(To be completed at the end of the **6th** month following appointment)

**Employee No:** **Full name:** Received

**Location name:**

**Appointment date:**  **Teacher type:**

**Note:** In completing this form, please refer to the Managing Performance – Teaching Staff and School Leaders guidelines.

**School Leader’s comments**

**1. Classroom Management:**

**2. Interpersonal Relationships:**

**3. Curriculum Program Development:**

**4. Learning and Teaching:**

**District Office Use**

Entered on *TSS*

By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

**School Leader’s summative recommendation and signature**

In terms of Section 126 of the *Public Service Act 2008 (Qld)*, I certify that the teacher’s service

❒ is satisfactory and confirm the appointment (advise District Office).

❒ is unsatisfactory and recommend that the appointment be terminated (forward to Executive Director, Workforce Management and Support, Human Resources).

School Leader’s signature Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**State School Teacher’s comments (optional)**

I have sighted the above report and have had the opportunity to discuss its content with the School Leader. In the event of overall unsatisfactory performance being indicated, I understand that this report will be sent to the Executive Director, Workforce Management and Support, Human Resources and that I will be afforded a period of 14 days to respond to the report and supporting documentation before any determination is made.

State School Teacher’s signature Date \_\_\_\_/\_\_\_\_/\_\_\_\_

# Please forward an unsatisfactory report to the

# Executive Director, Workforce Management and Support, Human Resources and a copy to District Office.

**Terms used in Teachers’ Probation Reports**

(Numbers indicate selection criteria & indicators as per the Applying for Teacher Employment Booklet)

**Classroom Management –** School and classroom rules, routines & movements, record keeping, time & resource management, organisation of support personnel.

**Documentation -** Availability and knowledge of school policies and procedures, documentation and classroom routines and organisation.

**Class routine and organisation -** Implementation of documented policies on classroom routines and organisation.

**Classroom discipline -** Fostering of inner discipline in students and using other appropriate disciplinary measures.

**Interpersonal Relationships -** Appropriate selection and use of such traits as sensitivity, empathy, rapport, tact caring, responsiveness, valuing and assertiveness.

**Ability to communicate with students –** Selection and use of appropriate interpersonal behaviours with students according to varying circumstances.

**Interpersonal relationships with school staff –** Selection and use of appropriate collegial behaviours with school staff.

**Interpersonal relationships with parents and community members –** Selection and use of appropriate interpersonal behaviours with parents and community members.

**Curriculum Program Development****–** Planning and preparation (not implementation) of appropriate curriculum for the whole class and for individuals.

**Knowledge of curriculum and teaching strategies –** Knowledge of relevant curriculum documents, stages or learner growth, and teaching strategies suitable for a particular class and/or individuals.

**Curriculum planning –** Physical documentation which reveals a translation of knowledge of curriculum and teaching strategies, together with a translation of the results of ongoing curriculum evaluation (see below), into a program for a specific class and/or individual.

**Curriculum resources –** Availability and suitability of curriculum resources to be used/being used by teacher and students during the teaching and learning process.

**Curriculum evaluation program –** Evaluation program to be used/being used to provide feedback on appropriateness of the developed curriculum program. The program includes the plan for student assessment.

**Learning and Teaching****–** Learning refers to the cognitive, affective and social development of the learner. Teaching refers to the use of planning strategies (involving the promotion of student-centred approaches, supporting both learner independence and group participation, enhancing both holistic and analytical thinking and valuing both learning processes and learning products) and the application of appropriate interactive strategies (questioning, informing, discussing and supervising).

**Use of appropriate teaching strategies –** Applying appropriate teaching strategies to implement the planned curriculum program.

**Use of curriculum resources –** Using the resources prepared previously.

**Implementation of curriculum evaluation –** Implementing the planned evaluation program, including the regular assessment of students’ performance and the reporting of progress to parents.