

ENGAGING MINDS

IGNITING HEARTS

SERVING OTHERS



MARY
MACKILLOP
CATHOLIC
COLLEGE

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Mission, Action & Monitoring

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College Credo

Vision

We are a Christ Centred educational community – engaging minds, igniting hearts and serving others.

Mission

We form faith filled people of integrity who strive for excellence.

Values

We value spirituality, wisdom, justice, respect and resilience.

Motto

We celebrate God in all things.

The Purpose of this Document

- ❖ To outline to all stakeholders the purpose, methods, and desired outcomes of all quality assurance at Mary MacKillop Catholic College.
- ❖ To make explicit the ways that rigorous quality assurance supports the college's mission as a Diocesan college.
- ❖ To offer clarity on the role all staff can play in supporting the common good.

In all our actions as a Catholic College, we are guided by Canon Law

Can. 795 Education must pay regard to the formation of the whole person, so that all may attain their eternal destiny and at the same time promote the common good of society. Children and young persons are therefore to be cared for in such a way that their physical, moral and intellectual talents may develop in a harmonious manner, so that they may attain a greater sense of responsibility and a right use of freedom, and be formed to take an active part in social life.

Can. 796 §2 There must be the closest cooperation between parents and the teachers to whom they entrust their children to be educated. In fulfilling their task, teachers are to collaborate closely with the parents and willingly listen to them; associations and meetings of parents are to be set up and held in high esteem.

Can. 806 §2 Those who are in charge of Catholic colleges are to ensure, under the supervision of the local Ordinary, that the formation given in them is, in its academic standards, at least as outstanding as that in other colleges in the area.

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Mission Leadership: from principles to practise

This document outlines how the college uses quality assurance to adhere to and embrace its complex and varied mission. Mission integrity is central to college improvement at Mary MacKillop Catholic College. It is not enough to articulate the above statement in an eloquent form of words – in the day to day lived experience of the college; we must live and practice what this mission says. This does not stop at just baptised Catholics. We must capitalise on the potential of these statements to harness the skills and talents of every staff member to work in total support of the distinctive mission of MMCC. Indeed, the teachers at MMCC can never be neutral in support of the mission of the college. They either help to build it, or they are against it. The College Board and the P and F Association have the same impact and therefore must be as active. Leaders within the college, either Senior or Middle Leaders, in addition to their specific college improvement responsibilities, need to have spiritual and religious understanding, as well as a knowledge and capacity to talk about faith in informed and articulate ways. The college's main aim is to ensure that all students achieve their best. The effective monitoring of teaching, learning and other key aspects of provision, are important ways of improving the college. Monitoring and review of information is used to ensure that the college improvement plan and other college improvement work lead to continual development. The college is committed to improving the quality of learning and teaching as a means to secure consistently positive pupil progress.

Monitoring is about building on what we already do well. We need to constantly review the work that we are doing in order to move forward in a way that ensures an optimum learning environment for the students who attend Mary MacKillop Catholic College. In order to develop our curriculum we need to know what we are providing at the moment, what standards we are currently achieving and what opportunities we are offering - we have to be aware of our baseline. If we do not constantly review and monitor we will not know whether we have improved or not.

When reviewing our work we need to consider the achievement students, the quality of learning and the quality of teaching. This can be done in a variety of ways, involving students, teachers, teaching assistants, support staff, volunteers, parents/carers and governors. It should be an opportunity to recognise and celebrate strengths and achievements as well as indicating areas for developments.

Monitoring work means that together we can look at the teaching and learning across the college and together we can plan to develop an outstanding culture that offers a broad and balanced curriculum for all students.

We commit to the following principles as non negotiables as starting points for supporting the common good:

Senior and Middle Leadership

As the visible agents of the mission of the college, all MMCC's leaders will seek to model an aspiration to the common good – underpinned by religious and spiritual understanding.

Teachers and Teaching Assistants:

As the key agents of delivery and change, teachers will accept, vocally support and work towards the mission of the college, ensuring activities that support positive pupil progress.

The Purpose of Monitoring, Self-Evaluation and Review

The College Improvement Cycle

Self-evaluation and review are based on an organised and structured programme of collecting, analysing and interpreting information about all aspects of the work and life of the college. This is not an end in itself, but a means of checking the college is performing as it should be and is the key way of identifying areas that require improvement. Areas for improvement that are likely to have the greatest impact on the overall quality of provision are then prioritised. A plan of action is then prepared. The actions are carried out. The plan also includes details of how actions will be monitored and the impact of actions will be evaluated. The evaluation of the action plan thus becomes part of the college's processes of self-evaluation and review.

Roles in the College Improvement Cycle

Principal

Responsible for making effective links between:

- ❖ Monitoring (gathering information)
- ❖ Self-evaluation (analysing information presented)
- ❖ Performance management of staff
- ❖ Planning improvement (mainly through the production and implementation of the college improvement development plan).

Executive Leadership Team

- ❖ Supporting the Principal in carrying out responsibilities (above) and by managing a clear plan and programme for monitoring, evaluation, review and improvement

College Leadership Team

- ❖ Supporting teachers in the effective and efficient delivery of well-planned and presented lessons through a programme of phase monitoring and evaluation of teaching and learning

All Staff

- ❖ Focusing priorities in work (especially teaching) within agreed areas

The College Board

- ❖ Challenging and supporting the Principal and leadership team
- ❖ Ensuring effective monitoring, evaluation, review and improvement work takes place
- ❖ Knowing strengths and developments identified in monitoring and evaluation findings
- ❖ Ensuring monitoring findings lead to well-focused actions
- ❖ Checking the progress and impact of actions and appropriate use of resources

Definitions

Monitoring

This is the process of checking whether or not planned actions are happening. This is led by the leader of the activity area, supported by the Principal and is regularly reported to the College Board. Monitoring arrangements are indicated against each action. Each action has a time-line which makes monitoring a more straightforward process – often by simply checking out whether what was planned has actually taken place.

Evaluation

The key question is 'What are these actions leading to?' Success criteria are included in each action programme and these provide clear benchmarks against which the impact can be measured.

Success Criteria

These are always designed to be as specific and measurable as possible. At best they provide criteria against which students achievements will be evaluated. Success criteria for an action programme often become performance management objectives for individuals or shared whole team objectives.

Appraisal, Performance Development and Goal Setting

All college improvement priorities need to relate to ensuring that the college meets its whole college, individual learner's academic, personal and attendance targets. The college improvement plan informs the programme of staff development. All conversations regarding appraisal, target setting and staff development must explicitly support the common good and the canonical mission of the college.

Individual Performance Management Objectives

These are derived in the first instance from two sources- the college's strategic priorities and the practical activities to support the common good. In the objective setting process, all colleagues will have sight of their previous performance as defined by summative and formative academic data, inclusion data, and key achievements of the most recent performance cycle. *These are set in collaboration.*

Linking Mission with Performance Development

Performance Development and Objective Setting conversations must be developmental AND support the universal and specific Catholic mission of MMCC. These conversations *could* be informed by:

DOMAIN	PROMPTS
Can. 795	<ul style="list-style-type: none"> • There is a clear focus at classroom and department level to formation of the whole person • Academic study is supported at all levels by a focus on pastoral care, and inclusion indicators are improving as a result
Can. 796 §2	<ul style="list-style-type: none"> • Concerns and areas for celebration have been communicated with parents and carers • Effective parental and community engagement is having a positive impact upon outcomes.
Can. 806 §2	<ul style="list-style-type: none"> • Progress and attainment is above national and local averages, or if it is not the gap is rapidly closing Improved teaching and leadership is resulting in improved inclusion indicators
All staff commit to an inclusive college, where all are welcome, made in the Image of God.	<ul style="list-style-type: none"> • There is a clear promotion of the College's mission in all interactions, and an aspiration to achieving the common good.
All members of the community prioritise human dignity, with an implied option for the poor, and the concept of stewardship of resources for all.	<ul style="list-style-type: none"> • There is a culture of universal support for vulnerable learners, and progress and attainment gaps are closing or have closed
All staff commit to securing positive progress for all students, accepting that for many vulnerable students, this will mean progress above college and national averages.	<ul style="list-style-type: none"> • There is clear commitment from all department members to realising the common good via their professional behaviours and personal performance objectives • This is manifested in a no excuses culture where it is genuinely believed that every child can make strong progress.
All performance management objectives and QA activities must support the common good.	<ul style="list-style-type: none"> • There is clear evidence via LM meetings that processes all support adherences to the canonical mission and the common good.

Process for Setting Performance Management Goals

(Senior)

1. Teachers complete the ATSIL Self-Assessment Tool.
<https://www.aitsl.edu.au/teach/improve-practice/teacher-self-assessment-tool>
 Click the 'Take the SAT Test' tab. If you are already registered, you can log in. If not, just click register and follow the prompts. The test takes about 30 minutes to complete.
2. It will outline areas of strength and weakness. Teachers complete Phase 1 of the template.
3. From the results of the ATSIL Self-Assessment, teachers identify two areas of improvement.
4. They chose a third area of improvement that could be subject specific/student results/RIS/E-learning/Literacy/Numeracy related. This will mean you will have three goals in total (2 from AITSL and 1 from area of preference).
5. You will have discussion with Line Manager regarding SMART goals for the three areas. (Complete Phase 2 of the template and work out a plan of action).
6. Meet with LM again to see how things are going and review of progress (Phase 3)
7. End of year review/reflection + thinking about the following year (Phase 4)

(Junior)

1. Teachers complete the ATSIL Self-Assessment Tool.
<https://www.aitsl.edu.au/teach/improve-practice/teacher-self-assessment-tool>
 Click the 'Take the SAT Test' tab. If you are already registered, you can log in. If not, just click register and follow the prompts. The test takes about 30 minutes to complete.
2. Teachers also receive; (year 2-6) Individual PATR and PATM and RIS Data, (Prep and year 1) RIS Data
3. LITERACY GOAL: Teachers in the Junior college should triangulate their targets with TCSO goals;
 - a. all students will reach year level expectations represented in the Australian Curriculum English
 - b. 90–95% of students reach Toowoomba Catholic Schools (TCS) reading targets (refer to Reading Assessment Requirements booklet)
 - c. all students achieve a year's growth for a year's schooling
4. NUMERACY GOAL: (P – 6 Classroom Teachers)–
 - a. Review 2018 PAT M Data included in Pack
 - b. Develop and write a SMART Goal relating to Numeracy, mindful of the TCSO goal; All students achieve a year's growth for a year's schooling
5. PEDAGOGICAL GOAL
6. Click on the following link <https://bit.ly/2I6mb3D> and answer the questions relevant to Literacy and Numeracy key indicators and record your draft Goals.

College Improvement Planning

Every fortnight the Leadership Team will consider all items contained within the College Strategic Plan and the Annual Action Plan. The leadership team will identify from all monitoring information the most important areas that require attention and then identify key areas to include on the improvement plan to bring about the necessary improvement. These will be termed 'Key Lines of Enquiry'. These will be communicated to all staff and will be the focus for quality assurance.

Link to Common Good

Mary MacKillop Catholic College's mission is intertwined with a desire to realise and support the common good. This is a central tenet of Catholic Social Teaching. All quality assurance reaches its pinnacle in an attempt to test the college's activities against its stated mission.

- ❖ All staff commit to an inclusive college, where all are welcome, made in the Image of God.
- ❖ All members of the community prioritise human dignity, with an implied option for the poor, and the concept of stewardship of resources for all.
- ❖ All staff commit to securing positive progress for all students, accepting that for many vulnerable students, this will mean progress above college and national averages.
- ❖ All performance management objectives and QA activities must support the common good.

The common good is the complete development of all the people of the world. The idea therefore differs from that of pursuing the 'greatest good for the greatest number,' with which it is sometimes confused, because the pursuit of the common good entrusts, both to the government and the Church, care for the greatest good of all persons, not just the greatest possible number. No individual is excluded from the common good. It is also therefore linked to the ideas of human dignity and authentic and integral human development, making them central aims of all societies.

It is well described in terms of interdependency: 'Because we are interdependent, the common good is more like a multiplication sum, where if any one number is zero then the total is always zero. If anyone is left out and deprived of what is essential, then the common good has been betrayed.'

The common good also provides a balance against too strong an individualism by emphasising the social aspect of the human person. Authentic development is possible only if an individual interacts with and grows within a society. Thus each of us is required to work for the common good which includes all others within society. Even property of its nature also has a social aspect which is based on the law of the common purpose of goods. ***Gaudium et Spes*** – "The Joys and Hopes" (1965), paragraph 7

Quality Assurance and College Evaluation

To support in meaningful and transparent monitoring and self-evaluation at an individual and department level the quality assurance activities are designed to identify elements of strong practice in addition to areas where development is required.

It is essential that the quality assurance activities provide a full picture of the provision in lessons and around the college site. In order to do this, the quality of lessons will be triangulated by lesson observation/walk throughs, data trawls and pupil voice sessions which will in turn be checked against the pedagogical requirements for MMCC. These standards are used as benchmarks as they outline the requirements within lessons.

It is important to remember that as a Catholic college promoting the common good, data alone cannot be allowed to inform judgements about teacher efficacy. Line managers must use this data as a prompt to a conversation about teaching and learning, student experiences, staff development and overall accountability. **Of paramount concern is MMCC's role as a Catholic college, with a canonical duty to secure positive progress for every child.**

The following matrix will be used when measuring progress against the Teacher Standards. Ideally, it should be used as the basis of a triangulated conversation (informed also by pupil progress data and inclusion data) with teachers self-evaluating and this being triangulated for developmental reasons with observations and data analysis.

Be accountable for pupils' attainment, progress and outcomes				
Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these				
Guide pupils to reflect on the progress they have made and their emerging needs				
Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching				
Encourage pupils to take a responsible and conscientious attitude to their own work and study				
3. Demonstrate good subject and curriculum knowledge				
Have a secure knowledge of the relevant curriculum areas, maintain pupils' interest in the subject, and address misunderstandings				
Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship				
Demonstrate an understanding of and take responsibility for promoting high standards of literacy and the correct use of standard English,				
4. Plan and teach well-structured lessons				
Impart knowledge and develop understanding through effective use of lesson time				
Promote a love of learning and children's intellectual curiosity				
Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired				

Reflect systematically on the effectiveness of lessons and approaches to teaching				
Contribute to the design and provision of an engaging curriculum within the relevant subject area				
5. Adapt teaching to respond to the strengths and needs of all pupils				
Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively				
Planning for Personalised Learning reflects understanding of strategies required to allow all students access to the curriculum				
The learning sequence includes differentiated tasks that allow students to access the curriculum				
Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these				
Demonstrate an awareness of the physical, social and intellectual development of children, and adapt teaching to support pupils' education				
Have a clear understanding of the needs of all pupils, including those with SEN, those who are Marist and those who on the HML bands				
6. Make accurate and productive use of assessment				
Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements				
Make use of formative and summative assessment to secure pupils' progress				
Use relevant data to monitor progress, set targets, and plan subsequent lessons				
Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback				

7. Manage behaviour effectively to ensure a good and safe learning environment				
Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour				
Have high expectations of behaviour, using a range of strategies, including praise, sanctions and rewards consistently and fairly				
Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them				
Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary				
8. Fulfil wider professional boundaries				
make a positive contribution to the wider life and ethos of the college				
develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support				
deploy support staff effectively				
take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues				
communicate effectively with parents with regard to pupils' achievements and well-being				

Signature (Appraiser):	
Signature (Teacher):	
Date:	

Developing Performance – conversation and plan template

Name:	Role:	Service:
Agreement date:	Mid review date:	Final review date:

Conversation – Phase 1	
What are your major responsibilities? What is expected of you in your role?	What key work tasks are associated with meeting these responsibilities?
Highlights of your work	Lowlights of your work
Major challenges for you	Important partnerships
Professional goals/aspirations	
Strengths and areas for development	
Strengths	Areas for development

Developing Performance plan – Phase 2			
Focus areas for improvement As identified in relevant capability framework	Agreed performance and development goals Refer to Smart Goals Framework	Actions to develop capability Be specific	Indicators for success What will you/others see if your goal is achieved?
Signature and date (team member)		Signature and date team leader)	

Mid review – Phase 3	
<ul style="list-style-type: none"> • What are my successes? • What has challenged me? • What could I have done better? • What have I learnt in completing these key work tasks? • How have I built on my strengths? • What else do I need to focus on to continue to improve? • What support and professional development do I need to continue to develop my performance? 	
Signature and date (team member)	Signature and date (supervisor/team leader)

Final review – Phase 4	
<ul style="list-style-type: none"> What are my successes? What has challenged me? What could I have done better? What have I learnt in completing these key work tasks? What are my strengths and how can I build on them? What areas do I need to focus on next? What are my career aspirations and what pathways are available to me? What support and professional development do I need to develop my performance further? What action is required if I do not meet performance expectations on a regular basis? 	
Signature and date (team member)	Signature and date (supervisor/team leader)

Conversation – Phase 1	
What are your major responsibilities? What is expected of you in your role?	What key work tasks are associated with meeting these responsibilities?
Highlights of your work	Lowlights of your work
Major challenges for you	Important partnerships
Professional goals/aspirations	

Sample Developing Performance – conversation and plan template

Name: C Gabbett	Role: Principal	Service:
Agreement date:	Mid review date:	Final review date:

Strengths and areas for development

Strengths	Areas for Development
Principals set expectations that all activities are focused on improving student learning outcomes.	Principals ensure the school values underpin and support high quality inclusive practices.
Principals promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised.	Principals model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.
Principals evaluate outcomes and refine actions as change is implemented, paying attention to social, political and local circumstances.	Principals develop a process and common language for change, which supports the implementation of the vision and strategic plan.
Principals review and improve plans regularly with the school's governing body so that the school's vision can be realised.	Principals ensure management procedures are fully understood by staff who take collective responsibility for the smooth and efficient running of the school.
Principals promote parental and carer engagement as a key aspect of raising the achievement of all students	Principals build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success.

Developing Performance plan – Phase 2			
Focus areas for improvement As identified in relevant capability framework	Agreed performance and development goals Refer to Smart Goals Framework	Actions to develop capability Be specific	Indicators for success What will you/others see if your goal is achieved?
<p>Principals model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.</p>	<p>By the end of the review period, I will have accessed formal and informal professional learning via TCSO, ACEL, CASPA, private providers to ensure that:</p> <ul style="list-style-type: none"> • Through my own learning and accountability, MMCC is 100% compliant regarding all statutory administrative, curriculum and inclusion requirements • I have a clearly delineated, defined and measurable PD plan for MMCC that is ready for roll out in Feb 2020 • I have accessed professional learning via CASPA and CASPAQ and this learning is distributed amongst MMCC colleagues • There is a clearly researched and deliverable e-learning policy arrived at via stakeholder engagement 		<p>MMCC is 100% compliant regarding all statutory administrative, curriculum and inclusion requirements</p> <p>There is a clearly delineated, defined and measurable PD plan for MMCC that is ready for roll out in Feb 2020</p> <p>I have accessed professional learning via CASPA and CASPAQ and this learning is distributed amongst MMCC colleagues</p> <p>There is a clearly researched and deliverable e-learning policy arrived at via stakeholder engagement</p>
<p>Principals build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success.</p>	<p>By the end of the review period, I will have re-formed and enhanced</p> <ul style="list-style-type: none"> • The working relationship with the P and F, so that it informs fulfilment of College and TCSO priorities via regular strategic and focussed conversations • The Parish-College relationship, so that the College's charism, vision and mission is understood and endorsed by the wider Parish community 		<p>The working relationship with the P and F, so that it informs fulfilment of College and TCSO priorities via regular strategic and focussed conversations</p> <p>The Parish-College relationship, so that the College's charism, vision and mission is understood and endorsed by the wider Parish community</p>

	<ul style="list-style-type: none"> The TCSO-College relationship, so that SEL evaluations and EO evaluations are 100% positive 		<p>The TCSO-College relationship, so that SEL evaluations and EO evaluations are 100% positive</p>
<p>Principals ensure management procedures are fully understood by staff who take collective responsibility for the smooth and efficient running of the school.</p>	<p>By the end of the review period, I will have re-written or consolidated key procedures and policies within MMCC so that:</p> <ul style="list-style-type: none"> There is a clearly understood, applied and managed Teaching and Learning policy that sets baseline expectations regarding pedagogy, curriculum, monitoring, evaluation and all reporting and there is 100% compliance The TCSO wellbeing framework is applied at all levels, all of the time via a robust and consistently reviewed local document that supports inclusion via good teaching and learning The MMCC charism is defined, applied and supported by a Catholic life policy that supports staff in the day to day management of the College 		<p>There is a clearly understood, applied and managed Teaching and Learning policy that sets baseline expectations regarding pedagogy, curriculum, monitoring, evaluation and all reporting and there is 100% compliance</p> <p>The TCSO wellbeing framework is applied at all levels, all of the time via a robust and consistently reviewed local document that supports inclusion via good teaching and learning</p> <p>The MMCC charism is defined, applied and supported by a Catholic life policy that supports staff in the day to day management of the College</p>
Signature and date (team member)		Signature and date team leader)	

Mid review – Phase 3	
<ul style="list-style-type: none"> What are my successes? What has challenged me? What could I have done better? 	

<ul style="list-style-type: none"> • What have I learnt in completing these key work tasks? • How have I built on my strengths? • What else do I need to focus on to continue to improve? • What support and professional development do I need to continue to develop my performance? 	
Signature and date (team member)	Signature and date (supervisor/team leader)
Final review – Phase 4	
<ul style="list-style-type: none"> • What are my successes? • What has challenged me? • What could I have done better? • What have I learnt in completing these key work tasks? • What are my strengths and how can I build on them? • What areas do I need to focus on next? • What are my career aspirations and what pathways are available to me? • What support and professional development do I need to develop my performance further? • What action is required if I do not meet performance expectations on a regular basis? 	
Signature and date (team member)	Signature and date (supervisor/team leader)