and administrators of non-government school sectors