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Accreditation Readiness

Questionnaire

April 2005

Introduction

The purpose of this short questionnaire is to help you:

- determine whether you are ready for external verification and accreditation
- identify where you have 'gaps' in the information you will need to provide to an external verifier
- develop a plan to address these gaps.

It is designed to be used as the basis for a discussion by your School Leadership Team. It is not a compulsory part of the accreditation process, but is an optional tool which you may find useful.

To help you answer some of the questions in this Accreditation Readiness checklist, you may also wish to ask some or all of your teachers to complete the accompanying Teacher Questionnaire.

Their response will help you gauge how your teachers feel about the effectiveness of the school's performance and development practice, and will help you assess whether they feel that the school has a well-established performance and development culture. You may also wish to review the results of your School Organisational Health Survey, which will give you an indication of your teachers' views about the school's culture.

If there are some areas where you are not sure whether your practice meets the accreditation standard, or whether you are sufficiently well prepared for external verification, both the Innovations Branch of the Office of Learning and Teaching and your designated Regional Officer are available to help you.

Key contacts in the Innovations Branch are:

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Questionnaire

Element 1: Induction	Yes	No
1. Have all new teachers participated in an effective induction program?		
2. Does your induction program include mentoring?		
3. Can you describe your induction program and processes to an external verifier?		
4. Can you describe the training that staff involved in induction or mentoring have received?		
5. Do you regularly monitor and evaluate your induction process?		
6. Can you demonstrate how your induction and mentoring program aligns with VIT and DE&T guidelines?		
7. Can you explain how you will sustain and improve the program in the future?		
Element 2: Multiple Sources of Feedback	Yes	No
8. Can you describe the feedback process in your school and how it was established?		
9. Can you demonstrate that each teacher has received feedback based on at least 3 data sources (including student outcomes data)?		
10. Can you describe how you have evaluated your feedback program?		
11. Can you describe the improvements you have observed in teacher effectiveness since the introduction of feedback?		
12. Can you describe how you will sustain and improve the program in the future?		
Element 3: Development Plans	Yes	No
13. Do all teachers have development plans?		
14. Are these individual development plans up-to-date?		
15. Are these development plans informed by feedback?		
16. Are plans regularly reviewed?		
17. Are plans aligned to school priorities?		
18. Are plans focussed on improving student learning outcomes?		
19. Can you describe how you established the practice of teacher development planning?		
20. Can you explain how you engaged all staff in developing their individual PD plans?		
21. Can you describe the improvements you have observed in teacher effectiveness as a result of individual development planning?		
22. Can you describe how you will sustain and improve the development planning process in future?		
Element 4: Professional Development (PD)	Yes	No
23. Have all teachers engaged in professional learning?		
24. Is PD linked to individual needs and school priorities?		
25. Is PD linked to teacher's future aspirations (where applicable)?		
26. Is PD based on the Principles of Highly Effective Professional Learning?		
27. Have you developed and implemented PD policy and guidelines?		
28. Is PD regularly evaluated?		
29. Can you explain how you evaluate the effectiveness of professional learning in the school?		
30. Can you describe how teachers have engaged in effective forms of professional learning?		
31. Can you describe how you will sustain and improve professional learning in the future?		
Element 5: Performance & Development Culture	Yes	No
32. Does your school have a culture where teachers feel valued and supported?		
33. Are teachers in your school prepared to take calculated risks and try new things?		
34. Does the school leadership team model a performance and development culture?		
35. Is the school leadership team responsive to teacher's needs and concerns?		
36. Do you believe that your school has a performance and development culture?		

