

Educator/Staff Appraisal Training and Development

Rationale and Policy Considerations

The education and care service understands that an appropriate performance management system will recognise educator/staff member's skills; confirm they are fulfilling their duties; and identify their training and development needs.

The outcomes of effective performance appraisal are improved performance, communication, workplace practices and attitudes towards the job; improved self esteem and team spirit created because staff members are open to feedback and supported throughout the year; fewer conflicts as issues are addressed in an on-going manner; and greater retention of staff as possible career paths within the service are identified and staff are supported to work towards promotion. In addition to these benefits staff members feel valued and appreciated as their skills are recognised and they are supported to further develop their professional expertise.

The service understands its responsibilities under Occupational Safety & Health law to ensure workers are given adequate supervision and on the job training to enable them to work safely.

Philosophy

Documented approach to educator/staff professionalism and responsible conduct; approach to continuing improvement

Legislation and Government Requirements

Federal and State Occupational Safety & Health Legislation (Check your State or Territory legislation)

Federal and State Equal Opportunity Legislation (Check your State or Territory legislation)

Education and Care Services National Law Act 2010

Education and care Services National Regulations

Children's needs

Educators with appropriate knowledge and skills to provide educational learning programs and developmentally appropriate routines.

Families' needs

Educators/employees that embrace opportunities to build relationships with families; that their primary influence in their children's lives is respected and supported; that educators have a comprehensive understanding of early childhood and/or middle childhood theory and practice and issues related to children's learning, health, safety and wellbeing.

Educator/Staff needs

Job satisfaction; recognition and appreciation for good work performance; support to improve skills and enhance job performance; assistance in accessing relevant training and professional development; performance issues to be addressed in a supportive and professional manner.

Management needs

To assist employees to perform to their optimum capability and provide opportunities for advancement within the workplace; to motivate employees to provide quality education and care services; to promote a positive and professional organisational culture.

National Quality Framework

Education and Care Services National Law Act 2010 - 163, 169

Education and Care Services National Regulations: 125-128, 136-143, 145-153

National Quality Standard for Early Childhood Education and Care and School Age Care - Standard 4.1, 4.2, 7.1, 7.2

Early Years Learning Framework for Australia – Principles – Ongoing learning and reflective practice; Practice – Intentional teaching; Outcome 4 – Children are confident and involved learners

Framework for School Age Care in Australia – Principles – Ongoing learning and reflective practice; Practice – Intentionality; Outcome 4 – Children are confident and involved learners

Policy Statement

The education and care service ensures the highest quality of service to its clients through its support systems for educators/staff.

The performance management system aims to:

- provide opportunities for individual educators/staff to evaluate the service, assess the requirements of their position, and make adjustments to their job description;
- clarify performance expectations for the position;
- provide opportunities for educators/staff to assess their own work performance against written performance criteria linked to their job description and educator/staff code of ethics;
- give educators/staff feedback about their performance, their skills and strengths;
- recognise and appreciate specific contributions made by an educator/staff member;
- be a motivating experience that encourages team members to do their best and develop their skills further;
- identify specific training and development that relates to the education and care service and will be of benefit to the staff member;
- look at each educator/staff member's current and future career goals;
- raise areas of concern and plan strategies to support educators/staff to reach the required standards;
- provide opportunity for educators/staff to be fairly assessed by their peers and to be involved in their work colleagues peer reviews.

Strategies for Policy Implementation:

Informal performance management

- Informal appraisal happens any time educators/staff receive feedback about their performance from their work colleagues, their supervisor or the nominated supervisor/coordinator.
- The service aims to provide a climate in which employees value and support each other and give constructive feedback to their work colleagues as part of normal everyday practice.
- The nominated supervisor/coordinator will give positive feedback to employees as a means of showing appreciation of each employee's efforts.
- Issues or concerns will be addressed straight away thus preventing the development of conflict or major problems.

Formal performance management

- New educators/staff will be introduced to the formal performance management system during orientation.
- An initial performance appraisal will take place within 3 months of appointment to ensure new educators/staff are clear about their responsibilities and the services expectations of them, and thereafter at least every 12 months.

- A mutually agreed date for the performance appraisal will be set at least 2 weeks prior to the performance appraisal interview.
- Each employee is provided with an appraisal form that details performance criteria for their position that are directly linked with the employee's job description for a self assessment of their performance.
- Each performance appraisal will be conducted by a senior staff member that works directly with the employee, understands the requirements of the job and has authority to provide valued feedback. This person may be the nominated supervisor/coordinator, team leader or other qualified person that works closely with the educator/staff member.
- Both the employee and the appraiser will independently complete the appraisal form prior to the appraisal interview, and be ready to discuss their assessments at the interview.
- Appraisal interviews are given priority. They will be conducted in an appropriate location that ensures privacy and no interruptions. The appraiser will ensure that sufficient time has been allocated and everyone is prepared before the appraisal begins.
- The objectives of the formal performance appraisal are to:
 - allow all educators/staff to be fairly assessed by, or give feedback to those they directly work with;
 - establish mutually agreeable and achievable action plans or objectives for the ensuing 12 months;
 - provide information from which an annual training and development plan can be determined in relation to organisational, occupational and individual needs;
 - provide a means by which a review can occur each 12 months by examining the position itself and the position in relation to the organisation;
 - improve the individual's work performance by identifying weaknesses and increasing skills;
 - provide a formal means by which performance can be acknowledged and rewarded, opportunities can be identified and problems can be addressed.
- The appraisal process will be appropriately linked to the employee's performance criteria and will include:
 - appraisal of the job description and clarification of expectations of their role;
 - self assessment;
 - two way feedback;
 - highlight future opportunities within the position;
 - be positive and constructive;
 - determine an action plan for further training and/or development;
 - feedback about how the appraisal process could be improved.
- When giving feedback to the employee the appraiser will be professional and objective, and ensure all feedback directly relates to performance criteria and staff code of conduct.
- Senior staff responsible for conducting appraisal interviews will be given opportunities for professional development in performance management.

Determining the performance appraisal outcomes

- Together the employee and the appraiser compile a list of agreed goals which are entered onto the employee's professional development plan, along with agreed dates and procedures.
- A copy of the professional development plan is given to the employee. The original form is kept on the employee's personal file.
- Employees may appeal any outcome of the appraisal process either directly with their appraiser or with the nominated supervisor/coordinator, or in writing to the approved provider.
- Performance appraisal may be used to substantiate a formal warning for continued poor work performance.

- Employees will be encouraged through the appraisal process to identify career plans, and the service will work with them to explore options for career advancement within the service. The service will support employees to achieve their career aspirations and to develop skills that will help the service to achieve its long term goals.
- The performance management system will be evaluated every 2 years to determine ways it can be improved.

Training and development

- The nominated supervisor/coordinator will be responsible for co-ordinating training for the service and ensuring that training opportunities are provided on an equitable basis to all educators/staff.
- The nominated supervisor/coordinator will ensure that all workers are given adequate supervision and on the job training to enable them to work safely.
- A training plan will be developed with input from the educator/staff team at the beginning of each year based on broad service professional development needs, and the professional development plans of each team member.
- Training may be in one of the following formats:
 - educators/staff share their expertise in training events held within the organisation;
 - an outside presenter runs an in-service workshop for all educators/staff;
 - educators/staff attend external workshops, conferences and feedback to the rest of the team at staff meetings;
 - educators/staff complete short courses relevant to their professional development needs;
 - study towards nationally recognised qualifications;
 - educators/staff are granted study leave to pursue further vocational studies;
 - educators/staff learn on the job through taking on new responsibilities within the organisation;
 - relevant resources e.g. books, articles, DVDs etc. are accessed and staff encouraged to discuss interesting ideas and information with the rest of the team at staff meetings.
- The nominated supervisor/coordinator will encourage educators/staff to identify training or professional development that is:
 - relevant to the employee's job description;
 - a requirement of their position;
 - linked to performance appraisals; and
 - relevant to the forward planning needs of the service.
- All employees should discuss the relevance of the training to their position with the nominated supervisor/coordinator prior to enrolling.
- Where it is agreed by the nominated supervisor/coordinator that the training meets one or more of the requirements listed above, prior to enrolment, consideration will be given to and negotiated (giving consideration to the budget) to meet the costs of one or more of the following:
 - employees hours of attendance; and/or
 - cost of training.
- Where relevant training is unavailable, experienced educators/staff who can commit to on-going employment with the service, may negotiate to have their skills assessed through an RPL process.
- Employees will be required to regularly brief the nominated supervisor/coordinator and other team members on training they have attended. To accommodate this all staff meetings will have training on the agenda as an on-going agenda item.

- Study leave for further qualifications may be approved for a course relevant to the educator/staff member's employment where this can be taken at a time which is convenient to the service. The granting of study leave MUST be applied for in advance, and is not an automatic right of the employee. An educator/staff member seeking study leave must apply in writing to the nominated supervisor/coordinator. Leave will be considered for the purpose of undertaking compulsory practicum, fulfilling course requirements, attendance at compulsory residential courses or compulsory examinations.
- The approved provider will ensure provisions for educator/staff training and professional development are included in the annual budget.

Procedures

Services may find the following list of example procedures, useful tools in the implementation of this policy. List your services precise steps for achieving each action. Ask yourself when, how, where and who is responsible for what actions.

- Educator/staff Code of Ethics
- Grievance procedures
- Job descriptions
- Performance appraisal forms
- Performance criteria for each position
- Training and professional development plans

Links to other policies

The following policies may be linked to this policy:

- Confidentiality and Privacy
- Diversity and Inclusion
- Educational Programs
- Educator/Staff Dress Code
- Educator/Staff Grievances and Disputes
- Educator/Staff and Volunteer Orientation
- Equal Opportunity
- Establishing a Protective Environment
- FDC Educators Monitoring Support and Supervision
- FDC Educators Recruitment and Orientation
- Guiding Children's Behaviour
- Interactions with Children
- Occupational Safety and Health
- Partnerships and Communication with Families
- Recruitment of Educators, Staff and Volunteers
- Supervision

Further sources

Australian Human Rights Commission – Federal Discrimination Law – Retrieved 16 May 2011, from www.hreoc.gov.au/legal/FDL/index.html

Cross, C. & Morton, S. – Human Resources Management Checklist – Retrieved 16 May 2011, from <http://www.pscwa.org.au/getdoc/d4f3ca91-a179-4de0-bbf1-42e01bf9d608/HumanResourceManagementChecklist.aspx>

DEEWR Child Care Service Handbook 2011 – 2012; Section 6.6 What are my service’s responsibilities to educators? – Retrieved 9 May 2012, from www.deewr.gov.au

Denny, C. Morton, S. & Thompson, R. – Staff Recruitment and Evaluation for Child Care Centres (2007) – Retrieved 16 May 2011, from PSCWA member page – www.pscwa.org.au

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Staff Recruitment and Evaluation for Family Day Care Schemes (2007) – Retrieved 16 May 2011, from PSCWA member page – www.pscwa.org.au

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POLICY CREATED DATE:

POLICY REVIEW DATE:

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