



## Educator Performance Management Policy

**Policy Number:** 12

**Date Updated** 18/4/2018

### **Rationale and Policy Considerations**

The education and care service understands that an appropriate performance management system will recognise educator 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.

### **Legislation and Government Requirements**

- Education and Care Services National Law (WA) Act 2012
- Education and Care Services National Regulations 2012
- Federal and State Equal Opportunity Legislation
- Federal and State Occupational Safety & Health Legislation

### **Needs**

#### **Children's**

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

#### **Families'**

Educators 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.

#### **Educators**

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**

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

### **Scope**

This policy is written for educators and management of Lifestreamers Childcare.

## **Policy Statement**

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

The performance management system aims to:

- provide opportunities for individual educators 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 to assess their own work performance against written performance criteria linked to their job description and educator code of ethics;
- give educators feedback about their performance, their skills and strengths;
- recognise and appreciate specific contributions made by an educator 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 team member;
- look at each educator member's current and future career goals;
- raise areas of concern and plan strategies to support educators to reach the required standards;

## **Policy Principles**

### **Informal performance management**

- Informal appraisal happens any time educators 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 educator's 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 educators as a means of showing appreciation of each educator's efforts.
- Issues or concerns will be addressed straight away thus preventing the development of conflict or major problems.

### **Formal performance management**

- New educators will be introduced to the formal performance management system during orientation.
- An initial performance appraisal will take place after 3 months of appointment to ensure new educators are clear about their responsibilities and the services expectations of them, and thereafter once per term.
- A mutually agreed date for the performance appraisal will be set at least 1 week prior to the performance appraisal interview.
- Each educator is provided with an appraisal form for a self-assessment of their performance.
- Each performance appraisal will be conducted by a senior team member that works directly with the educator, 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 member.
- Both the educator 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 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;
  - initiate conversations that encourage educators to explore annual training and development options for their own individual needs and interests;

- 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 educator'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;
- When giving feedback to the educator the appraiser will be professional and objective, and ensure all feedback directly relates to performance criteria and staff code of conduct.
- Senior team members responsible for conducting appraisal interviews will be given opportunities for professional development in performance management.

#### **Determining the performance appraisal outcomes**

- Together the educator and the appraiser compile a list of agreed goals which are entered onto the educator's professional development plan, along with agreed dates and procedures.
- A copy of the professional development plan is given to the educator. The original form is kept on the educator's personal file.
- Educators 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.
- Educators 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 educators 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 coordinating training for the service and ensuring that training opportunities are provided on an equitable basis to all educators.
- The nominated supervisor/coordinator will ensure that all workers are given adequate supervision and on the job training to enable them to work safely.
- Training may be in one of the following formats:
  - educators share their expertise in training events held within the organisation;
  - an outside presenter runs an in-service workshop for all educators;
  - educators attend external workshops, conferences and feedback to the rest of the team at team meetings;
  - educators complete short courses relevant to their professional development needs;
  - study towards nationally recognised qualifications;
  - educators learn on the job through taking on new responsibilities within the organisation;
  - relevant resources e.g. books, articles, DVDs etc. are accessed and the team are encouraged to discuss interesting ideas and information with the rest of the team at team meetings.
- The nominated supervisor/coordinator will encourage educators to identify training or professional development that is:
  - relevant to the educator's job description;
  - a requirement of their position;
  - linked to performance appraisals; and
  - relevant to the forward planning needs of the service.

- All educators should discuss the relevance of the training to their position with the nominated supervisor/coordinator prior to enrolling in it.
- 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 to meet the cost of training.
- Where relevant training is unavailable, experienced educators who can commit to on-going employment with the service, may negotiate to have their skills assessed through an RPL process.
- Educators will be required to regularly brief the nominated supervisor/coordinator and other team members on training they have attended. To accommodate this some team meetings may have training on the agenda.
- The approved provider will ensure provisions for educator training and professional developments are included in the annual budget.

### Related Documents

- **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, 7.2
- **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
- Educator Code of Ethics
- Grievance procedures
- Job descriptions
- Performance appraisal forms
- Performance criteria for each position
- Training and professional development plans

### Links to other policies

- Confidentiality and Privacy
- Diversity and Inclusion
- Educational Programs
- Educator Dress Code
- Educator Grievances and Disputes
- Educator and Volunteer Orientation
- Equal Opportunity
- Establishing a Protective Environment
- 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](http://www.hreoc.gov.au/legal/FDL/index.html)

**DEEWR Child Care Service Handbook 2017 - 2018;** *Section 6.7 What are my service's responsibilities to educators?* - Retrieved 18 April 2018, from <https://www.education.gov.au/>

**Early Childhood Australia (ECA) The Code of Ethics** - Retrieved 18 April 2018, from <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

**ELAA;** Performance Evaluation and Development Planning - Retrieved 18 April 2018, from <https://elaa.org.au/wp-content/uploads/2017/03/Section-3-Performance-evaluation-and-development-planning.pdf>

**Fair Work Australia** - portal to access information about the Fair Work Act 2009 - Retrieved 16 May 2011, from <http://www.fwa.gov.au/>

**Worksafe ACT - Links to national health and safety sites, and national worker's compensation sites** - Retrieved 16 May 2011, from <http://www.worksafety.act.gov.au/links>

#### Document History

Version	Date updated
Educator/Staff Performance Management System	2013
Educator Performance Management System	3/6/2016
Educator Performance Management	8/2/2017