THE BOSTON CONSULTING GROUP

CREATING A PERFORMANCE AND DEVELOPMENT CULTURE

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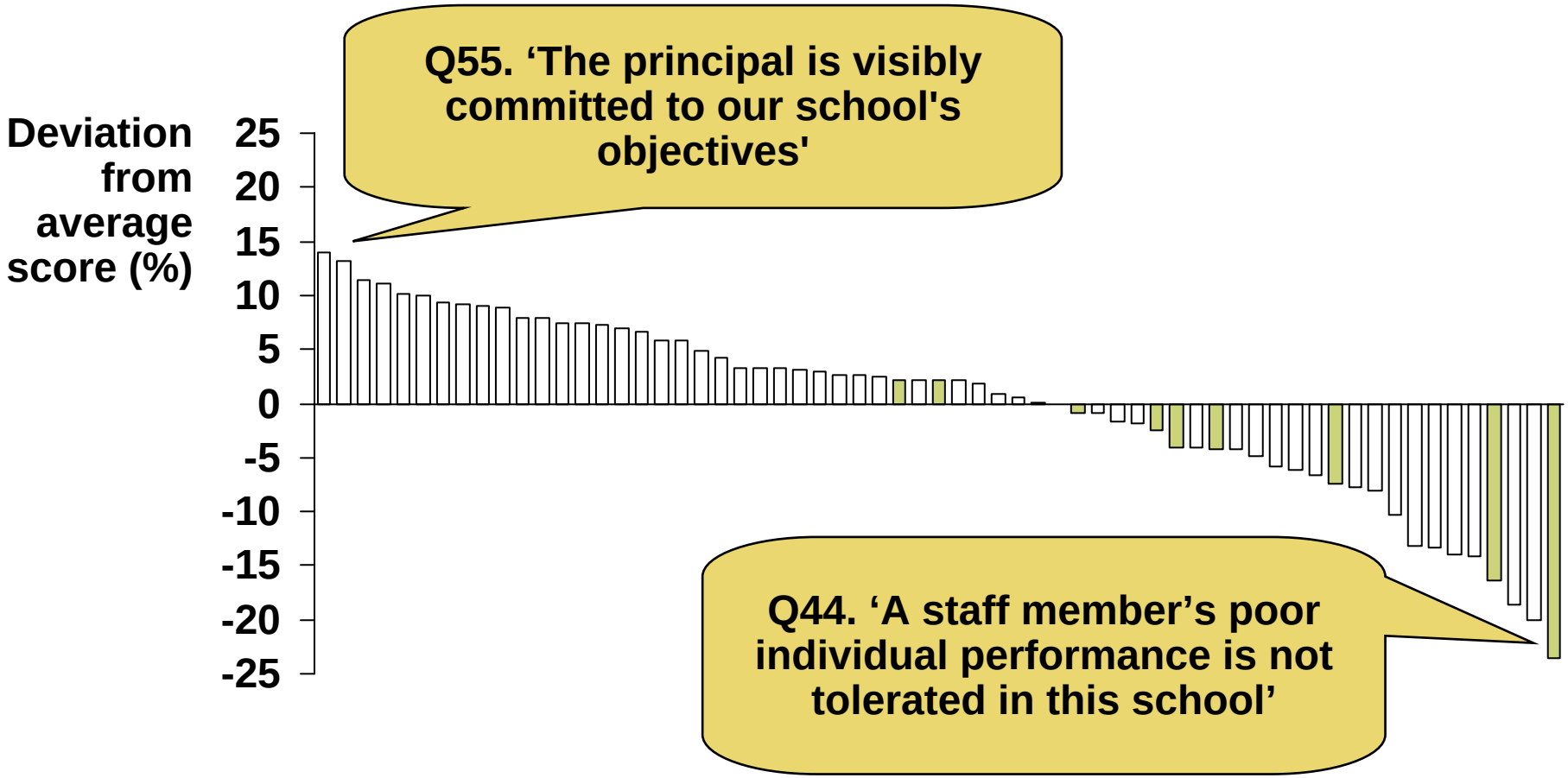
MOVING TO A PERFORMANCE AND DEVELOPMENT CULTURE

'Professional Development' and 'Performance Management' are completely separate	→	**'Performance and Development'**
No effective feedback for teachers	→	**Rich and constructive feedback for teachers**
Inability to deal with poor performers	→	**Objective broad-based data on which to assess performance and manage under performance**
Leaders focused on management	→	**Leaders focused on coaching and staff development**

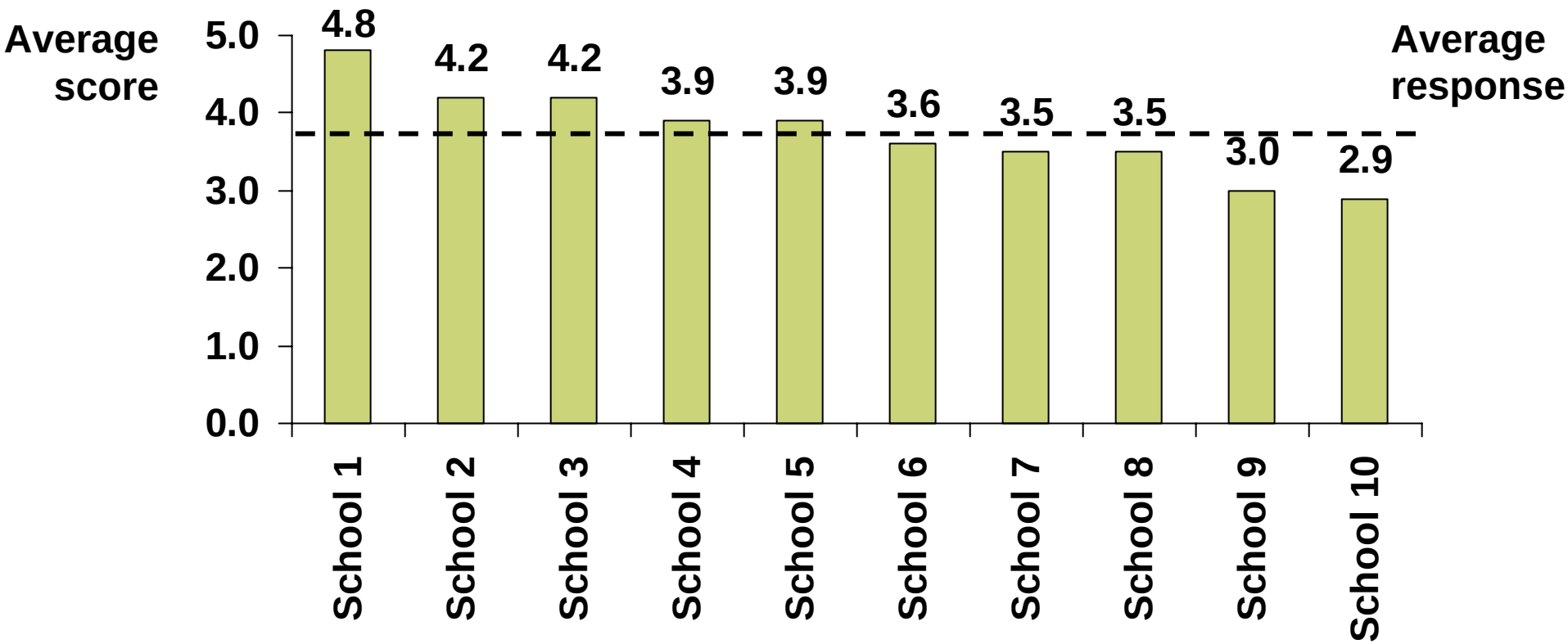
SURVEY RESPONSES



Performance Management Related Questions

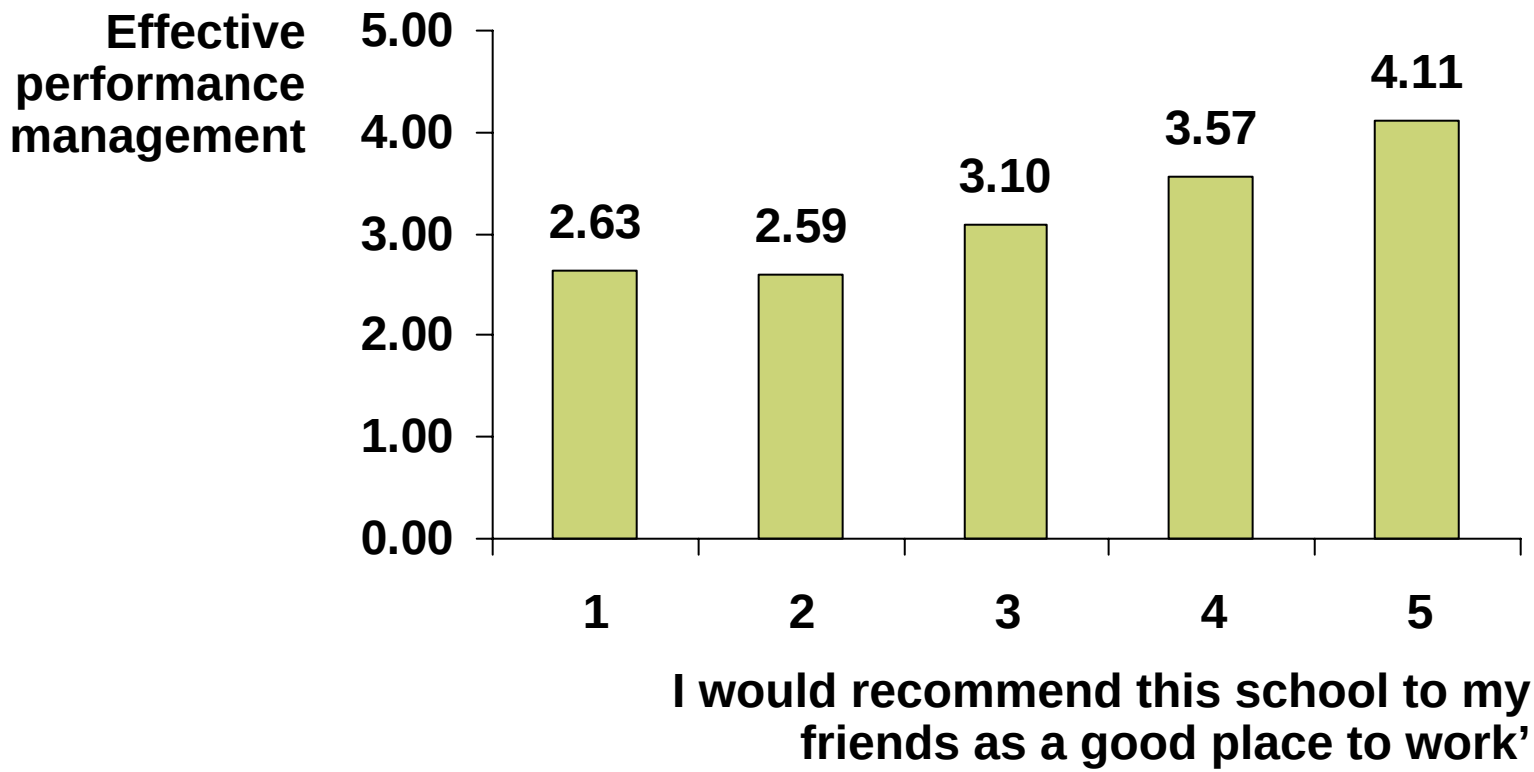
Other Questions

SCHOOL SCORES ON EFFECTIVE PERFORMANCE MANAGEMENT



Scale
1 = Strongly disagree; 5 = Strongly agree

TEACHERS LIKE SCHOOLS WITH EFFECTIVE PERFORMANCE MANAGEMENT



Scale
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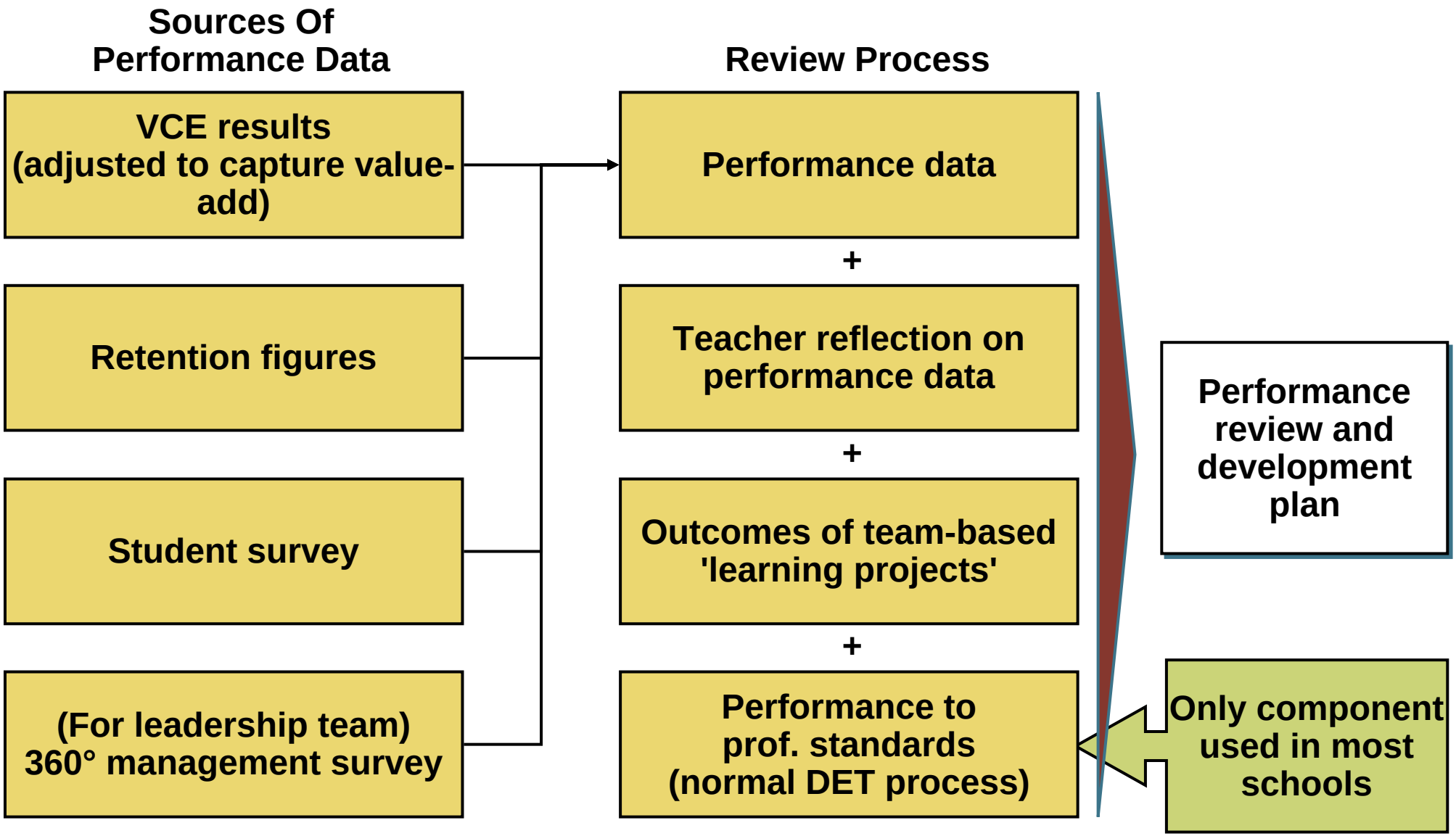
DOCTOR MODEL

Model features	Doctor model	Teacher model today
Pre-service training	7 years+ to become a doctor	'Are you qualified & accredited to teach?'
Learning from peers or more exper. prof.	Limited for most parts of profession	Limited
Professional development feedback	Limited for most parts of profession	Limited
Feedback from customers	Anecdotal only	Little feedback from students & parents
Performance management	None (only in extreme cases via peer review)	Heavy reliance on meeting prof. standard
Major form of ongoing development	Seminars/literature Further qualifications	Seminars/literature Further qualifications
Role of leaders in relation to prof. devt	Very limited – even in hospitals	Not traditionally a core role for school leaders

PROFESSIONAL SERVICES MODEL

Model features	Doctor model	Professional services firm model
Pre-service training	7 years+ to be doctor	Important, but so is 'on the job' learning
Learning from peers or more exp. prof.	Limited for most parts of profession	Significant
Professional development feedback	Limited for most parts of profession	Constant, using rich, objective data
Feedback from customers	Anecdotal only	Constant
Performance management	None (only extreme cases via peer review)	Rigorous, tied closely to prof. development
Major form of ongoing development	Seminars/literature Further qualifications	'Apprenticeship' & team-based learning
Role of leaders in relation to prof. devt	Very limited – even in hospitals	Staff development a key leadership role

ONE EXAMPLE OF GOOD PRACTICE



EXAMPLES OF STUDENT FEEDBACK QUESTIONS

Selected Survey Questions
I like this unit This class provides a good learning environment My teacher ... has a sound knowledge of this subject ... is well organised and prepared for lessons ... caters for my ability level ... provides me with valuable feedback on my work ... is fair and reasonable to all students in this unit ... challenges and assists me to achieve my best I am satisfied with the effort I have made in this unit

ACCREDITATION MODEL FOR P&D CULTURE

Element	Metric
Teacher induction	Mentoring program for all new teachers
Teacher effectiveness feedback	Annual review uses data from 3 of: • Adjusted student outcomes • Student feedback • Parent feedback • Observation • Student attendance
Tailored professional development plans	Plans clearly linked to individuals' strengths & development needs
PD that meets individuals' professional development needs	All teaching staff participate in relevant, effective PD
Staff believe school has professional development culture	Staff believe school culture supports personal/professional growth & development