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AUSTRALIA

The voice for parents and  
service providers

# Employee Management + Development

## RESOURCE

A resource for community based and private providers  
of early childhood services in Victoria, to assist in  
building capacity in the sector and delivering positive  
outcomes by supporting and developing employees



Education  
and Training



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Education  
and Training

Early Learning Association Australia (ELAA) acknowledges the Australian Aboriginal and Torres Strait Islander peoples of this nation. We acknowledge the traditional custodians of the land on which we work and pay our respects to ancestors and Elders, past, present and emerging.

This resource was prepared by ELAA in partnership with the Department of Education and Training (DET).

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ACRONYM	TITLE
AITSL	Australian Institute for Teaching and School Leadership
APST	Australian Professional Standards for Teachers
CoM	Committee of Management
DET	Department of Education and Training (Victoria)
DHHS	Department of Health and Human Services (Victoria)
ECA	Early Childhood Australia
ECT	Early Childhood Teacher
ELAA	Early Learning Association Australia
EM&D	Employee Management & Development
EYM	Early Years Management Organisations
NQF	National Quality Framework
NQS	National Quality Standards
OHS	Occupational Health and Safety
PD	Professional Development
PI	Performance Indicator
QIP	Quality Improvement Plan
SMART	Specific, Measurable, Achievable, Realistic, and Timely
ToR	Terms of Reference
VECTEA	Victorian Early Childhood Teachers and Educators Agreement
VIT	Victorian Institute of Teaching
WT	Workings Towards
WWCC	Working with Children Check



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# Introduction

Early Learning Association Australia (ELAA) is pleased to present this resource as a guide for employers operating private and community based early childhood services in implementing an Employee Management and Development (EM&D) process, as required under element 7.2.3 of the National Quality Standard (NQS).

For many years, employee management has been a standard practice in corporate employment settings for motivating and developing employees, and as the basis of effective dialogue between employees and managers who invest in professional development and continual improvement. This practice also applies to the education sector where the positive relationship between effective employee management and teaching<sup>1</sup> and learning outcomes for children is well documented in research<sup>2</sup>. Motivated and engaged employees develop positive relationships in the workplace, succeed with their own ongoing professional development and apply it to their practice, consequently delivering stronger learning outcomes for children.

Employee management is much more than a formal annual performance appraisal. It is multifaceted and includes all aspects of effective adult learning such as motivation, feedback, opportunity for employees to contribute to developing their own personal and career-related goals, opportunities for peer learning, and the chance to apply the professional inputs they receive into their own work. Employee management processes can differ from service to service but all processes are more likely to be successful if the process is undertaken with a genuine desire to support and develop employees, rather than simply an annual obligation and a form-filling exercise.

In an effective process, the employer and the employee cooperatively identify specific areas of strength that can be applied effectively in the employees work. Furthermore, collaboratively they will consult and determine areas for improvement or enhancement and determine how

the employee can be further developed in their skills. Critical elements of this process include acknowledging where the employee has experienced both success and challenges, providing clear and objective feedback, and recording progression and development. This process helps to maintain a future-focussed approach. Therefore, conversations between the employer and employee are frequent, constructive, ongoing and cumulative to enable employees to demonstrate impact and outcome. Employees who can contribute to their own professional development, receive clear and consistent feedback, and are supported by their managers to achieve their goals are usually more motivated and effective in their workplace.

Cultural and linguistic diversity is an important aspect of the early childhood workforce in Victoria. When planning and undertaking the EM&D process, employers must follow inclusive policies and practices which ensure that all employees are treated equally and with respect, and are provided with the opportunities they need to develop professionally.



Successful workplace relationships evolve from effective dialogue that motivates and engages employees.



## BENEFITS OF THIS RESOURCE

This resource contains information and useful tools that will help you to implement an EM&D process shaped by best practice.

1 Hattie, J. 2003 "Teachers make a difference: What is the research evidence? Paper presented at ACER Research Conference

2 Hattie, J 2009, "Visible Learning: A synthesis of over 800 Meta-Analyses Relating to Achievement", Abingdon: Routledge, United Kingdom



## BACKGROUND

This resource was first developed by ELAA in 2014, in partnership with the Department of Education and Training (DET), as a tool to assist the early childhood sector in building its capacity by supporting employee performance and professional learning and development. The resource was then revised in 2020.

ELAA and DET sought input from a broad range of stakeholders from the early childhood sector to develop and review this resource. Research was undertaken into available literature on the importance of having a comprehensive performance evaluation and development process. ELAA's experience in working with early childhood services also provided information that informed the development and revision of this resource.

The information gathered throughout the research and consultation process enabled ELAA to tailor the resource for the early childhood sector, aligning it with the National Quality Framework (NQF), Australian Professional Standards for Teachers (APST) and Victorian Early Childhood Teachers and Educators Agreement (VECTEA) Teacher standards.



Employers are strongly encouraged to review this resource and tailor the tools provided to meet their individual needs, ensuring compliance with all relevant legislation, service policies, regulations, awards and agreements that are applicable.



Where supporting the development of early childhood teachers, performance planning can reflect the importance of the Australian Professional Standards for Teachers in registration and renewal.

## KEY ICONS

These icons and call outs are used throughout the document to guide you to areas of importance or relevance.



**Tool:**  
a tool or template is available that will assist you with the EM&D process



**Benefits:**  
the advantages and benefits you or your employees will experience



**Information:**  
important information for you to take note of



**Question/Explanation:**  
a key question or explanation relating to the information



**Tips:**  
suggestions that will help you with the EM&D process



**Further Reading:**  
suggested further reading for you to delve deeper into the EM&D process

**STEP 1: PREPARE & PLAN**

**PREPARE**

**EM&D process box:** highlights the relevant activity/step in the proposed EM&D process that that section of information relates to.

# Overview: Employee Management & Development

## PREPARE

The Education and Care Services National Regulations, Quality Area 7: Governance and Leadership, element 7.2.3 requires that:

*“Educators, coordinators and staff members performance is regularly evaluated and individual plans are in place to support learning and development.”*



## WHAT IS EM&D?

EM&D is a systematic approach to creating a work environment that supports employees to perform at their best and to continually improve from the time they join a service to the time they leave.

EM&D involves:

- effective employee orientation and probation
- understanding employee strengths, capabilities and responsibilities
- clearly articulating individual employee performance expectations and/or setting reasonable goals
- coaching and mentoring
- motivating and providing recognition
- ongoing feedback
- performance reflection and evaluation
- planning and implementing professional development
- using appropriate processes to manage performance-related concerns should they arise.

Refer to the Managing Performance Related Concerns resource for information & tools on this process.



## WHY USE EM&D?

Integrated and effective EM&D improves outcomes for children and families by:

- increasing employee effectiveness through supporting reflective practice/self-assessment and learning whilst working
- creating opportunities for positive conversations and regular feedback
- supporting a culture of collaboration and teamwork
- supporting ongoing effectiveness of employees in their roles which can lead to the overall effectiveness of the service
- increasing employee retention.

It assists the employer in early childhood services to meet their obligations under the:

- National Quality Standard (NQS)
  - Quality area 4 (Staffing Arrangements)
  - Quality Area 7 (Governance and Leadership)
- the *Education and Care Services National Law Act (2010)* (National Law)
  - Part 5 – Assessments and Ratings
  - Part 6 – Operating an Education and Care Service
  - Part 7 – Compliance with this Law
- the Education and Care Services National Regulations 2011 (National Regulations)
  - Chapter 3 – Assessments and ratings
  - Chapter 4 – Operational requirements.





## WHAT ARE THE ELEMENTS OF SUCCESSFUL EM&D?

The key elements of a successful EM&D process are:

- a two-way process that is respectful, objective, transparent and fair
- a model that places the employee at the centre of their own development and acknowledges their skills and capabilities for further enhancement and enrichment
- practices that are based on contemporary research and literature relevant to perform the role
- regular feedback (both formal and informal) regarding achievements and areas of required improvement, informed by critical reflections and a culture of collaboration and ongoing dialogue between employer and employee
- strategies for effective adult learning such as opportunities for employees to contribute to the development of their own performance goals
- effective and complete recordkeeping for both employer and employee as evidence of progress
- support for employees to achieve their career development aspirations with relevant resources and professional development opportunities.



Central to the success of the EM&D process is mutual respect and effective ongoing communication and dialogue between employer and employee.



## BENEFITS OF THIS RESOURCE

ELAA recommends the use of this resource to assist and guide employers in providing ongoing support of their employees' performance and professional development. Managers who have direct responsibility for employees should find this a useful resource in guiding their practice.



### PROPOSED SCHEDULE OF ACTIVITIES

Employee management and development is a systematic and ongoing process that leads to better outcomes for employers and employees.

The following is a suggested timeline of some activities that employers might engage in.

TIMEFRAME	ACTIVITY
Ongoing	Encourage a culture of respect and regular feedback between employees and their employers in an ongoing and systematic way.
At the start of a new appointment <b>ADVISE</b>	<p>Ensure that the new employee is provided with all information required (during orientation) to perform their role to the best of their ability and understands the philosophy, values and operations of the service etc.</p> <p>Refer to <a href="#">Tool 2.1 New Employee Checklist</a> and <a href="#">Tool 2.2 Employee Orientation Checklist</a></p> <p>Actively manage a new employee's probationary period by providing feedback and support, addressing any concerns and evaluating performance in a timely manner.</p> <p>Refer to <a href="#">Tool 2.3 Probation implementation Checklist</a> and <a href="#">Tool 2.4 Probation Review Report</a></p>
At the commencement of the performance period or beginning of each year <b>STEP 1: PREPARE &amp; PLAN</b>	<p>Check and confirm that employees have a completed Section A of the Performance Development Plan and Evaluation Record (<a href="#">Tool 3.2</a>) and that the employer and employee understand what is required of them. A face-to-face meeting is not required unless there are significant changes to the agreed plan, it was not completed at the end of the annual evaluation period or participants in the process have changed. For new employees – this should be completed once employment has been confirmed (usually at the end of the probation period).</p>
Regular and/or as applicable <b>STEP 2: PROGRESS MEETINGS</b>	<p>Clarify performance expectations with employees and address any matters regarding ongoing performance in a timely manner.</p> <p>Conduct regular meetings with individual employees to check progress with their work generally and review the employee's Performance Development Plan (<a href="#">Tool 3.2</a>) in consultation with the employee as needed in any progress meetings.</p> <p>Refer to <a href="#">Tool 3.3 Progress Meeting Agenda</a></p> <p>Ensure dates for formal mid-performance period (usually mid-year), annual performance evaluation (usually end of year) and any progress meeting dates are in place.</p> <p>Recognise performance, provide regular feedback to employees, identify any gaps in performance and provide appropriate support strategies.</p> <p>Acknowledge accomplishments and continue to motivate employees by supporting them to challenge themselves through ongoing development opportunities.</p> <p>Encourage and support employees to engage in approved professional development. Ensure professional development plans are being appropriately implemented.</p>



TIMEFRAME	ACTIVITY
<p><b>At the mid-performance period evaluation or middle of the year</b></p> <p><b>STEP 3: MID-PERFORMANCE</b></p>	<p>In conjunction with the employee, undertake a mid-performance period evaluation to formally assess progress.</p> <p>Encourage the employee to reflect on and assess their own performance prior to the meeting.</p> <p>Provide meaningful feedback and opportunities for employee input.</p> <p>Confirm the performance indicators and/or goals noted in Section A of the Performance Development Plan and Evaluation Record (<a href="#">Tool 3.2</a>).</p> <p>Review and support professional development plans and ensure that any support options, including professional development events, are being supported and attended.</p> <p>Refer to Section B of <a href="#">Tool 3.2 Performance Development Plan and Evaluation Record</a></p>
<p><b>At the end of the performance period or end of the year</b></p> <p><b>STEP 4: ANNUAL EVALUATION</b></p>	<p>In conjunction with the employee, conduct the annual performance evaluation summary which is a formal assessment of the entire performance period.</p> <p>Encourage the employee to reflect on and assess their own performance and to prepare prior to the meeting.</p> <p>Evaluate performance over the last 12 months against expectations outlined in the Performance Development Plan and apply a rating if this is applicable at your service.</p> <p>Refer to <a href="#">Tool 3.4 Performance Ratings Table</a></p> <p>Summarise achievements and challenges and provide feedback.</p> <p>Refer to Section C of <a href="#">Tool 3.2 Performance Development Plan and Evaluation Record</a></p>
<p><b>After the annual evaluation has taken place or at the end of the year prior to the next performance period commencing</b></p> <p><b>STEP 1: PREPARE &amp; PLAN</b></p>	<p>In consultation with the employee, plan the development activities for the next 12 months, including setting performance indicators and/or goals, and aligning responsibilities with any specific contribution to the service's Quality Improvement Plan (QIP).</p> <p>Identify and plan professional development support options.</p> <p>Commence a new record.</p> <p>Refer to Section A of <a href="#">Tool 3.2 Performance Development Plan and Evaluation Record</a></p>



### IMPORTANCE OF PROFESSIONAL DEVELOPMENT

Ongoing professional development is essential for employees to remain current and effective in their practice. Facilitating meaningful opportunities for employees to participate in professional development activities is a critical way of supporting performance, both for employees and the service. This can assist in leading to improved outcomes for children. Employers must ensure that adequate resources are set aside to enable employees to participate in professional development.

Professional development events provide employees with the opportunity to network with peers, reflect on issues of importance, gain new ideas and foster best practice.

It is essential for employers and employees to consider their individual regulatory responsibilities in relation to ongoing professional learning as certain standards (e.g. National Quality Standards (NQS), Australian Professional Standards for Teachers (APST)) place obligations upon the development of individuals to improve practice. For example, Standard 7.2.3 of the NQS require approved providers to actively engage in the development of all employees whilst Standard 6 of the APSTs require Teachers to identify and plan their professional learning needs.

Employers must ensure that any professional development they agree to through the EM&D process is aligned with the obligations in the relevant award or agreement and the service's policies and procedures<sup>3</sup>.

### PROFESSIONAL DEVELOPMENT FOR REGIONAL AND RURAL EMPLOYEES

Professional development for regional and rural employees comes with its own challenges. Employees working in remote areas can lack the regular interaction with peers that is critical to an overall sense of professional support and wellbeing. For regional and rural employees, participation in a range of professional development activities is invaluable.

Technology provides remote employees with various ways to interact with peers. However, opportunities for meeting with other professionals face to face and exchanging ideas is also vital. Despite the challenges associated with travel, costs, time out of the service and the need for replacement employees, employers must ensure that employees working in remote areas are supported appropriately to collaborate with peers and engage in professional development. Support can include time to attend professional development events off-site and covering travel costs.

<sup>3</sup> Please note that not all employees in an organisation may be covered by a single agreement. An employer may be signatory to more than one agreement covering different categories of employees.



# Setting up the EM&D Process

## SECTION 1

PREPARE NOMINATE



This resource has been developed to provide employers with information and tools to develop an Employee Management and Development (EM&D) process in their organisations. Employers may consider using this resource as a guide in supporting employees to perform their role, to encourage continuous improvement in performance and to implement professional development plans.



### BENEFITS OF THIS RESOURCE

This resource has valuable information to implement an EM&D process shaped by best practice. Guidance and support with this is available from ELAA's Service Delivery team at (03) 9489 3500 or [memberservices@elaa.org.au](mailto:memberservices@elaa.org.au).

## DEFINITIONS

**Employee:** A person who is engaged/employed to provide a service (through labour or expertise) in exchange for compensation. In an early childhood service, an employee may be teaching staff such as a Teacher, Educator, Nominated Supervisor, Educational Leader, Co-ordinator, Room Leader, or non-teaching employees such as a Regional Manager, and staff performing Finance, Cooking, Cleaning, Administration, Human Resources functions etc.

**Employer:** A person or a representative of an organisation that hires another person (an employee) to perform a job and pays compensation.

In this resource, the term employer refers to the organisation or person delegated by the organisation to manage the EM&D process. For example, this may be an approved provider in a private or community service such as a Manager in a long day care or kindergarten service, a member of the Committee of Management or Board of Directors of an early childhood service, a Human Resources sub-committee, a Nominated Supervisor or a Manager in an Early Years Management organisation.

**National quality standard:** This is a national benchmark of high quality standards for early childhood services that are also used for assessment and provide a rating.

**Quality improvement plan:** This is a plan that outlines the areas, goals and strategies that a service has identified for improvement.

**Performance indicator:** A measure to evaluate the success or achievement of a particular activity in a meaningful way.

**Individual goal:** An objective or aim for a future desired outcome that can be personal or professional to support improvement of performance.

**Organisational goal:** An objective or aim for a future desired outcome that is aligned to the organisation's strategic plan or vision that focusses the employee's efforts.

**SMART goal:** A goal that is specific, measurable, attainable, realistic and time bound.

**Award or agreement:** This refers to a document that provides the details of conditions of employment that an employer is obliged to provide an employee. In this resource these terms also include any individual employment contracts.

**Professional development:** An activity or process that is designed to improve a person's learning that improves their capability in performing their role. This can include formal and informal education.



## THE CONTEXT

This resource has been developed in the context of the following:

- **The National Quality Framework**

The National Quality Framework (NQF) provides an evidence-based foundation for assessing the quality of services through a set of standards.

The quality of services is assessed under seven areas ranging from the programs offered to governance and leadership. Performance indicators (measures) for early childhood employees are referenced to the National Quality Standard and the Quality Improvement Plan (QIP) of the service to ensure consistency.

- **Award or agreement**

Most employee conditions of employment will be covered by either an award or agreement. As these conditions can change every time they are revised or re-negotiated, employers and managers must refer to the relevant awards or agreements that are current at the time, and ensure that processes comply with the provisions of the awards or agreements.

Awards and agreements that were current at the time of publishing include but are not limited to:

- VECTEA 2016<sup>4</sup>
- Children's Service Award 2010
- Professional Childcare Standard 2018
- Clerks – Private Sector Award 2010
- Educational Service (Teachers) Award 2010
- Health Professionals and Support Services Award 2010.



There is a diversity of service models and practices in the early childhood sector and this resource is designed to allow services to follow the process outlined here in its entirety or adapt and tailor it to meet specific organisational needs. For example, when using for the development of early childhood teachers remember to discuss the importance of the Australian Professional Standards for Teachers (APST).

## CONTENTS OF THIS RESOURCE

This resource contains the following information and tools.

### SECTION 1 – SETTING UP THE EM&D PROCESS

Outlines the resource contents, proposed EM&D process with key employer and employee responsibilities.



### SECTION 2 – NEW EMPLOYEES: ORIENTATION AND PROBATION

A guide for introducing new employees to the service and implementing a probationary period with sample checklists.



### SECTION 3 – ANNUAL CYCLE: PERFORMANCE EVALUATION & DEVELOPMENT

Includes information to assist in providing feedback and development support options, defining roles and responsibilities, and the process of evaluating performance. This section also includes sample guides/forms to assist in documenting performance evaluation, gathering supporting evidence, maintaining the professional development process throughout a 12-month period and planning for the following 12 months.



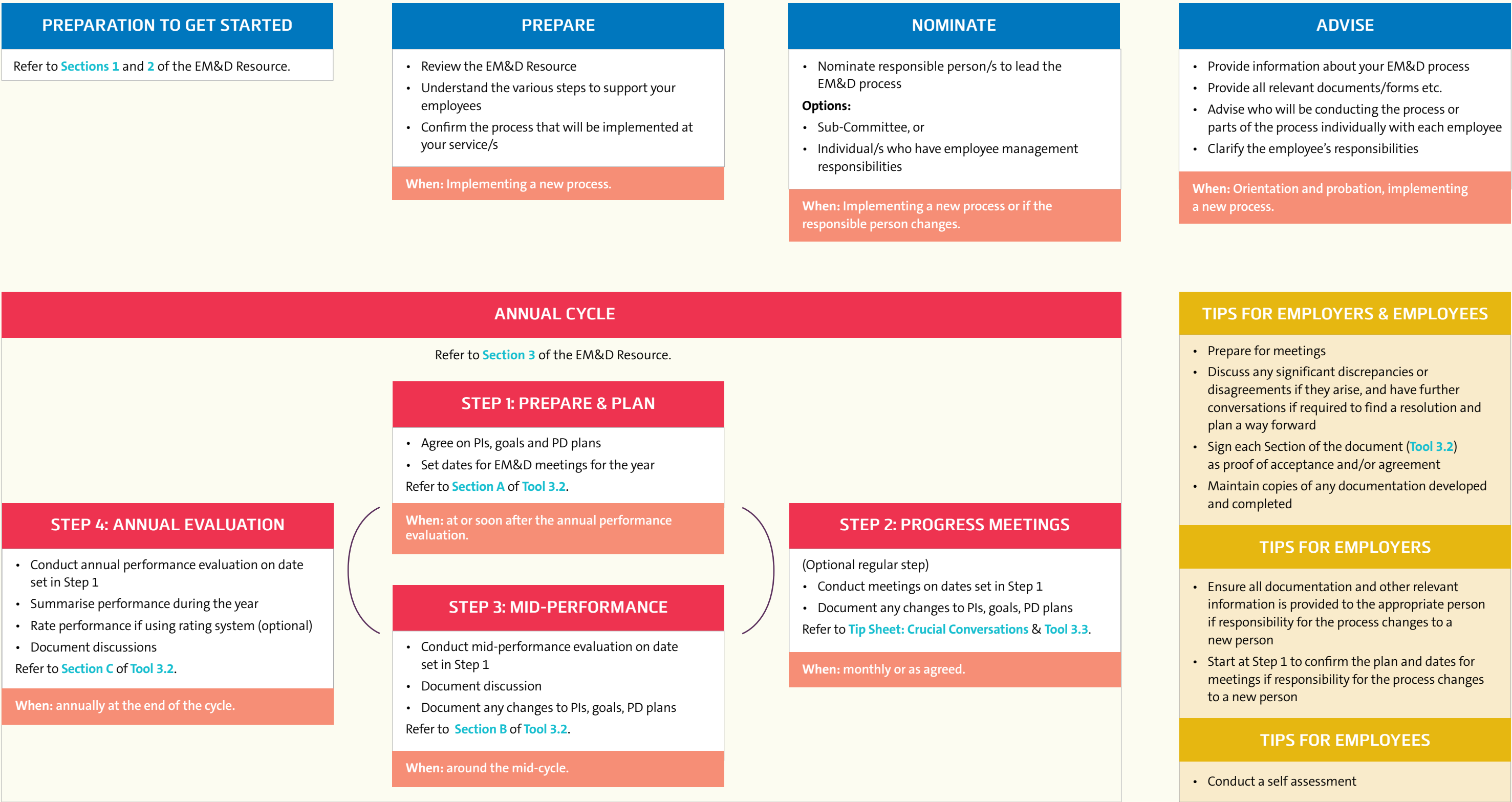
### SECTION 4 – APPENDICES

Includes links to important codes and standards for employers to take note of as well as articles for further reading.



<sup>4</sup> At the time of publishing, VECTEA 2016 was being renegotiated. References in this resource refer to VECTEA 2016. This may change once the new agreement is negotiated and ratified by the Fair Work Commission.

# Proposed steps of employee management & development



TIPS FOR EMPLOYERS & EMPLOYEES

- Prepare for meetings
- Discuss any significant discrepancies or disagreements if they arise, and have further conversations if required to find a resolution and plan a way forward
- Sign each Section of the document ([Tool 3.2](#)) as proof of acceptance and/or agreement
- Maintain copies of any documentation developed and completed

TIPS FOR EMPLOYERS

- Ensure all documentation and other relevant information is provided to the appropriate person if responsibility for the process changes to a new person
- Start at Step 1 to confirm the plan and dates for meetings if responsibility for the process changes to a new person

TIPS FOR EMPLOYEES

- Conduct a self assessment



### ROLES AND RESPONSIBILITIES OF EMPLOYERS AND EMPLOYEES

The employer is responsible for ensuring there is an appropriate EM&D process in place at the service and implementing it for all employees.

**The employer's key responsibilities include:**

- familiarising themselves with the EM&D process and seeking appropriate training and support to fulfil this responsibility
- supporting the employee to participate in the process
- ensuring this is a two-way process with a genuine intention to support employees achieve mutually agreed goals and outcomes
- delegating responsibility for all aspects of EM&D (including induction) to appropriate people within the organisation
- ensuring that appropriate resources are allocated to support employee development activities such as professional development, mentoring, facilitated discussions etc.
- ensuring that any requirements in the agreement requiring notification to or involvement of a union representative (for employees who may be members) in the EM&D process are followed
- adhering to applicable laws and standards including the Reportable Conduct Scheme and Child Safe Standards, awards or agreements in implementing the EM&D process
- maintaining confidentiality and ensuring all necessary documentation and records relating to the EM&D process are completed in a timely manner and stored securely.

**The employee's key responsibilities include:**

- reviewing information provided by the employer
- adequately preparing for (including self-assessment) and actively participating in the EM&D process
- making a genuine effort to resolve any differences with the employer in relation to performance evaluation, assessment and rating
- updating/communicating with the employer regarding any challenges or issues that may impact on their own performance as soon as reasonably possible
- completing required documentation
- undertaking agreed and approved professional development
- consider any obligations to their professions code of conduct and ethics, such as the Victorian Teachers Code of Conduct and Ethics.

### NOMINATE

### RESPONSIBILITY FOR LEADING THE IMPLEMENTATION OF THE EM&D PROCESS

The employer must ensure that the responsibility for leading the EM&D process is already in place or appropriately delegate it within the organisation. Depending on the size of the organisation and its capacity, the delegation may vary considerably.

Larger organisations such as Early Years Management organisations (EYMs) or private services, may have a designated Human Resources Manager or Advisors to lead the process. Their role usually includes:

- ensuring that all employees in the organisation with employee management responsibilities implement the EM&D process
- ensure the documentation evidencing the process is completed and filed in the employee's records.

Some organisations, such as a small independently managed service, or smaller EYMs, can choose to delegate the responsibility for leading the EM&D process to a sub-committee.

In this instance, the sub-committee's Terms of Reference (ToR) must:

- be explicit about the matters delegated and the expectations of the sub-committee
- articulate the roles, responsibilities and authority of the sub-committee.

**The Committee/Board of Management remains ultimately accountable for all decisions made by a sub-committee.**

A sample ToR is provided in this resource.

**Refer to Tool 1.1 Sample Terms of Reference.**

Regardless of whether an individual or sub-committee is delegated this responsibility, the employer must ensure that they are capable of leading the process and are provided adequate training to lead and support the managers in implementing it within the organisation.

If an employer chooses to delegate the responsibility of any aspects of the implementation of the EM&D process to employees, this should be clearly documented.





## GUIDE FOR EMPLOYERS IN USING THIS TOOL

**This tool is for employers who choose to delegate the responsibility for leading the EM&D process to a sub-committee.**

**This guide outlines the information to be included under each heading in the Terms of Reference (ToR).**

**The template ToR is on the following page and should be reviewed and tailored to meet the needs of the service.**

## OBJECTIVES

This outlines the purpose of forming the sub-committee and its role. Clear objectives will assist the sub-committee in functioning effectively.

## MEMBERSHIP

The membership of this sub-committee should be kept to a minimum to ensure that it is effective (recommend 2-3 people) and that members collectively have the skills necessary to lead the process. Ideally, at least one member of this sub-committee should be a person with seniority in the organisation (e.g. a member of the Committee of Management, a Senior Manager etc.) and this person will perform the role of the Chair of the sub-committee.

Other members may include the Nominated Supervisor, Educational Leader, a member of the Committee/Board of Management with expertise in human resources/industrial relations/employee development matters.

## TERM OF OFFICE

It is recommended that members of the sub-committee remain for 12 months and re-confirm after the Annual General Meeting and/or comply with the appropriate governing document.

## MEETINGS

Meetings need to occur as often as required for the sub-committee to satisfactorily fulfil its objectives and duties.

## DUTIES AND RESPONSIBILITIES

Sub-committees usually focus on a particular area or activity and provide recommendations to the Committee/Board of Management. If your governing document 'e.g. constitution' gives you the power to delegate aspects of decision-making, this should be clearly documented in the ToR. The full Committee/Board of Management is ultimately accountable for any decisions made by the sub-committee. Decisions made by the sub-committee remain the responsibility of the whole Committee/Board of Management.

All duties and responsibilities including extent of authority should be clearly noted. It is important to be clear what activities are carried out and by whom e.g. Committee of Management, sub-committee, Manager etc.

Committees/Boards of Management can review the sample provided and include any other responsibilities that can be delegated as relevant to this sub-committee.

## REPORTING

The procedure for reporting back to the Committee/Board of Management needs to be clear including any particular information that is required.



## EMPLOYEE MANAGEMENT AND DEVELOPMENT (EM&D) SUB-COMMITTEE

### TERMS OF REFERENCE

#### Objectives

This EM&D sub-committee has been formed to lead the implementation of the EM&D process at [insert name of service] and to provide a report on progress to the [Board/Committee of Management (CoM) (insert as applicable)] of [insert name of organisation] at their regular scheduled meetings throughout the year.

#### Membership

The sub-committee comprises the following members:  
[Insert Names and Position Titles]

#### Term of office

The members of the sub-committee will hold their position for a period of [specify the number of years]. They can be replaced by the [Board/ CoM] with another member before the conclusion of this period. With the approval of the [Board/CoM], a member whose term ends as specified in this Terms of Reference may continue to hold the position for the purposes of continuity, until the current EM&D cycle is completed.

#### Meetings

The sub-committee will meet a minimum of 4 times per year, and more often if required, to fulfil its duties. The sub-committee will be led by the Chair. The sub-committee shall maintain confidential notes of discussions, and make these available, as appropriate, maintaining employee confidentiality, to the [Board/CoM] if requested.

#### Duties and responsibilities

The key responsibility is to lead and monitor the implementation of the EM&D process for all employees in the organisation. Typical activities include ensuring the following are in place:

- implementing an induction and orientation process for new employees
- implementing clear processes for managing the probationary period for new employees
- encourage all employees to participate in the EM&D process
- ensure employees are supported to achieve their career aspirations
- ensure managers with employee responsibilities are:
  - having regular meetings and discussions with their employees about their strengths, achievements and progress towards achieving their agreed performance indicators and/or goals
  - conducting mid-performance period and annual performance evaluation and assessment for each employee
  - preparing a professional development plan for the employee and supporting them to undertake professional development
  - providing the sub-committee with regular progress updates regarding the implementation of the process and any issues of concern
  - maintaining confidential records of the activities of sub-committee and meetings
  - preparing a confidential summary report of progress and any recommendations for the [Board/ CoM] for approval.

#### Reporting

The sub-committee shall present a written report/verbal report [specify one] to the regular, scheduled [Board/CoM] meetings outlining the following:

- a summary record of actions performed and the status of the EM&D process for the current year
- any issues of substance or concern that must be addressed by the [Board/CoM].

# New Employees: Orientation + Probation

## SECTION 2

ADVISE

STEP 1: PREPARE & PLAN



### ADVISE

## EMPLOYEE ORIENTATION

An orientation (or “induction”) program for new employees is essential in every service. This will ensure that new employees are welcomed appropriately and provided with essential information and assistance to settle into their new role at the service as quickly as possible.

It also assists in demonstrating that the service is a caring, well-managed and professional place of employment with a positive impact on employee retention.

[Refer to Tool 2.1 New Employee Checklist and Tool 2.2 Employee Orientation Checklist.](#)

## RESPONSIBILITY FOR ORIENTATION

The process of orienting new employees is the responsibility of the employer. However, the employer may delegate aspects of orientation to other employees.



Effective orientation contributes to setting up the employment relationship and the employee for success. It is an opportunity to positively introduce the employee to the service’s culture and values, and communicate expectations. It establishes the basis of a successful workplace culture of communication and ongoing dialogue between the employer and employee.



## USEFUL TIPS FOR ORIENTATION

- Provide an opportunity for a site visit prior to the new employee commencing work to become familiar with the service/resources and meet other employees, parents and children.
- Prepare an orientation pack with essential information about the service and their role.

[Refer to Tool 2.2 Employee Orientation Checklist.](#)

- Welcome the new employee on their first day and introduce them to other employees. If a site visit prior to commencement has not been possible, provide a tour of the service, and include information such as the location of emergency exits, bathrooms and other facilities.
- Prepare a clean work area or personal desk (if appropriate) for the employee to ensure that they have an effective start to their employment.
- Ensure the new employee feels valued as part of the team. The orientation provides an opportunity for the manager and new employee to discuss specific elements related to the service, such as the culture of the organisation.
- Clarify expectations of the new employee’s role and responsibilities.
- Allow time for the direct manager or committee representatives (if applicable) to be available to the new employee on the first day. This will help the new employee to feel supported and allow clarification of any residual matters before commencing work.
- If possible and appropriate, provide a support/mentor for the employee to refer queries and seek support during the probationary period.



It is important for employers to understand their role in the process of supporting early childhood teachers from provisional to full registration. This includes access to mentors and orientation/induction processes. Visit the [VIT website](#) for more information.



## ADVISE

### PROBATIONARY PERIOD

The probationary period is an important part of the employee management and development (EM&D) process. It is the first few weeks or months of a job during which new employees are closely supported, trained, observed and assessed to see if they're suitable for the position.

The probationary period also allows the employee to assess the employer and the workplace, and make an informed decision regarding continuation of employment. The length of the probationary period and notice requirements for terminating employment during the probationary period are set out in legislation, or in applicable awards or agreements. If an employee is covered by an award or agreement, the employer must ensure that the probationary period is set in accordance with the terms of that award or agreement.

It is best practice that a probationary period be set for all new employees on commencement at the service.



**It is important to advise the prospective employee about the probationary period prior to commencing employment and confirm the probationary period in writing as part of the letter of employment with reference to the relevant legislation, award or agreement.**

**Refer to Tool 2.3 Probation Implementation Checklist and Tool 2.4 Probation Review Report.**

### RESPONSIBILITY FOR PROBATION

Employers should ensure that there is a person responsible for implementing the probation period for a new employee.

In larger organisations, this may be the manager who the employee reports to. In smaller organisations, it may be a member of the Committee or sub-committee that has been delegated this responsibility.

In some services, the person responsible for reviewing the employee's performance may not be the person with the authority to make the decision. Where that is the case, time must be allowed in the process to ensure decisions can be made in the appropriate timeframe and be conveyed to the employee.

### IMPLEMENTING THE PROBATIONARY PERIOD

If there is a probationary period in place, the following actions should be carried out to ensure expectations are clear:

- 1 Specify the probationary period clearly in the letter of employment to the successful applicant.
- 2 Advise the employee who is responsible for supporting them and reviewing their performance.
- 3 Meet regularly with the employee during the probationary period to assess the employee's progress and provide feedback on their performance. During this time they should:
  - Ensure that the employee is provided with adequate support to perform their role
  - Keep a record of these meetings, particularly if concerns regarding the employee's performance are identified and discussed
  - Ensure that the record is signed by both the employer and employee.
- 4 Organise a formal probationary review meeting at least 10 working days prior to the end of the probationary period (or as stated in the relevant award or agreement) to:
  - discuss the employee's performance
  - ascertain their willingness to continue in the role
  - make a decision regarding confirmation of employment
  - document matters discussed at this meeting and ensure that a record of the meeting is signed by the employer and employee.

**Refer to Tool 2.4 Probation Review Report.**



**The performance of early childhood teachers during the probation period could include discussions about their performance in relation to the Australian Professional Standards for Teachers (APST).**

### IMPLEMENTING THE PROBATIONARY PERIOD *(continued)*

- 5 Ensure the service's decision-making process regarding confirmation or termination of employment is followed.  
The employer may choose to confirm the employee's ongoing employment or initiate procedures to terminate the employee's employment prior to the end of the probationary period if the employee's performance is unsatisfactory.
- 6 Confirmation of the outcome should be provided to the employee in writing and filed in the employee's record maintained by the service.  
It is accepted as best practice to have both the employer and employee sign the record of discussions.

### TERMINATING EMPLOYMENT DURING THE PROBATIONARY PERIOD

Employers should ensure that the employee has received timely feedback on progress and has been supported appropriately to address any performance issues during the probationary period. Termination of employment should only be considered where the performance of the employee has not met the requirements of the role, despite support and feedback.

The employee should keep communication channels open between themselves and the employer and accept any feedback provided. If this doesn't occur, this should be noted as input into the decision of whether to continue the employee's employment.

**Refer to Tool 2.4 Probation Review Report.**

The decision to terminate employment during the probationary period must be made only after a careful assessment of factors including the employee's ability to perform their role and their performance during the probationary period.

The employer must ensure that the process outlined in the legislation, award or agreement or related policies, as applicable, is followed in terminating an employee during the probationary period.

#### STEP 1: PREPARE & PLAN

### SETTING PERFORMANCE INDICATORS FOR CONFIRMED EMPLOYEES

If the employer and employee agree to continue with the employment arrangement, the conclusion of the probationary period provides the ideal opportunity for the employer and employee to discuss and agree on performance indicators and any goals/responsibilities for the service's Quality Improvement Plan (QIP) to be achieved in the period leading up to the annual performance evaluation.

**Refer to Tool 3.1 List of Performance Indicators.**

Employers must ensure that the performance indicators, and any goals and responsibilities for the QIP are:

- closely linked with the employee's position description, descriptors in the relevant award or agreement, standards required in the role and the organisation's philosophy and goals
- realistic and achievable given the position of the employee, their qualifications and skills
- linked to any further development or training that the employee may require to perform their role.

This will form the basis of the formal performance evaluation processes that the employer will undertake with the employee, at which point the performance indicators, any goals and QIP responsibilities will be reviewed and modified as required.

**Refer to Section 3 Annual Cycle: Performance Evaluation and Development.**

## TOOL 2.1 NEW EMPLOYEE CHECKLIST



### GUIDE FOR EMPLOYERS IN USING THIS TOOL

The employer may complete this form with the new employee. On completion of this process, this documentation should be filed with the employee's records. This checklist should be reviewed and tailored to meet the needs of the service.

Full Name of Employee: \_\_\_\_\_ Start Date: \_\_\_\_\_

Employee Position: \_\_\_\_\_

Person(s) undertaking orientation: \_\_\_\_\_

	Completed (please initial)	Date
<b>Prior to appointment</b>		
Two reference checks (current or most recent supervisors)		
Qualification check		
Experience check		
Child Safe Standards training		
First Aid qualification, including Anaphylaxis, Asthma, Epipen, annual CPR update		
National Police Check (Educators)		
Working with Children Check (Teachers and Educators)		
Early Childhood or Dual Early Childhood/Primary Registration (or provisional registration as the case may be) with the VIT (Teachers)		
<b>Prior to commencement</b>		
Letter of appointment, outlining probationary period, has been sent to employee and a signed copy received back from employee. For employees covered by an agreement, the probationary period must be consistent with the provisions of that agreement.		
Activate any IT requirements e.g. an email address, internet access etc.		
Notify person responsible for payroll		
<b>First day</b>		
Introduction of individual staff members		
Introduction of committee members/other employees, where possible		
Ensure employee understands nature and length of probationary period		
Emergency management and evacuation procedures		
Provide information related to health, safety and wellbeing of children (allergies, medical conditions), court orders and other policies and procedures		
Provide complete description of the organisational structure and any strategic plans available		

## TOOL 2.1 NEW EMPLOYEE CHECKLIST *(continued)*



	Completed <i>(please initial)</i>	Date
<b>First day (continued)</b>		
Provide employee with all the relevant service policies and procedures if not already supplied in an orientation pack		
Collect and record tax and bank details		
Discuss parking arrangements, if applicable		
Record information on emergency contacts for the employee		
Discuss break entitlements, such as meal breaks, breaks from teaching duties etc.		
Discuss local facilities – banks, newsagents, cafés etc.		
<b>First week</b>		
Discuss reporting systems, authority and communication processes i.e. management meetings, staff meetings, delegations of authority		
As appropriate, organise time for introductions to contacts at local early childhood services (for support network), local government, DET officers, Maternal Child Health, DHHS, family services etc.		
<b>First month</b>		
Organise a briefing with the committee executive / management to clarify their roles and responsibilities		
Arrange a review meeting during the probationary period to provide and receive feedback on the employee's performance/progress in the role. This may also include informal weekly discussions.		
<b>At the end of the probationary period</b>		
Meet at least 10 days prior to the end of the probationary period to evaluate the employee's performance during the probationary period		
Confirm employment (or terminate employment) based on the results of the evaluation and all required processes relevant to the agreement or award		



## TOOL 2.2 EMPLOYEE ORIENTATION CHECKLIST



### GUIDE FOR EMPLOYERS IN USING THIS TOOL

The checklist is a guide for discussion and information that can be provided to a new employee as applicable to their role. This tool should be reviewed and tailored to meet the needs of the service.

Full Name of Employee: \_\_\_\_\_ Start Date: \_\_\_\_\_

Employee Position: \_\_\_\_\_

Person(s) undertaking orientation: \_\_\_\_\_

Service Philosophy		Contact Information	
Aims of the service (e.g. vision, mission/purpose and strategic plan)		DET Regional contact details	
Philosophy of the service		List of committee members and phone numbers	
Service Infrastructure		List of employees and contact phone numbers with key roles identified i.e. Nominated Supervisor, Educational Leader*	
Tour of the service including security/lock up/keys			
Service information book		List of specialist services with contact details	
Rubbish collection arrangements		List of suppliers	
Employment Information		Referral information	
Computer login/email/online accounts		* Notify DET of any changes or updates to key roles within the service	
Discussion of all employee responsibilities			
Employee attendance record/book and/or sign-in sheets			
Employee meetings schedule			
Employee rosters			
Award or agreement information/employment agreement information			
Leave/sick leave procedure/forms			
Locker and/or pigeon hole			
OHS induction			
Petty cash/budget information relevant to the position			
Professional development request process/forms			

## TOOL 2.2

### EMPLOYEE ORIENTATION CHECKLIST *(continued)*



Governance and Management Information			
Accident, injury and illness record/book		<i>Diabetes</i>	
Attendance record/book		<i>Environmental Sustainability</i>	
Child enrolment record/book, including medical conditions		<i>Emergency and Evacuation</i>	
		<i>Enrolment and Orientation</i>	
Children's sign-in record/book		<i>Epilepsy</i>	
DET Kindergarten Funding Guide		<i>Excursions and Service Events</i>	
The <i>Education and Care Services National Law Act (2010)</i> (National Law)		<i>Food Safety</i>	
		<i>Governance and Management of the Service</i>	
The Education and Care Services National Regulations 2011 (National Regulations)		<i>Hygiene</i>	
		<i>Incident, Trauma and Illness</i>	
Maintenance procedures		<i>Inclusion and Equity</i>	
Medication record/book		<i>Information and Communication Technology</i>	
Program planning		<i>Interactions with Children</i>	
Process for employing relief/emergency employees		<i>Managing Medical Conditions</i>	
Quality Improvement Plan		<i>Nutrition, Oral Health and Active Play</i>	
Staff employment policies, e.g. Code of Conduct or Child Safety		<i>Occupational Health and Safety</i>	
		<i>Participation of Volunteers and Students</i>	
Service Policies and procedures including:		<i>Payment of Fees</i>	
<i>Acceptance and Refusal of Authorisations</i>		<i>Privacy and Confidentiality (including confidentiality of records)</i>	
<i>Administration of Medication</i>			
<i>Anaphylaxis</i>		<i>Relaxation and Sleep</i>	
<i>Asthma</i>		<i>Reportable Conduct Scheme</i>	
<i>Child Safe Environment</i>		<i>Road Safety and Safe Transport</i>	
<i>Complaints and Grievances</i>		<i>Staffing (including qualifications and WWC check/criminal history record check)</i>	
<i>Curriculum development</i>			
<i>Dealing with Infectious Diseases</i>		<i>Sun Protection</i>	
<i>Delivery and Collection of Children</i>		<i>Supervision of Children</i>	
<i>Determining Responsible Person</i>		<i>Water Safety</i>	

## TOOL 2.3 PROBATION IMPLEMENTATION CHECKLIST



### GUIDE FOR EMPLOYERS IN USING THIS TOOL

The checklist is suggested information to communicate to new employees and activities to undertake during the probationary period. This tool should be reviewed and tailored to meet the needs of the service.

Length of probationary period is in accordance with the Agreement/Award/Act, as applicable.	
Employee has been informed of their probation and the probationary period is specified in the letter of employment.	
Position description and responsibilities are provided and standards/expectations of the position are clarified. For teachers, employers may wish to consider the APSTs to review performance progression.	
A manager or, if applicable, sub-committee is appointed to have regular meetings to support the employee during the probationary period and review their performance prior to the end of the probationary period. It is recommended that at least two meetings are held during the probationary period so the progress of any agreed goals and role expectations at the first meeting can be discussed.	
The employer and employee have met to review performance during the probationary period.	
The employer has made a decision to confirm employment and has checked with the employee to confirm their willingness to continue employment. Alternatively, if the employee's performance does not meet the requirements of the role, a decision has been made to terminate employment following procedures set in the applicable Agreement/Award/Act.	
Employee's ongoing employment is confirmed in writing. Alternatively, the process to terminate the employee's employment in accordance with applicable Agreement/Award/Act has commenced, and communicated in writing.	
Performance Indicators, any goals and responsibilities for the Quality Improvement Plan, which will form the basis of the annual performance evaluation of the employee, have been agreed and confirmed. The Performance Development Plan can be completed once the appointment has been confirmed.	





#### GUIDE FOR EMPLOYERS IN USING THIS TOOL

This tool should be reviewed and tailored to meet the needs of the service. The report should be completed as part of the formal probationary review period. On completion of the process, this documentation is to be filed in the employee's records.

Full name of employee: \_\_\_\_\_

Position: \_\_\_\_\_

Name of service: \_\_\_\_\_

First ☐ Final ☐ Report date: \_\_\_\_\_

Date employment commenced: \_\_\_\_\_ Expiry date of probation period: \_\_\_\_\_

<b>Key responsibilities / performance standard / conduct</b> <i>(Refer to position description)</i>	<b>Comments about responsibilities / performance / conduct</b>	<b>Goals for next review</b> <i>(if a second review is to be held)</i> <i>(Identify training needs)</i>

## TOOL 2.4

### PROBATION REVIEW REPORT *(continued)*



Key responsibilities / performance standard / conduct <i>(Refer to position description)</i>	Comments about responsibilities / performance / conduct	Goals for next review <i>(if a second review is to be held)</i> <i>(Identify training needs)</i>

## TOOL 2.4 PROBATION REVIEW REPORT *(continued)*



Additional comments by employee:

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Additional comments by employer:

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Agreed outcomes or actions:

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### CONDUCTED BY

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

Position: \_\_\_\_\_

Signature: \_\_\_\_\_

Employee's signature: \_\_\_\_\_ Date: \_\_\_\_\_

*(to record the employee's participation in the process)*

Employer's signature: \_\_\_\_\_

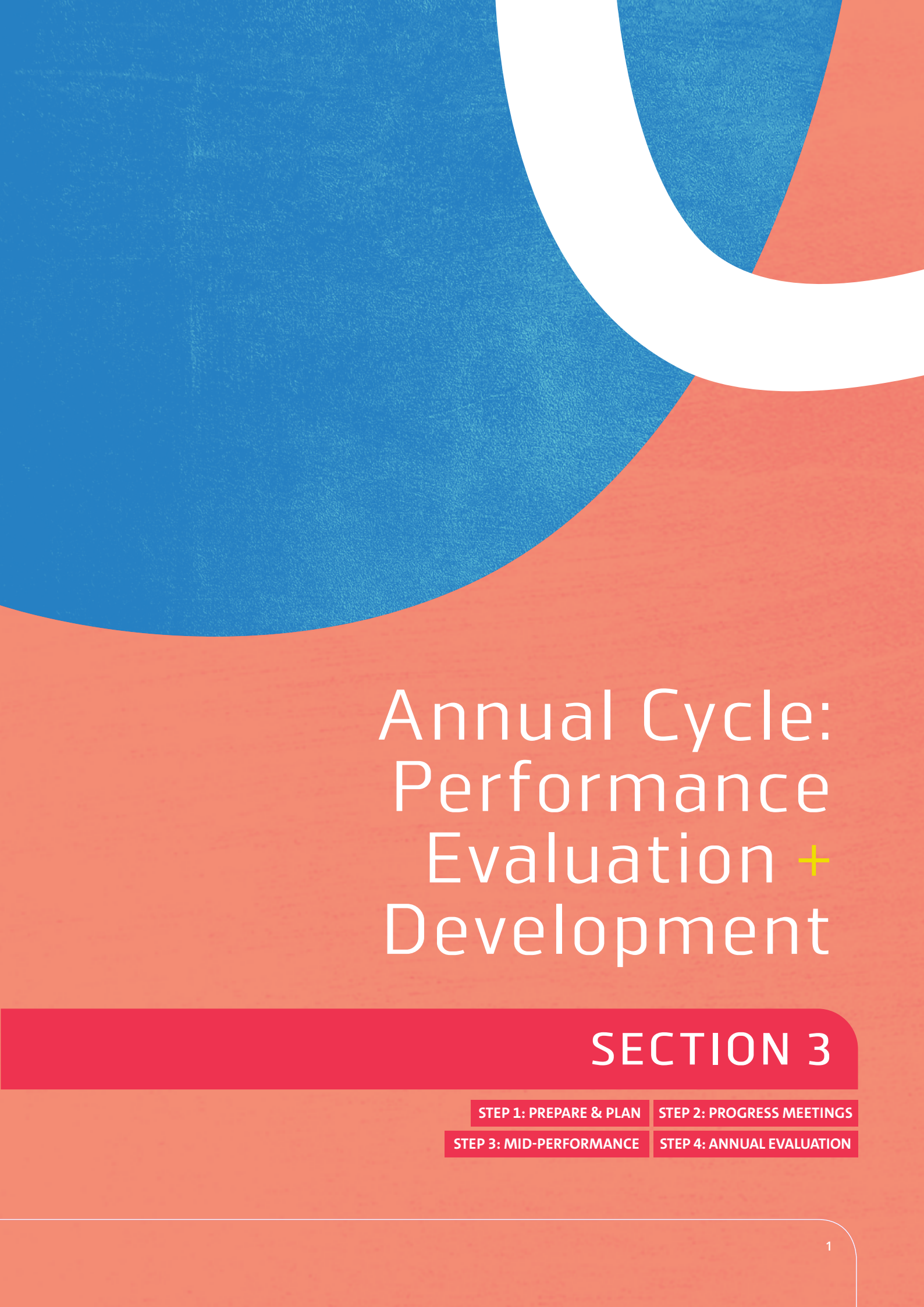
Position: \_\_\_\_\_ Date: \_\_\_\_\_

### FINAL REVIEW ONLY

**Outcome:** Satisfactory completion of probationary period: ☐ Yes ☐ No

**Note:** Original is to be placed in the employee's file. Copy to be provided to employee.





# Annual Cycle: Performance Evaluation + Development

## SECTION 3

STEP 1: PREPARE & PLAN

STEP 2: PROGRESS MEETINGS

STEP 3: MID-PERFORMANCE

STEP 4: ANNUAL EVALUATION

Performance evaluation and development is an important part of the employee management and development (EM&D) process. It is closely linked to the success of the organisation as a whole, and helps employees understand how the job they perform contributes to the success of the organisation.

When effectively undertaken and documented, both the employer and employee are clear about the requirements of the position, desired outcomes, and how it will be measured.

**The aims of performance evaluation are to:**

- acknowledge the contribution and achievements of employees and encourage a culture of continuous improvement
- identify and acknowledge the strengths, talents and skills of the employee and how they might be applied in practice for the service
- foster and provide opportunities for reflective practice for employees
- identify career pathways and professional development opportunities for employees
- improve the employee's understanding of how their performance contributes to the overall goals of the organisation
- improve the understanding and communication between employer and employees
- contribute to the overall improvement of the quality of the services provided by the organisation
- embrace professional learning and skill development that aligns with priorities for setting, service and network improvement
- assist the service to achieve its objectives and goals, and to meet legislative and funding requirements
- provide a record for future reference.

### PRINCIPLES OF PERFORMANCE EVALUATION

Performance evaluation should be based on the following principles:

- to approach evaluation in an open, positive, supportive and constructive way
- to ensure conversations address current areas of improvement and include a focus on future goals
- to ensure respectful and clear communication
- to ensure that feedback is two-way, and both parties have an equal opportunity to discuss the performance of the employee, including any enablers and barriers to their performance
- to conduct constructive and timely performance evaluation conversations where there are no surprises for the employee
- to develop a culture of continuous improvement.



The foundation of an effective EM&D process is communication, respect, collaboration and co-operation between employees and their employers.

## PLANNING AND EVALUATING PERFORMANCE

Performance development planning and formal evaluation processes are critical to effective employee management.

The key activities suggested to support successful implementation are:

- *Identifying and agreeing on performance indicators, any goals and responsibilities to implement the service's Quality Improvement Plan (QIP)*
- *Preparing for the meeting*
- *The annual performance evaluation*
- *Agreeing on professional development and support for the employee.*

### Identifying and agreeing on performance indicators, any goals and responsibilities to implement the service's QIP

Services should consider if they will implement performance indicators, goals, responsibilities for the QIP or a combination of these as a way to support employee's development and improvement. It is recommended that a consistent approach is adopted for all employees.

To ensure that the evaluation of an employee's performance is meaningful and focused, it is recommended that employers and employees agree upon performance indicators against which the employee's performance will be assessed over a 12-month cycle.

For new employees, this should be done after the successful completion of the probationary period.

For existing employees, this should be done as part of the annual performance evaluation process or soon after.

**It is recommended that up to a maximum of six performance indicators are agreed to for each employee.**

### Performance Indicators

**Tool 3.1 List of Performance Indicators** identifies performance indicators that align to the National Quality Standard and can be tailored to suit a service's requirements. These performance indicators can be used to assist with keeping the evaluation focused on specific areas. The tool includes performance indicators covering competencies (skills, knowledge and documentation) and behaviours (responsiveness).

By using the performance indicators, employees and employers have an opportunity to discuss the areas of strength for the employee. Acknowledgment of strength can then lead to positive and constructive discussions around areas for improvement. The strengths of the employee can therefore be applied to the areas for improvement as related to the performance indicator. For example, an educator may excel at documenting children's learning and development, however struggles to keep these up to date. The performance indicators could be used to work through ways the educator could develop systems where their skill in documentation could be supported to be more timely.

Included in each performance indicator in **Tool 3.1** are reference codes to the Australian Professional Standards for Teachers (APST). **Section 4** provides more information about these. There are also Teacher standards in the current agreement (VECTEA 2016).

If appropriate performance indicators cannot be identified from the list provided in **Tool 3.1**, the employer and employee can:

- agree on a set of different indicators or develop goals appropriate to the role
- use the position description to guide this process.



The setting of performance indicators, responsibilities for the service's QIP, and organisational and individual goals is a joint decision between the employer and employee and is subject to ongoing monitoring and evaluation at the end of each 12-month cycle including a mid-performance period evaluation and regular progress meetings.



### Organisational and Individual Goals

Contribution to any organisational goals or individual goals can also be considered and negotiated between the employer and employee. Goals should be achievable in the 12-month period and must be resourced appropriately by the employer. It is recommended that goals are SMART as these can be more easily evaluated.



In discussion around the development needs of employees, employers are encouraged to consider the employee's award or agreement, career progression options, strengths, and provide guidance and support as appropriate. This could include options for further education, training, mentoring and leadership responsibilities.

### Preparing for the meeting

Preparation for the performance evaluation meeting by both the employer and employee will ensure that the discussion is meaningful and focused. This is beneficial to both parties and the successful conduct of the meeting. If EM&D has been implemented appropriately within a culture of ongoing dialogue and open communication between employer and employee, preparation for the evaluation meetings should require minimal time.

In their preparation, it is important for both the employee and employer to adopt a strength-based approach to the assessment process. This approach highlights the strengths and achievements of the employee that can be acknowledged during the meeting. By acknowledging the strengths, the employee is more likely to also build self-awareness of areas for improvement and take ownership of both strength and challenge as they move forward in their development.

Preparation should be undertaken separately by employer and employee. Employers and employees may find it helpful to structure their preparation by using the tools provided in this resource.

**Refer to Tool 3.2 Performance Development Plan and Evaluation Record.**

### Employee preparation

Typically, an employee's preparation involves a self-assessment of their performance in the last 12 months against:

- agreed performance indicators and/or goals
- achievements
- any challenges faced
- professional development undertaken.

This in turn lays the foundations for the development of their performance indicators and/or goals for the next 12 months, and assessment of their professional development needs.

### Employer preparation

The preparation undertaken by the employer will involve:

- reflecting on the employee's performance during the year or period being evaluated
- considering any observations undertaken
- formulating an outline for discussing with the employee, achievements, areas for improvement, available supports and any goals to be achieved.

Reflecting on their own performance as a manager, and the support they provided the employee to achieve their performance indicators and/or goals will ensure that the process is genuinely two-way.

**Refer to Tool 3.6 Recording Observations for Behavioural Evidence.**



Preparing for evaluation meetings especially at the mid-performance period and annually is highly encouraged for both employer and employee. A self assessment by the employee can also be provided to the employer prior to the meetings so the meeting can be more focused and consultative.



## The annual performance evaluation meeting

The annual performance evaluation meeting involves the employer and employee meeting to discuss the performance of the employee over the past 12 months, including successes, challenges and professional development undertaken.

This is best done in a structured manner, reflecting upon the performance indicators and/or goals agreed at the beginning of the process and discussing achievements as well as any challenges that arose during the year.

If a mid-performance period evaluation was conducted, the documented progress of that can also be discussed to note progress between that meeting and the annual performance evaluation.

It may also involve the following additional steps:

- 1 gathering evidence as required to demonstrate achievements, particularly if there are significant inconsistencies in the assessments undertaken by the employer and employee

**Refer to Tool 3.5 Supporting Evidence Guide and Tool 3.6 Recording Observations for Behavioural Evidence.**

- 2 planning, selecting and confirming the performance indicators, goals and QIP areas to be the focus of the employee for the next 12 months

**Refer to Tool 3.2 Performance Development Plan and Evaluation Record.**

- 3 identifying professional development requirements and opportunities
- 4 documenting the agreement reached and signing as proof of acceptance and/or participation.

## Agreeing on professional development and support for the employee

This part of the evaluation process involves creating a plan to support the future professional development of the employee and includes the following:

- discussing development and support needs with the employee

**Refer to Tipsheet: Development and Support Options.**

- selecting appropriate courses, conferences and professional development strategies
- documenting the professional development in the individual development plan for the next 12 months

**Refer to Section A of Tool 3.2 Performance Development Plan and Evaluation Record.**

- approving the individual development plan, and
- allocating appropriate resources to enable the employee to undertake the agreed professional development.

This professional development is usually planned after the annual evaluation with the employee, and is confirmed at the start of a new year or commencement of a new performance period.



**When developing the professional development and support options for employees, employers must ensure they are in accordance with the award or agreement applicable at that time.**

### STEP 3: MID-PERFORMANCE

#### MID-PERFORMANCE PERIOD EVALUATION

It is good practice to have an evaluation meeting mid-way through the performance period. This meeting is based on a 'no surprises to the employee' principle, meaning that this meeting is not used as the first opportunity to raise serious concerns (if any) about the employee's performance. Both the employer and employee should always endeavour to raise any concerns at the time they occur.

The purpose of this mid-performance period evaluation meeting is to enable the employee and the employer to:

- meet and discuss how the employee is progressing with the agreed performance indicators and/or goals, and responsibilities in relation to the service's QIP
- provide feedback on the employee's performance, and acknowledge successes and challenges
- ensure that the professional development plans that have been agreed with the employee are being supported by the employer.

The discussions at this evaluation meeting should be documented and placed in the employee's file and should form part of the formal performance evaluation meeting held annually.

**Refer to Section B of Tool 3.2 Performance Development Plan and Evaluation Record.**

The mid-performance period evaluation should be viewed as a checkpoint and opportunity for the employer and employee to reflect on and discuss progress, especially if time for ongoing dialogue has been limited.

### STEP 2: PROGRESS MEETINGS

#### PROGRESS MEETINGS

The purpose of regular progress meetings is to provide support to individual employees, and act as a checkpoint to assess the employee's progress towards achieving the performance indicators and/or any goals agreed in Section A of the Performance Development Plan and Evaluation Record ([Tool 3.2](#)).

These meetings also create opportunities for both the employer and employee to provide feedback, and raise and address any concerns, questions or requests in a timely manner, without waiting for the formal performance evaluation meetings. It is also a way to build and maintain a professional working relationship.

**Refer to Tipsheet: Crucial Conversations – Providing Feedback.**

This one-on-one meeting is in addition to other regular group meetings such as staff meetings, practice reflection sessions and so on, which may happen regularly in the service.

**Refer to Tool 3.3 Progress Meeting Agenda.**



**Making time to conduct regular progress meetings and a mid-performance period evaluation will enrich the EM&D process for employees and the organisation.**



Effective communication is vital to managing performance and a harmonious working relationship and workplace. This includes all areas of EM&D such as articulating the service's philosophy and goals, expectations of the role, having regular and meaningful conversations about the performance of an employee and their support needs, and can be effectively incorporated into the EM&D process.

Creating an environment of open and honest communication can lead to better outcomes for children and their families by fostering greater understanding between the employer and employee, improving relationships and strengthening collaboration.

Feedback is the most significant way in which an employer can communicate to the employee how their work is being perceived, and is one of the critical roles of the employer. Most employees strive to do their best in their roles and receiving regular, constructive feedback can assist them to understand their performance and how it relates to the goals of the service.

Examples of some of the crucial feedback conversations between an employer and an employee are:

- acknowledging areas of strength in the employee and how their work has contributed to the quality of the service
- articulating the service's philosophy, goals and strategic plan
- creating a safe environment of self-reflection as part of quality improvement
- clarifying the role of the employee and the service's expectations in relation to their employment
- determining goals and priorities for the current year
- determining the employee's individual aspirations and support needs
- regular catch-up (preferably monthly) with the employee to ensure that they feel well supported to perform their role
- providing meaningful feedback about the employee's performance
- discussing any concerns relating to performance as soon as they arise
- conducting formal performance evaluation discussions mid-performance period and annually
- having conversations with the employee regarding their professional development and career aspirations.

When communicating with an employee, employers should ensure the matter being communicated is understood clearly by the employee. Communication that is clear, goal-focused, depersonalised, sensitive and conveyed with empathy is more likely to elicit a positive response from the employee.

### Challenges with feedback

There can be a number of challenges associated with providing feedback to employees. Some examples of unclear or unproductive feedback could include:

- employees not receiving feedback from their employer regarding their progress
- employees only getting feedback when something goes wrong
- feedback is delivered inappropriately / insensitively
- feedback is very subjective and comes across as criticism
- employees are told what is wrong but are not provided with sufficient guidance about what is required, what needs to change and how to make these changes.

Some of the challenges may arise from the employer's level of comfort in providing feedback and facing confronting situations. However, leaving concerns about an employee's performance unaddressed may, in the long term, impact on the service and the quality of the service provided. It is also unfair to the employee who has remained unaware of the concern, and therefore has not been provided with an opportunity to address and improve their performance.

### Tips for providing feedback

Make both positive and constructive feedback regular and timely (i.e. as soon as possible after the event).

When providing feedback about concerns:

- plan your feedback and make it constructive, i.e. designed to help the employee understand and improve
- provide specific examples i.e. based upon evidence, facts, and the employee's observed behaviour
- engage in dialogue and encourage the employee to participate. Do not make the discussion one-way
- ensure that the employee understands the concerns and expectations, and leaves knowing how to address the concerns
- ensure that the employee understands what support is available and how to access it.



### Tips for providing feedback *(continued)*

If there is a follow-up process agreed to, ensure that the employee knows when it will occur, and what they are expected to demonstrate e.g. completion of training and development that has supported improvement in performance.

As with any conversation, building good rapport with the employee will make the conversation easier. Rather than rushing straight into feedback, be sure to take some time to build a positive and harmonious environment first.

### Structuring Feedback

There are many models of providing feedback and these can help employers structure the discussion to make it more effective. The following are two examples that can be implemented in a service.

### Model 1 – AID FOR FEEDBACK<sup>4</sup>

This model is excellent for acknowledging positive performance or for assisting employees to understand why a particular behaviour is inappropriate, hence generating the desire for change. This model adopts a three-step approach as described below.

**A – Actions:** Define what the person is doing well or could improve, depending on the situation. These actions/behaviours must have been observed, and must be capable of being explained clearly to the employee with examples.

**I – Impact:** Describe the effects of these actions on other people including the person providing the feedback. The impacts can be positive or negative depending on whether it is to reinforce a positive behaviour or change an inappropriate behaviour. Exploring a negative impact provides the employee with a reason, and usually the motivation, to change.

**D – Desired outcome:** Identify ways in which tasks can be done more effectively in the future. This could be generated as a sharing of ideas between the employer and employee, rather than the employer having all the answers.

### Model 2 – PRAISE TECHNIQUE

The praise technique is a commonly used model for providing feedback. This technique provides the concerns or areas for improvement between comments of praise. This model is effective when the employee's performance is mostly productive and there are minor areas of improvement required.

**Positive:** Begin the feedback by identifying something the employee has done well. Starting with the positive feedback helps build the relationship and confirms that the employee is generally performing well.

**Constructive:** Next, address the areas where the employee's performance does not meet expectations and there is scope for improvement. The key is to be constructive and focus on what the employer would like the employee to do instead of their current behaviour.

**Positive:** Finish on a positive note, highlighting the employee's greatest achievement. This will ensure that the employee leaves the meeting secure in the knowledge that their contribution is acknowledged and valued, and is inspired to address the concern identified.

### Ensuring feedback is two-way

Constructive feedback needs to be an exploratory discussion in which both parties contribute and equally share the responsibility of planning the best solution moving forward.

Employers must establish facts and the context for the behaviour that was witnessed, acknowledging that the environment in which the behaviour occurred may have impacted on the actual behaviour. Employees should be encouraged to respond to feedback in a supportive manner.

An important part of this conversation is to ensure that the employee is offered appropriate support/strategies to improve performance.

It is also an opportunity to acknowledge good performance.

<sup>4</sup> Landsberg, M. (2015), *The Tao of Coaching*, Harper Collins Business, London





Research shows that early childhood teachers and educators who are actively involved in their own development are more motivated and provide better learning and development outcomes for the children they engage with. Therefore, providing opportunities for ongoing professional development of employees is a critical consideration for employers in the EM&D process.

There are many options for supporting employee development. Effective organisations utilise a variety of options to support targeted development for employees as they move through their career.

It is important that the employer and employee discuss appropriate development and support options that will meet the needs of the employee, the service and the employer. Consideration should also be given to the employee's interest and the extent to which the training will support the employee's long-term goals. Further guidance on options available in the local area may be sourced through local government, other early learning services, peak bodies or training organisations. Considerations in the choice of appropriate development options for each employee may include relevance, cost and time required. The choice of professional development to be undertaken should be agreed by the employer and employee.

There are several development and support options including those described below.

### **Peer support**

Peer support is when two employees work closely together. They may be in the same work location or in different locations. The key to peer support is in the sharing of experiences, discussing practices and exploring ideas and options together. The peers form a learning partnership and share their learning journey with one another.

Teaming a new employee with an experienced employee can help the new person integrate in the work environment more quickly. It also promotes a feeling of inclusion for the new employee.

### **Peer networks**

Peer networks can be formal or informal, and individuals may meet face-to-face, speak on the phone, chat online and/or be part of a discussion forum group. With the increased number of interactive technologies, the possibilities are endless. Peer networking is a very important way for people to pose questions, gain insight from others and share ideas in a non-hierarchical environment.

### **Peer interest groups**

This takes peer networks to the next level. The interest group, which is often active online and could be local or global, brings together individuals from a variety of backgrounds to focus on an area of interest.

### **Coaching**

Coaching is usually a one-on-one relationship that focuses on building competence or skills to achieve a specific goal. The process can be formal or informal, with the person who provides the coaching assisting the other person to develop in a particular area. Coaching is results-orientated and focused on the 'here and now'.

Coaching can be provided by a supervisor or manager, or by an experienced peer e.g. an Educational Leader.

### **Mentoring**

Mentoring can enhance performance, support development, and assist people to realise their career aspirations. Mentoring tends to be broader and more future-focused than coaching. Mentoring can involve a more experienced person supporting the development of a less experienced person through professional discussions and observations of practice which both lead to increased knowledge. Mentoring is also a relationship-based strategy where both parties share their experiences and insights. It is a mutual engagement in which both parties experience positive benefits. Mentoring is best provided by someone other than that person's direct manager.

Mentoring can be an excellent process to offer a high performing employee who is keen to progress in their career. Mentoring could be provided by an Educational Leader, a Manager or an external expert.



Mentoring is also a valuable approach to development when it is reciprocal. This means that both the mentee and the mentor learn from each other through reflective discussions around pedagogy and practice. Reciprocal mentoring generally moves away from the expert/novice approach and brings together knowledge and experience from both perspectives to share in a respectful and equitable manner.

### **Professional development meetings**

In addition to any formal professional development sessions, individuals can participate in meetings with people from other local services to connect, and share experiences and learnings. Some meetings have a formal structure and/or theme for discussion while others allow the opportunity for individuals to provide updates on their own services and discuss any relevant issues, practice, policy changes.

### **Professional development workshops**

These are workshops organised around a particular development theme and are led or facilitated by an individual who is an expert or is highly experienced in the area being explored. Those participating in the workshop have the opportunity to discuss and explore the issues under the leadership of the workshop facilitator. Such workshops are particularly useful to explore complex theories or issues.

### **Professional development conferences**

Conferences offer a multitude of opportunities for development. In addition to the opportunity to hear leading researchers and practitioners present their work, conferences create opportunities for delegates to network, discuss what they have learned at the conference with peers and explore the ways in which the learning can be applied in their own practice.



Cultural and linguistic diversity is an important aspect of the early childhood workforce in Victoria. When planning and undertaking the EM&D process, employers must follow inclusive policies and practices which ensure that all employees are treated equally and with respect and are provided with the opportunities they need to develop professionally.



Observing employee performance can be a useful way of confirming and recognising employees for their efforts and also provides an opportunity to discuss areas requiring improvement based on evidence. Observations can also provide newly appointed employees with constructive feedback and support as part of a mentoring program. Observations that are conducted in a transparent and open way are more likely to add value to the process of continuous improvement, ongoing dialogue and performance evaluation.

While this is a useful practice for gaining insights into an employee's performance, employers must take care that observations are done in a considered and respectful manner, and by a person with appropriate experience in observing practice.

The Educational Leader may be the most appropriate person to perform and/or guide the process of observing performance with due consideration being given to their role in the service and any potential conflict of interest.

### What is behavioural evidence?

Behavioural evidence is a collection of observations describing the behaviour of individuals as they engage in their daily work practices. As individuals, we often demonstrate our knowledge, skills and attitudes through our behaviour. What we know, do and say can have a direct impact on those around us, including families, fellow colleagues and most importantly, children. There are a number of things to consider when collecting and documenting behavioural evidence of early childhood employees, including:

- how the employee communicates with children, families and colleagues (including words, tone of voice, facial expressions, body language and gestures)
- how the employee positions themselves with the children and their level of interaction (including the quality of interactions)
- the frequency and purpose of the employee's interactions with other colleagues

- the manner in which the employee communicates and responds to the needs and engagement of families as they enter the service
- the manner in which the employee arranges the environment, and utilises equipment and program materials to support learning and development in children.

Behavioural observations can be supported by documentary evidence about what the employer has observed. This may include, for example, items from portfolios, assessments for learning and development, general program documentation and reflection journals.

### Making decisions about observations

Documenting observations is mostly straightforward; what is seen and heard is documented. The more complex part is analysing the evidence and relating it to the observations made.

Initially this may seem difficult, particularly if it is the first time the employer is involved in managing employees and/or it is the first time they are undertaking such a task within an early childhood education and care context.

However, there are key indicators of quality practice and behavioural markers specifically relating to interactions with others that employers can refer to, and this will enable them to formulate sound decisions on the performance of the employee. These indicators describe important elements of behaviour that can be observed and that demonstrate quality practice in varying degrees.

**Refer to Tool 3.1 List of Performance Indicators.**



### The practice of observing

Employers must keep in mind that an employee who is being observed is likely to feel intimidated or nervous, and this may impact on their performance on the day. It is important to ensure that the manner in which the observation is conducted provides evidence representing the normal practice and skill of the employee.

The person conducting the observation must ensure the following are done:

- inform the employee in advance (at least two weeks prior) that they will be observed as part of the EM&D process and provide them with the date and time of the observation
- on arrival, greet the employee and discuss the purpose of the visit, assuring them that there will be very minimal or no interference with the program
- position themselves discreetly to have minimum impact on the employee's natural interactions and implementation of the program, also ensuring that there is minimal impact on how children engage with the program and employee
- record observations and keep track of the time during the visit.

#### Refer to Tool 3.6 Recording Observations for Behavioural Evidence.

To ensure that the right information is collected during the observation, it is important to seek clarification from the employee on a practice or strategy that the observer is unclear about. This should be done with sensitivity and in a manner that does not interrupt the program or intimidate the employee.

The following are useful hints when having discussions with the employee who is being observed:

- wait for an appropriate time to engage, such as a pause in conversation between the employee and child/ren or at the end of the interaction
- use a short statement of what has been observed followed by a non-threatening, open-ended question
- listen to the explanation and document the employee's reasoning without making immediate judgement. It is useful to take the time to reflect on the employee's answer before providing feedback
- ensure the session is not disrupted by lengthy discussion and consider following up at the completion of the session or at another appropriate time.

If the observer is of the view that children have been put at risk due to the behaviour of the employee, they must intervene immediately to ensure a safe environment for the child/ren.

### Other factors to consider

Observations of behaviour provide a valuable insight into the skills and talents of the employee as well as areas to improve for greater effectiveness. It is important to acknowledge these skills and talents when interacting with the employee to maintain a positive working relationship and commitment to continuous improvement.

Observations of employees where the intention is to gain behavioural evidence will include details that are sensitive in nature.



The observer must remain impartial, be objective, demonstrate respect for the employee and maintain the confidentiality of information gathered. This includes the approach to recording observations, sharing and storing of information.

It is important to understand that taking observations of behaviour is only one method of collecting evidence to inform decisions regarding employee performance. There are many other tools that can be used including other tools in this resource such as Section C of [Tool 3.2](#) to gain a sound understanding and perspective and must be included and considered when evaluating employee performance.





This list is aligned to the National Quality Standard and referenced to the corresponding teacher standards set out in VECTEA 2016 and Australian Professional Standards for Teachers (APST). (Please note that the standards in VECTEA apply to early childhood teachers. Employers must ensure that the standards are reviewed and updated when a new agreement is negotiated).

## GUIDE FOR EMPLOYERS AND EMPLOYEES IN USING THIS TOOL

**This tool identifies 28 Performance Areas with individual indicators that can be used by employers and employees to keep the performance evaluation discussion focused on specific areas.**

This is a recommended list only and early childhood services may choose to use a different tool or to modify this list to suit their organisational and employee's needs.

The descriptions outline expected competency (skills, knowledge and documentation) and behaviours (responsiveness), and are aligned with the requirements in the seven Quality Areas of the National Quality Standard.

Employers and employees can, through mutual discussion, select a number of these indicators (**a maximum of six is recommended**) each year to ensure that there is clarity regarding the areas that the employee should focus on during the year.

This then forms the basis of the discussions during the mid-performance period and annual performance evaluation meetings.

The selected performance indicators are subject to review at the end of each 12 month cycle. Both parties may agree to continue focusing on the same indicators for the next 12 months or choose different ones.

When a new employee commences with an employer, these indicators may be identified at the completion of the probationary period.

## TOOL 3.1

### LIST OF PERFORMANCE INDICATORS *(continued)*



Quality Area 1: Educational program and practice		
<b>VECTEA Standards:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 22 and 23 <b>APST:</b> 1, 2, 3, 5		
1	Knowledge	<p>1.a The employee uses a sound knowledge of child development and learning theories and applies this to their practice.</p> <p>1.b The employee has an understanding of the Victorian Early Years Learning and Development Framework and other approved learning frameworks that support children to develop their sense of identity, connection with community, strengths, sense of wellbeing, confidence as a learner and effectiveness in their communication skills.</p>
2	Skills	<p>2.a The employee uses a variety of teaching skills and is flexible and respectful in their approach.</p> <p>2.b The employee uses both intentional teaching and spontaneous teachable moments to enhance children's learning and development, both in the general program and routines.</p> <p>2.c The employee's engagement with children is purposeful with learning intentions.</p>
3	Responsiveness	<p>3.a The employee demonstrates responsiveness to children's interests, culture, ability, knowledge and ideas, and uses this to plan the program while also utilising spontaneous moments to engage children in learning.</p> <p>3.b The employee demonstrates sensitivity and initiates warm, trusting reciprocal relationships with children and their families.</p> <p>3.c The employee demonstrates flexibility in all aspects of the program to ensure that each child is supported to engage in the program, and that children are encouraged to make decisions about their engagement and to influence their world.</p> <p>3.d The employee commits to high expectations for every child and shows sensitivities to the messages they convey about the child and family's unique abilities.</p> <p>3.e The employee expects and ensures that all children express their views and contribute to decisions that affect them including children who are not able to communicate with words.</p>
4	Documentation	<p>4.a The employee demonstrates in their documentation a sound understanding of each and every child they are caring for and educating, as well as the group as a whole. This includes detailing a clear planning cycle where assessments for learning and development are recorded for individual children and for groups, and using critical reflection of the learning and development to form the basis of the program. The employee is therefore deliberate and thoughtful in their curriculum decision-making.</p> <p>4.b The employee uses the planning cycle in partnership with children, families, kinship members and other professionals to question and analyse, act and reflect on evidence they have collected.</p> <p>4.c The employee uses reflective practice to document the effectiveness and relevance of their program implementation, practices and content in order to drive continuous improvement in their program planning for children.</p> <p>4.d The employee collaborates with other professionals in other disciplines and receives and considers multiple perspectives.</p> <p>4.e The employee ensures families are informed about the program and their child's progress in a respectful and understandable manner.</p>

## TOOL 3.1

### LIST OF PERFORMANCE INDICATORS *(continued)*



Quality Area 2: Children's health and safety		
<b>VECTEA Standards:</b> No corresponding standards <b>APST:</b> 4.3, 4.4, 4.5		
5	Knowledge	<p>5.a The employee has a sound knowledge of children's health and medical requirements, and uses this information to provide an environment that is responsive to children's needs and requirements. This includes understanding best practice in nutrition, exercise and the need for rest.</p> <p>5.b The employee has a sound knowledge of how to protect children, including policies and procedures for dealing with and minimising the risk of infectious disease, emergencies and incidents, harm and hazards, the treatment of medical conditions and first aid, and child protection legislation, including the Child Safe Standards and Reportable Conduct Scheme.</p>
6	Skills	<p>6.a The employee role-models and includes in their everyday program and practice encouragement for children to develop healthy and active lifestyles.</p> <p>6.b The employee is able to acknowledge, identify and provide opportunities to meet children's individual health needs and requirements for nourishment, comfort, physical activity and rest, and utilises skills gained from relevant training or refers to those with relevant training.</p> <p>6.c The employee is able to demonstrate skills in identifying hazards for children, including those who may be at risk of abuse or neglect, and also recognises concerns within the immediate environment.</p> <p>6.d The employee is able to competently include children in discussions about health and safety issues and involves them in the development of guidelines to maintain a safe and healthy environment.</p>
7	Responsiveness	<p>7.a The employee demonstrates responsiveness to children's health needs and medical conditions, and takes appropriate action when required.</p> <p>7.b The employee participates in healthy meal preparation and/or eating, and physical activity with the children, as well as incorporates strategies to teach children how to be restful.</p> <p>7.c The employee responds to hazards in the environment, emergencies and incidents (including illnesses) promptly, can identify children at risk of abuse or neglect and follows policies and procedures in dealing with such issues.</p> <p>7.d The employee demonstrates responsiveness to supervision requirements and works within a team to ensure that reasonable precautions are made to protect children from harm and hazard.</p> <p>7.e The employee demonstrates sound reflective practice in their ability to identify the health and safety needs of children.</p>
8	Documentation	<p>8.a The employee completes or contributes to the completion of appropriate documentation in relation to emergencies, incidents (including accident / injury / trauma / illness), infectious disease control, children's medical management plans and excursion risk assessments, safety audits, risk assessments and observational requirements, as required under the service's policies and procedures.</p>

## TOOL 3.1

### LIST OF PERFORMANCE INDICATORS *(continued)*



Quality Area 3: Physical environment		
<b>VECTEA Standards: 14</b> <b>APST: 3.4, 4.1, 4.2</b>		
9	Knowledge	<p>9.a The employee has a sound knowledge of policies and procedures regarding the building and equipment. This includes knowing how to safely use structural and operational equipment such as cleaning equipment (e.g. vacuum cleaners), flexible equipment (e.g. sand pit covers, trolleys, dividers and doors, portable climbing equipment), operating systems (e.g. air-conditioning and heating, security system) and kitchen equipment (e.g. refrigerators, ovens, safety hot water service).</p> <p>9.b The employee demonstrates sound knowledge in accessing and providing stimulating environments and experiences for all children that are inclusive, purposeful and flexible. Employees understand the importance of having strong links to the natural environment, and maximises the use of the building, facilities, materials and equipment.</p>
10	Skills	<p>10.a The employee takes an active part in utilising the building to its fullest capacity, minimising carbon emissions and maximising sustainable measures.</p> <p>10.b The employee applies knowledge of the building facilities, materials and equipment, and sustainability measures, to their everyday practice in educating and caring for children in a manner that is inclusive and supports play-based learning.</p>
11	Responsiveness	<p>11.a The employee demonstrates responsiveness to the presentation of the environment by noticing and following up on facilities, materials and equipment that need repairing, cleaning and/or replacing.</p> <p>11.b The employee contributes to arranging the environment and providing experiences and materials for children that enable play-based learning in their progress towards the five learning outcomes.</p> <p>11.c The employee responds to the children's participation in the environment and demonstrates flexibility in the use of materials and equipment, and arrangement of the spaces within the environment, to be inclusive of all children.</p>
12	Documentation	<p>12.a The employee completes or contributes to the completion of appropriate documentation in relation to reporting maintenance items, incident reporting (including near misses) safety checks and contributing ideas when purchasing new equipment and materials.</p> <p>12.b The employee contributes to documenting progress in providing a sustainable future, including their own practices and progress of embedded sustainable practices of the children.</p>



## TOOL 3.1

### LIST OF PERFORMANCE INDICATORS *(continued)*



Quality Area 4: Staffing arrangements		
<b>VECTEA Standards:</b> 24, 25, 26, 27, 28, 29, 30, 31 <b>APST:</b> 6.3, 7.1, 7.3, 7.4		
13	Knowledge	<p>13.a The employee demonstrates sound knowledge of ethical behaviour, professional practice and appropriate codes of conduct, as outlined in the service's policies and procedures.</p> <p>13.b The employee is aware of and ensures that staff:child ratios are maintained at all times, in accordance with current legislative requirements.</p>
14	Skills	<p>14.a The employee is active in applying their skills in educating and caring for children in a way that is responsive, respectful and appropriate, in line with approved learning frameworks, and demonstrates professional practice at all times.</p> <p>14.b The employee demonstrates an awareness of the capacity, skills and strengths of their colleagues and works collaboratively, sharing knowledge and contributing respectfully and appropriately.</p> <p>14.c The employee is able to critically reflect upon their own performance to drive their own improvement in professional practice.</p>
15	Responsiveness	<p>15.a The employee is proactive in acknowledging the skills and strengths in colleagues and works collaboratively to implement the program by adopting best practice that reflects professional standards and utilises individual skills and talents.</p> <p>15.b The employee is active in supporting their colleagues to recognise their potential and strengths, and to learn from one another, and guides others in professional reflection to improve practice as a team and further develop skills.</p> <p>15.c The employee demonstrates professionalism at all times in their responsiveness to children, families, colleagues and the wider community.</p>
16	Documentation	<p>16.a The employee completes or contributes to the completion of appropriate documentation in relation to reflective journals of best practice, reporting concerning behaviour of a fellow colleague (if applicable), relevant legislative forms and documents regarding staffing arrangements.</p> <p>16.b The employee completes documentation relating to their individual performance plan.</p>

## TOOL 3.1

### LIST OF PERFORMANCE INDICATORS *(continued)*



Quality Area 5: Relationships with children		
<b>VECTEA Standards:</b> 1, 2, 3, 5, 7, 10, 11, 13, 16 <b>APST:</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.3, 3.5, 4.1, 4.2, 4.3, 5.2, 5.3		
17	Knowledge	<p>17.a The employee demonstrates sound knowledge of children's social and emotional wellbeing and development, as well as strategies to support their development and growth, including their sense of identity, social relationships and wellbeing.</p> <p>17.b The employee has a sound knowledge and understanding of behavioural theories, as well as inclusion support approaches that provide strategies and guidance in supporting strong relationships, social cohesion, dignity and respect.</p>
18	Skills	<p>18.a The employee utilises their knowledge of children and behavioural theories to implement appropriate strategies to support children's progress in developing and maintaining respectful relationships with others.</p> <p>18.b The employee demonstrates sensitivity and patience, and uses a non-biased approach to supporting children's wellbeing, maintaining their dignity and respect.</p> <p>18.c The employee provides opportunities for children to learn how to work collaboratively with each other, promoting and developing learning programs that are responsive to each child and build on their culture, strengths, interests and knowledge.</p>
19	Responsiveness	<p>19.a The employee contributes to a responsive and predictable environment, creating an atmosphere of positivity for children and supporting them to develop a sense of trust and belonging.</p> <p>19.b The employee demonstrates sensitivity and initiates trusting and reciprocal relationships with children and their families.</p> <p>19.c The employee is responsive to children's participation in the program, and supports them to engage, develop a sense of trust in the employee and others, and build confidence.</p> <p>19.d The employee is proactive in responding to children's abilities in regulating their own behaviour and demonstrates a calm and supportive approach to guiding children's behaviour when resolving conflicts.</p>
20	Documentation	<p>20.a The employee demonstrates ability in documenting children's social connections, actions and relationships in order to plan for them appropriately, acknowledging progress and achievement, identifying areas requiring additional support and recognising concerning behaviour.</p>

## TOOL 3.1

### LIST OF PERFORMANCE INDICATORS *(continued)*



Quality Area 6: Collaborative partnerships with families and communities		
<b>VECTEA Standards:</b> 11, 24, 25, 27, 28, 29, 32, 34 <b>APST:</b> 7.1, 7.3, 7.4		
21	Knowledge	<p>21.a The employee has a sound understanding of the enrolment and orientation process in relation to the service's policy and procedures.</p> <p>21.b The employee has a sound understanding of support services that can be linked with families, as well as community organisations that can support children's learning, wellbeing and transitions.</p>
22	Skills	<p>22.a The employee demonstrates respectful relationships with parents and their involvement in their child's learning and wellbeing, diversity in child rearing practices and lifestyle choices, and family preferences.</p> <p>22.b The employee adopts a proactive and responsive attitude to working with external organisations and links such as inclusion support services, community agencies and the local community, that will enable support for the child and family.</p> <p>22.c The employee demonstrates skill in effectively implementing transition experiences that are relevant and meaningful to children and support them as they move from one style of learning environment to another, including other early childhood education and care settings and schools.</p> <p>22.d The employee demonstrates skills that recognise the strengths and capabilities of all involved in transition, reflected in high expectations and a commitment to equity.</p>
23	Responsiveness	<p>23.a The employee is proactive in involving parents in the decision-making process regarding planning for their child and works in partnership, exchanging meaningful information to support the child's progress and individual needs.</p> <p>23.b The employee is responsive to children's needs and uses a respectful and professional approach to working with families when there may be concerns regarding their child's behaviour, learning or development; and recognises the family's critical importance in their child's life. The employee is proactive in sharing knowledge gained from inclusion support and/or family agencies to support a child and/or family's inclusion into the program with fellow employees of the service.</p> <p>23.c The employee is proactive in establishing and maintaining strong partnerships with other learning environments such as local community services (e.g. library), education services (e.g. schools), support services (e.g. allied health, child protection) and local businesses.</p>
24	Documentation	<p>24.a The employee completes or contributes to the completion of appropriate documentation in relation to inclusion support plans for children, referrals to agencies for children and families, and documents required by legislation or government funding policies such as:</p> <ul style="list-style-type: none"> <li>• transition learning and development statements</li> <li>• kindergarten inclusion support funding</li> <li>• assessments and declarations for children to receive a second year of funded kindergarten.</li> </ul>

## TOOL 3.1

### LIST OF PERFORMANCE INDICATORS *(continued)*



Quality Area 7: Governance and Leadership		
<b>VECTEA Standards:</b> 8, 9, 12, 19, 21, 23, 25, 27, 28, 30, 31, 33, 34 <b>APST:</b> 6.1, 6.2, 6.3, 6.4, 7.1, 7.2		
<b>Note:</b> Please select or develop areas applicable to your service, and appropriate to the leadership role being evaluated		
25	Knowledge	<p><b>For Nominated Supervisors only:</b></p> <p>25.a The Nominated Supervisor demonstrates sound knowledge and understanding of the <i>Education and Care Services National Law Act (2010)</i> (National Law) and the Education and Care Services National Regulations 2011 (National Regulations) to ensure compliance of the service at all times.</p> <p>25.b The Nominated Supervisor demonstrates knowledge and experience in supporting the team to operate in compliance with additional legislation such as the Privacy Act 1988 (CW), Disability Discrimination Act 1992 (CW) and Equal Opportunity Act 2010 (Vic).</p> <p>25.c The Nominated Supervisor demonstrates sound understanding of approved learning and development frameworks, knowledge of how to access services and support (including funding support), receive advice and guidance, and use administrative systems that are effective for the service and minimise risk.</p> <p><b>For Educational Leaders only:</b></p> <p>25.d The Educational Leader demonstrates sound knowledge and understanding of the <i>Education and Care Services National Law Act (2010)</i> (National Law) and the Education and Care Services National Regulations 2011 (National Regulations) to ensure compliance of the service at all times. to ensure compliance of the service at all times.</p> <p>25.e The Educational Leader demonstrates sound understanding of approved learning and development frameworks as well as theories promoting positive behaviour and a strong sense of wellbeing.</p> <p>25.f The Educational Leader demonstrates knowledge and experience in teaching and learning approaches and is up to date with current contemporary theories, while understanding long-standing theories and research.</p> <p><b>For all employees:</b></p> <p>25.g The employee demonstrates sound knowledge and understanding of the <i>Education and Care Services National Law Act (2010)</i> (National Law) and the Education and Care Services National Regulations 2011 (National Regulations) and operates in compliance at all times.</p> <p>25.h The employee demonstrates knowledge of additional legislation such as the Privacy Act 1988 (CW), Disability Discrimination Act 1992 (CW) and Equal Opportunity Act 2010 (Vic).</p> <p>25.i The employee has read and understands the policies and procedures of the service and how to apply them in practice.</p>

## TOOL 3.1

### LIST OF PERFORMANCE INDICATORS *(continued)*



Quality Area 7: Governance and Leadership <i>(continued)</i>		
<b>VECTEA Standards:</b> 8, 9, 12, 19, 21, 23, 25, 27, 28, 30, 31, 33, 34 <b>APST:</b> 6.1, 6.2, 6.3, 6.4, 7.1, 7.2		
<b>Note:</b> Please select or develop areas applicable to your service, and appropriate to the leadership role being evaluated		
26	Skills	<p><b>For Nominated Supervisors only:</b></p> <p>26.a The Nominated Supervisor demonstrates effective management and leadership skills that promote a positive and effective working environment and sound understanding of approved learning and development frameworks, in accordance with the requirements of their position description.</p> <p>26.b The Nominated Supervisor adopts effective leadership strategies that support other employees to plan, develop and implement effective programs for children that are stimulating, of high quality to enhance learning and development and are responsive to children's health and wellbeing. This includes nominating a suitably qualified and experienced Educational Leader, under the guidance and approval of the Approved Provider, to lead the development of the curriculum and programs for children.</p> <p>26.c The Nominated Supervisor role-models best practice to educators and develops clear goals and expectations to guide the operation of the service. The Nominated Supervisor ensures that the Educational Leader is supported in their role to lead the development of the curriculum.</p> <p><b>For Educational Leaders only:</b></p> <p>26.d The Educational Leader adopts leadership strategies to support other educators to plan, develop and implement effective learning programs for children that are responsive, stimulating and of a high quality.</p> <p>26.e The Educational Leader role-models best practice to educators and develops clear goals and expectations to guide the development of the curriculum.</p> <p><b>For all employees:</b></p> <p>26.f The employee contributes to promoting a positive and effective working environment and works in accordance with the requirements of their position description.</p> <p>26.g The employee demonstrates skills in performing administration and operational duties, is efficient and thorough, and attends to the required detail.</p>



## TOOL 3.1

### LIST OF PERFORMANCE INDICATORS *(continued)*



#### Quality Area 7: Governance and Leadership *(continued)*

**VECTEA Standards:** 8, 9, 12, 19, 21, 23, 25, 27, 28, 30, 31, 33, 34

**APST:** 6.1, 6.2, 6.3, 6.4, 7.1, 7.2

**Note:** Please select or develop areas applicable to your service, and appropriate to the leadership role being evaluated

27	Responsiveness	<p><b>For Nominated Supervisors only:</b></p> <p>27.a The Nominated Supervisor demonstrates commitment to their leadership role and supports other educators in their individual performance plans to reflect upon their strengths and commit to continuous improvement.</p> <p>27.b The Nominated Supervisor uses an approach that supports employees in their development, and provides strategies, training and resources to build their skills.</p> <p>27.c The Nominated Supervisor demonstrates responsiveness in dealing with staffing concerns, complaints, incidents and regulatory requirements in a manner that demonstrates ethical and professional practice. This includes developing and using administrative systems that minimise risk and ensure effective management.</p> <p><b>For Educational Leaders only:</b></p> <p>27.d The Educational Leader demonstrates commitment to their role as Educational Leader and organises time to support other educators to progress the development of the curriculum using an effective planning cycle.</p> <p>27.e The Educational Leader uses an approach that supports educators in their development and provides strategies, connections and resources to build their skills.</p> <p><b>For all employees:</b></p> <p>27.f The employee demonstrates commitment to continuous improvement, both in the development of the service and through their own individual development plan.</p> <p>27.g The employee is proactive in working towards their individual goals and the goals of the service.</p> <p>27.h The employee contributes effectively and positively to the self-assessment process of the service and demonstrates commitment by attending to areas of improvement that they are responsible for, as outlined in the service's Quality Improvement Plan (QIP).</p> <p>27.i The employee demonstrates responsiveness and professional behaviour when dealing with feedback, and applies reflective practice to their everyday work.</p> <p>27.j The employee diligently follows policies and procedures that have been established by the service and provides feedback when appropriate and in a professional manner.</p>
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## TOOL 3.1

### LIST OF PERFORMANCE INDICATORS *(continued)*



Quality Area 7: Governance and Leadership <i>(continued)</i>		
<b>VECTEA Standards:</b> 8, 9, 12, 19, 21, 23, 25, 27, 28, 30, 31, 33, 34 <b>APST:</b> 6.1, 6.2, 6.3, 6.4, 7.1, 7.2		
<b>Note:</b> Please select or develop areas applicable to your service, and appropriate to the leadership role being evaluated		
28	Documentation	<b><i>For Nominated Supervisors only:</i></b> 28.a The Nominated Supervisor completes or ensures completion of documentation according to legislative requirements and develops reports where necessary, ensuring that these are maintained in a confidential manner: <ul style="list-style-type: none"> <li>• enrolment and other records (such as staff records, medication records and accident/injury/illness/trauma records)</li> <li>• serious incidents that are reportable to the regulatory authority within specified time frames</li> <li>• record of complaints and action taken in response to any complaints</li> <li>• administrative procedures according to their position description or delegation to the appropriate employee (e.g. accounting, ordering supplies, logging correspondence, food safety audits, WorkSafe audits, maintenance checklists and reports etc).</li> </ul>
		<b><i>For Educational Leaders only:</i></b> 28.b The Educational Leader completes or contributes to the completion of appropriate documentation in relation to reflective practice to support, enable and empower educators to improve their practice, skills and implementation of the programs, using an effective planning cycle.
		<b><i>For all employees:</i></b> 28.c The employee completes, or when appropriate, supports the completion of the following documentation according to legislative requirements and develops reports where necessary, ensuring that these are maintained in a confidential manner: <ul style="list-style-type: none"> <li>• enrolment and other records (such as staff records, medication records and accident/injury/illness/trauma records)</li> <li>• serious incidents that are reportable to the regulatory authority within specified time frames</li> <li>• record of complaints and action taken in response to any complaints</li> <li>• administrative procedures according to their position description (e.g. accounting, ordering supplies, logging correspondence, food safety audits, WorkSafe audits, maintenance checklists and reports etc.).</li> </ul>



## GUIDE FOR EMPLOYERS AND EMPLOYEES IN USING THIS TOOL

This tool contains a form organised into three sections to assist in documenting the performance development plan and evaluation process. For each section (A, B and C) there is a description and instructions for completion.

This tool should be reviewed and tailored to meet the needs of the service.

**SECTION A:**  
**PERFORMANCE AND DEVELOPMENT PLANNING**  
*Green section of the form*

**SECTION B:**  
**MID-PERFORMANCE PERIOD EVALUATION**  
*Blue section of the form*

**SECTION C:**  
**ANNUAL PERFORMANCE EVALUATION**  
*Peach section of the form*

This tool aligns with the annual cycle proposed in the EM&D steps process.



When developing a plan with an early childhood teacher, you can support the development of their practice by referencing the Australian Professional Standards for Teachers (APST) Proficient level and the Victorian Teaching Profession Code of Conduct.



Employers and employees can identify the performance indicators with reference to Tool 3.1 List of Performance Indicators or develop their own set of indicators as appropriate to the service and the role performed by the employee. Organisational and/or individual goals can also be developed. It is important that performance indicators and/or goals are achievable, realistic, relevant to the employee's position description and reflective of continuous improvement.

## STEP 1: PREPARE & PLAN

## SECTION A: PERFORMANCE AND DEVELOPMENT PLANNING

This section enables the employer and employee to record the planning undertaken that will form the basis of the evaluation during the performance period.

### When to complete Section A

For existing employees, this form will be completed at or soon after the annual performance evaluation meeting, and will be reviewed and updated annually thereafter.

For new employees, this will be completed for the first time after the successful completion of the probationary period, and reviewed and updated at the annual performance evaluation meeting thereafter.

### Identifying the Performance Indicators

**Tool 3.1 List of Performance Indicators** provided in this resource can be used by employers and employees to select performance indicators. This is a recommended list only and early childhood services may choose to use a different tool or to modify this list to suit their organisational and employee's needs.

### Identifying the Goals

Organisational and/or individual goals relating to the strategic plan, the employee's career aspirations and professional development can also be included. Any specific responsibilities of the employee relating to the organisation's Quality Improvement Plan (QIP) for the following 12 months should also be recorded in this section. Under the National Quality Framework, an employee may be expected to contribute to the service's overall quality improvement by taking responsibility for some areas in the service's QIP.

Goals that are SMART do not require performance indicators as they are developed to be measurable. Using SMART goals is helpful to assess if they have been achieved.



## Identifying professional development opportunities

Professional development to be implemented over the next 12 months should be planned in consultation with the employee at the same meeting in which the final evaluation takes place or soon after.

Professional development should reflect areas in which the employee requires further support, improvement or career development.

Furthermore, strategies, including any resources, support, training or professional development, should be discussed and agreed, in addition to identifying the responsible person who will organise and approve such activities. Employers should ensure any associated costs (course, back-fill etc.) can be accommodated prior to approving.

Employers and employees may choose to include professional learning that takes place for the employee in their course obtaining further qualifications. For example, if an educator is completing a Diploma level, and some of the current learning is around child protection modules, this may be recorded as professional learning.

Once the professional development activities are agreed upon, the employee should maintain a detailed record of approved and attended courses and activities. Where an employee is working towards a qualification, regular progress towards completion can be recorded here.

For employees registered with the Victorian Institute of Teaching, the employer may accept that the professional learning undertaken to maintain registration as sufficient.

The employer may also require additional professional development to be undertaken by the employee to meet the needs of the service or development of the employee.

When completing the professional development plan for employees, employers must ensure that it is consistent with the provisions in the agreement or award which is applicable at that time.

## STEP 3: MID-PERFORMANCE

### SECTION B: MID-PERFORMANCE PERIOD EVALUATION

This section will assist with identifying any additional steps that the employer or employee may need to take prior to the annual performance evaluation meeting to help the employee achieve the expected performance or undertake agreed professional development.

#### When to complete Section B

This section of the form is recommended for employers and employees that meet during the course of the year (usually mid-performance period) to review and identify progress on performance indicators, any agreed goals and professional development.

Where a mid-performance period evaluation is undertaken and documented (using this or any other tool), it is important to ensure that this record forms part of the discussions at the annual performance evaluation meeting.


**STEP 4: ANNUAL EVALUATION**

## SECTION C: ANNUAL PERFORMANCE EVALUATION

This section of the form is a record and summary of the performance of the employee during the previous 12-month period. It records the employee's areas of strength and achievements, and areas requiring further attention for continued improvement and development.

### When to complete Section C

This section of the form is for completion at the end of the performance evaluation period.

### Performance Indicators

Performance indicators should be reviewed to assess if they have been achieved. Section C allows for comments and it also records the agreement reached between the employer and employee regarding the performance rating if your service has implemented ratings as part of the evaluation process.

### Goals and QIP

Goals and/or any responsibilities for the QIP should be reviewed to assess if they have been achieved and the outcome recorded.

### Professional development

The employee should complete this section ensuring they comment regarding the usefulness of the completed professional development in meeting their performance indicators and/or goals. Early childhood teachers could also use this opportunity to reflect on professional development as it relates to teacher registration requirements.



It is assumed that both the employer and employee have undertaken some preparation prior to the performance evaluation meeting and, in most cases, the employer and employee will have also undertaken the mid-performance period (Section B) evaluation and have been meeting regularly throughout the year (monthly progress meetings are recommended – refer to Tool 3.3 Progress Meeting Agenda).

It is important to discuss and document the following in the annual performance evaluation:

- areas of strength and achievement that both parties agree have occurred throughout the year (these can include how they demonstrate the service's values)
- highlight areas, if any, in which the employee requires further support, improvement, and any achievements and challenges faced by the employee in contributing to the development and implementation of the QIP for the service
- differences, if any, between the employee's self-assessment and the employer's assessment of the employee to ensure that ratings are fair and equitable, and reflect the employee's performance during the entire evaluation period
- professional development undertaken by the employee and its effectiveness in improving their performance
- any support accessed by the employee and the effectiveness of the support provided.

**Refer to Tipsheet: Crucial Conversations – providing feedback.**

### When completed

At the conclusion of the annual performance evaluation, the employer should implement the service's approval and sign off process. The employee should be provided with a complete copy of Tool 3.2 and a copy filed in the employee's record following the organisation's privacy policy.

At the final evaluation meeting or soon after, the employer and employee should prepare and plan for the next performance period and complete Section A of a new Performance Development Plan and Evaluation Record.

Meeting dates for the next 12 months should also be scheduled.



**TOOL 3.2****PERFORMANCE DEVELOPMENT PLAN AND EVALUATION RECORD** *(continued)*

Service Name:	Performance Period:
Employee Name & ID:	# Direct Reports:
Position Title:	Qualifications:
Other Responsibilities: <input type="checkbox"/> Management Authority <input type="checkbox"/> Nominated Supervisor <input type="checkbox"/> Educational Leader <input type="checkbox"/> OH&S Officer <input type="checkbox"/> Other	

A. PERFORMANCE & DEVELOPMENT PLANNING				B. MID-PERFORMANCE PERIOD EVALUATION		C. ANNUAL / FINAL EVALUATION
Performance Indicator # (e.g.3b)	Relating to National Quality Standard Quality Area:	Knowledge, Skills, Responsiveness, Documentation (KSRD):	Strategies, Resources and Actions to be taken by employer / employee	PROGRESS / STATUS	Next Steps / Comments	Rating and Comments

## TOOL 3.2

### PERFORMANCE DEVELOPMENT PLAN AND EVALUATION RECORD *(continued)*



A. PERFORMANCE & DEVELOPMENT PLANNING			B. MID-PERFORMANCE PERIOD EVALUATION		C. ANNUAL / FINAL EVALUATION
Goal #	Organisational and/or individual employee goals, QIP responsibilities (if applicable)	Strategies, Resources and Actions to be taken by employer / employee	PROGRESS / STATUS	Next Steps / Comments	Were the goals achieved?

## TOOL 3.2

### PERFORMANCE DEVELOPMENT PLAN AND EVALUATION RECORD *(continued)*



PROFESSIONAL DEVELOPMENT PLANNING						
<i>Note:</i> please include all compulsory training or professional development required by the service. This may be updated as professional development is confirmed/approved. For employees registered with VIT relevant professional learning can be attached						
Selected course/ training (description of the activity)	Attendance day/time	Course duration	Employer approval (please sign and date each activity)	Progress / Status	Quality standards that were addressed in this activity	Employee: How did this support / not support you achieving your performance indicator(s) and any other applicable goals or responsibilities?

**Note:** Please ensure the allocated time for professional development complies with the relevant agreement that applies to the employee.

**TOOL 3.2****PERFORMANCE DEVELOPMENT PLAN AND EVALUATION RECORD** *(continued)***SECTION A: PERFORMANCE AND DEVELOPMENT PLANNING**

I agree that the performance indicators and any goals and strategies set are fair and reasonable to continually improve my performance / the performance of the employee during the next 12-month performance period.

[For the employee only] I agree that the areas and my responsibilities to contribute to the service's overall Quality Improvement Plan (QIP) are fair and reasonable, and I commit to contributing to continuous improvement during the next 12-month performance period and undertaking the approved professional development.

**Employee**

Name:	Position Title:	Signature:	Date:

**Employer**

Name:	Position Title:	Signature:	Date:

**SECTION B: MID-PERFORMANCE PERIOD EVALUATION****Employee**

Name:	Position Title:	Signature:	Date:

**Employer**

Name:	Position Title:	Signature:	Date:

**TOOL 3.2****PERFORMANCE DEVELOPMENT PLAN AND EVALUATION RECORD** *(continued)***SECTION C: ANNUAL PERFORMANCE EVALUATION**

To be completed by the employer in consultation with the employee.

*Guiding note: Please record any differing views and tailor the questions for your service.*

**What did / does the employee do well?**

**What areas require further development? (Consider how the values have been demonstrated)**

**Were there any significant challenges that impacted upon the employee's performance during the last 12 months?  
If so, include descriptions of the challenges, support offered or further support required.**

**Outline any areas that require further review and/or additional evidence to demonstrate performance.**



**TOOL 3.2****PERFORMANCE DEVELOPMENT PLAN AND EVALUATION RECORD** *(continued)*

**Has the employer or employee identified any additional support required to perform their responsibilities? If so, describe the support that the employer needs to consider for the employee/confirm what can be provided.**

**Any other matters to be raised or recorded relevant to this performance evaluation?**

**SECTION C: ANNUAL PERFORMANCE EVALUATION****Employee**

Name:	Position Title:	Signature:	Date:
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**Employer**

Name:	Position Title:	Signature:	Date:
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## GUIDE FOR EMPLOYERS AND EMPLOYEES IN USING THIS TOOL

**The tool provides an outline to guide regular, informal discussions between employers and employees during the course of the year. After each meeting, the agenda should be filed in the employee's record. This tool should be reviewed and tailored to meet the needs of the service.**

If significant issues are raised, a further meeting or additional discussions can be arranged to explore and document any actions or changes to Section A of [Tool 3.2 Performance Development Plan and Evaluation Record](#) as necessary.

These meetings should be held between the employee and the person they report to (Line Manager) or the person who has been appointed to manage the process of employee development with the individual employee (e.g. Teacher, Nominated Supervisor or Educational Leader).

The following is a brief description of the matters that can be discussed under each of the items in this sample agenda. Please note that not all matters need to be discussed at every meeting, and depending on how regularly these meetings occur, the agenda can be tailored to suit individual needs.

### 1. Welcome

- Welcome the employee, ensure they are comfortable, and explain the purpose of the meeting.
- Some employees may be nervous when they come to a meeting, and it is important to set a positive and welcoming tone at the start and reassure them that the meeting is informal and will help them to reflect on their progress, and assist in identifying other support they may require.

### 2. Employee wellbeing and OHS check

- Seek clarification/feedback about any practices at the service about supporting the health, safety and wellbeing of the employee.
- If the employee raises any concerns about their health, safety or wellbeing, these should be documented. In consultation with the employee, explore ways in which the employee's concerns may be addressed. Further discussions or a follow-up meeting may be required in some instances depending on the nature of concern raised.
- Provide the employee with a clear understanding of the actions you will take to explore these concerns further. Document the actions you will take and a timeframe within which you can complete them if that is appropriate.

### 3. Update on current work priorities and progress towards agreed performance indicators / goals

- Refer to the performance indicators / goals agreed at the start of the performance period and seek an update from the employee on current work priorities and how they are progressing towards achieving them.
- Encourage the employee to raise any concerns they may have or barriers they may be facing in achieving their goals, and what additional support they may require.
- Document these concerns and support needs identified by the employee and the actions you will take to address them. Provide a clear timeline for when you will implement these actions. This may require a further discussion.

## TOOL 3.3

### PROGRESS MEETING AGENDA *(continued)*



#### 4. Professional development update/progress

- Refer to the professional development in Section A of [Tool 3.2 Performance Development Plan and Evaluation Record](#) that has been identified and seek an update from the employee on how they are tracking towards undertaking the identified/ approved professional development.
- Identify any barriers to achieving the professional development plan, and together with the employee, identify solutions.
- Document the above and clearly indicate the actions you will take and the timeline within which it will be done.
- If an employee is working towards a qualification relevant to their profession/role, discuss how it is progressing.

#### 5. Employer and employee feedback

- Use this part of the meeting to provide feedback to the employee on their performance and acknowledge any achievements. Validating an employee's contribution is a great way to improve morale and employee engagement.
- Seek feedback from the employee on how they feel about the support you are providing and whether anything needs amending in Section A of [Tool 3.2 Performance Development Plan and Evaluation Record](#). This will also assist the employer representative/Manager to reflect on the way they are supporting and guiding the employee.
- In situations where an employee's performance is not meeting the standards in your service, this part of the meeting is an ideal opportunity to raise the concerns and have an open and constructive conversation about the matter.
- Document any concerns raised, and any improvement plan/strategy that you have agreed with the employee.

Refer to the [Managing Performance Related Concerns](#) resource for information and tools on this process.

#### 6. Any other matters

- This is an opportunity for both employer and employee to raise any other matters that are not covered in the agenda that are appropriate to be discussed in these meetings e.g. child safety.

#### 7. Next meeting and matters for discussion at next meeting

- Agree/confirm the date and time for the next progress meeting.
- Agree on items for discussion at that meeting, such as the action items agreed in this meeting, any other known events, etc. Please note, this does not preclude either the employer or employee from adding other matters to the agenda when the meeting is actually held.



## PROGRESS MEETING AGENDA

Date:

---

***Participants:***

Employee Name:

---

Employer representative/Manager:

---

**ITEMS FOR DISCUSSION:**

1. Welcome
2. Employee wellbeing and OHS check
3. Update on current work priorities and progress towards agreed performance indicators / goals
4. Professional development update/progress
5. Employer and employee feedback
6. Any other matters
7. Next meeting and matters for discussion at next meeting

## TOOL 3.4 PERFORMANCE RATINGS TABLE



### GUIDE FOR EMPLOYERS AND EMPLOYEES IN USING THIS TOOL

This tool provides a set of ratings and a description for each rating, which can be used by the employer and employee in the performance evaluation process.



Assessing the performance of an employee and assigning a rating is a subjective exercise. To ensure that there is a level of consistency in undertaking this task, a set of performance ratings has been developed.

Employers may choose to use these ratings or agree on another appropriate set of ratings with the employee to assess achievement against the selected performance indicator.

Employers should decide whether including a performance rating in the evaluation is appropriate for their service.

The five ratings noted in the table below can be used by an employee to self-assess or by an employer to rate the performance of an employee for each of the performance indicators agreed as part of the performance evaluation process. Please consider the descriptions for each rating provided below to guide your rating process.

### PERFORMANCE RATINGS

WT – Working Towards

PA – Partly Achieved

A – Achieved

E – Exceeded

N/A – Not applicable

### DESCRIPTIONS OF ASSESSMENT RATINGS

The rating system focuses on evaluating competency (skills, knowledge and documentation) and behaviours (responsiveness). It is recommended that any areas rated as 'Working Towards' should have further accompanying comments recorded for clarification.

	Knowledge	Skills	Responsiveness	Documentation
WT	The employee is working towards gaining required knowledge in this area and/or demonstrates immediate need for improvement.	The employee is working towards developing skills in this area and/or demonstrates immediate need for improvement.	The employee requires immediate improvement in their responsiveness in this area and is working towards achieving this.	The employee requires immediate improvement in their ability to complete or contribute to completing required documentation in this area and is working towards achieving this.
PA	The employee demonstrates some knowledge in the area but not all required, and there is room for reflection and improvement.	The employee demonstrates and utilises some skill in the area, however there is room for reflection and improvement.	The employee has partly achieved the requirements and requires some improvement in their responsiveness in this area.	The employee has partly achieved the requirements and requires some improvement in their ability to complete or contribute to completing required documentation in this area.
A	The employee demonstrates sound knowledge in the area and reflects upon what they know and can further learn.	The employee demonstrates and utilises their skills in this area and reflects upon what they can do and how they can improve.	The employee is responsive in this area and uses their knowledge and skills effectively and appropriately.	The employee demonstrates sound ability in this area and completes or contributes to completing required documentation appropriately.
E	The employee demonstrates knowledge that is beyond requirement for this area and continually updates their information to ensure their understanding is current, relevant and comprehensive.	The employee consistently demonstrates skills that are beyond requirement for this area and continually reflects upon their abilities to ensure their practice is effective, meaningful and of a consistently high standard.	The employee demonstrates consistent responsiveness that is beyond requirement for this area and is proactive in their reflective practice to establish further effectiveness and exceeding practice.	The employee demonstrates ability to document in this area that is of exceeding practice, and completes or contributes to completing documentation in this area beyond all requirements.
N/A	It is not required for the employee to have knowledge in this area, OR the reviewer was unable to gather evidence in this area or evaluate performance.	It is not required for the employee to demonstrate skills in this area, OR the reviewer was unable to gather evidence in this area or evaluate performance.	It is not required for the employee to participate or be responsive in this area, OR the reviewer was unable to gather evidence in this area or evaluate performance.	It is not required for the employee to document or contribute to documentation in this area, OR the reviewer was unable to gather evidence in this area or evaluate performance.





## GUIDE FOR EMPLOYERS AND EMPLOYEES IN USING THIS TOOL

**This guide provides a list of evidence that can be collected to assist with performance evaluation. This is not an exhaustive list and employees may choose to provide other evidentiary material to demonstrate their performance to the employer.**

It is essential to ensure that the evaluation is a fair and true account of the employee's knowledge, skills and responsiveness in the current performance period. Enabling authenticity for the evaluation may require collecting evidence to illustrate and support an accurate evaluation of the employee.

Evidence may also be required if there is significant inconsistency between the employee's self-assessment and the employer's performance evaluation. It can provide a basis for further discussion and agreement.

The list below has been adopted from **Vocational Education and Training Assessment Services (VETASSESS)**, who conduct the validation process for early childhood teachers under the VECTEA 2016 and related Instruments. The VETASSESS list has been recommended when there is a need for additional evidence to demonstrate performance, to reduce the workload for the employee given they may have already collected relevant evidence for their validation or registration with the Victorian Institute of Teaching (VIT).

Evidence may include any of the following:

### *Training / Professional Development activities*

- individual professional development plan
- contributions to professional journals and programs
- notes on reading program, professional articles etc.
- network meetings, programs and notes, and resultant action
- professional presentations to colleagues, parents, community (including promotional material)
- training results, certificates, diplomas, degrees
- training session workbooks and notes
- job descriptions, work experience
- conference or seminar contributions
- participation in reference or pilot groups
- membership of professional bodies
- sessional teaching at relevant institutions, accompanying program and notes.

### *Operational Practice Documents*

- program planning documents
- implemented teaching activities
- student work samples
- work journal, diaries
- statements of philosophy or planning
- photos, videos
- records of contact with support agencies or educational professionals
- minutes of appropriate meetings
- organisational plans and programs
- family/teacher conferences, meetings
- observations of professional practice
- learning outcomes samples
- Department of Education and Training service rating and assessment
- specific examples of professional interactions with learners.

### *Other*

- awards or agreements
- references from colleagues, mentors, employers, parent groups, community groups.



## GUIDE FOR EMPLOYERS IN USING THIS TOOL

**This tool provides a template that can be used in collecting and recording the observations made of an employee's performance focusing upon their interactions with children, colleagues and families. This tool should be reviewed and tailored to meet the needs of the service.**

Collecting evidence relating to the performance of an employee can be helpful in facilitating discussions around their strengths and challenges. Using behavioural observations assist with gathering authentic and meaningful information that can support the employee in acknowledging what they are doing well in and areas they might like to consider for enhancement or improvement.

Employers may like to use this tool to highlight the practices employees engaged in that generated positive and productive outcomes in their work as well as

potential missed opportunities. Recording behaviours must be authentic and it is important that the observer remains objective whilst documenting what they see.

The background information section gives some context of the 'moment in time' the employee is being observed to make sure that all circumstances have been accounted for during the time of observation.

The observation recording tool then provides space for the observer to document the behaviours and actions of the employee and consider which NQS quality area the particular behaviours might relate to.

This tool is also useful for the service's quality improvement process to assist with reflection and planning.

<b>Employee to be observed:</b>	<b>Qualifications:</b>		
<b>Group name:</b>	<b>Position title:</b>		
<b>Observer:</b>	<b>Position title:</b>		
<b>Date:</b>	<b>Time frame:</b>	<b>am/pm to:</b>	<b>am/pm</b>
<b>Areas specific to observation:</b>			

## TOOL 3.6 RECORDING OBSERVATIONS FOR BEHAVIOURAL EVIDENCE *(continued)*



### BACKGROUND NOTES

Set up of physical environment

Provide a brief description of the arrangement of equipment and materials.

### OBSERVATION

*This page may be photocopied.*

Date	Observer	Quality Areas						
		1	2	3	4	5	6	7
Time	Observation							

*This page may be photocopied.*

[illegible]





# Appendices

## SECTION 4



### CODES AND STANDARDS

#### Service Code of Conduct and Values

All services should have a Code of Conduct and may also have a values statement that outlines or describes behaviours expected in the workplace. These documents should be made available to employees during orientation and induction, and incorporated into the Employee Management and Development process.

A number of organisations have developed codes and standards. Below are links to some of these that may be helpful.

#### Child Safe Standards

Child Safe Standards work by providing a minimum standard of child safety across all organisations. They drive changes in organisational culture to embedding child safety in everyday thinking and practice, highlighting that everyone has a role to keep children safe from abuse, prevent child abuse and ensure organisations and businesses have effective processes in place to respond to and report all allegations of child abuse.

<https://ccyp.vic.gov.au/child-safety/being-a-child-safe-organisation/the-child-safe-standards/>

#### Reportable Conduct Scheme

The Commission for Children and Young People has independent oversight of the Reportable Conduct Scheme; and requires providers of early years' services to respond to allegations of child abuse and other child-related misconduct, against their workers and volunteers.

<https://ccyp.vic.gov.au/reportable-conduct-scheme/>

#### Victorian Institute of Teachers Code of Conduct

##### **APPLIES TO ALL EARLY CHILDHOOD TEACHERS REGISTERED WITH THE VICTORIAN INSTITUTE OF TEACHING**

The Victorian Institute of Teaching (VIT) is an independent statutory authority for the teaching profession, whose primary function is to regulate members of the teaching profession.

It is a legal requirement for all teachers to be registered with VIT in order to be employed in a school or early childhood education and care service or Victorian children's service.

The Victorian Institute of Teaching (VIT) has developed a Code of Conduct that sets out principles describing the professional conduct, personal conduct and professional competence expected of an educator by their colleagues and the community. The code is to promote the values that educators see as underpinning their profession, to guide them in their everyday conduct and to help them to solve ethical dilemmas.

The code can be accessed at: <http://www.vit.vic.edu.au>  
Contact: [vit@vit.vic.edu.au](mailto:vit@vit.vic.edu.au) or 1300 888 067

#### Early Childhood Australia's Code of Ethics

Early Childhood Australia (ECA) has developed a Code of Ethics for early childhood professionals that complements the VIT Code of Conduct. It is widely accepted as the industry benchmark.

ECA says 'As an aspirational document, it does provide a basis for critical reflection, a guide for professional behaviour, and principles to inform individual and collective decision making.'

For a fee, a copy of ECA's Code of Ethics can be accessed at: [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)

#### Australian Professional Standards for Teachers

The Australian Institute of Teaching and School Leadership (AITSL) has developed the Australian Professional Standards for Teachers (APST), which comprises seven standards that outline what early childhood teachers (ECT) should know and be able to do. Although the first two out of four career stages (graduate and proficient) in the Australian Professional Standards for Teachers are adopted in Victoria, services might choose to use the other two stages (Highly Accomplished and Lead) as a guide.

The standards can be accessed at: [www.aitsl.edu.au/teach/standards](http://www.aitsl.edu.au/teach/standards)

Information about how VIT applies the standards for teacher registration can be accessed at: <https://www.vit.vic.edu.au/>



## FURTHER READING

The following literature provides evidence-based research and theoretical frameworks for understanding how supporting the development of individual employees contributes to the overall quality of early childhood programs and how this can be effectively achieved. The literature has been divided into seven themes that were significant across the articles, however each article may also cover multiple themes. Employers are encouraged to share this literature list with their employees as useful resources for their professional development.

### 1. Leadership

Leadership in early childhood education and care (ECEC) is considered to be of paramount importance in building quality and contributing to the effective development of employees. Recognising its importance, the government has introduced many policy initiatives and programs to enhance leadership capacity across the sector in Victoria. The following articles highlight how leadership impacts upon the performance of employees, driving quality in ECEC programs.

- 1.1 Brownlee, J., Nailon, D., & Tickle, E. (2010). Constructing Leadership in Child Care: Epistemological Beliefs and Transformational Leadership [online]. *Australasian Journal of Early Childhood*, 35(3), 95-104.**

This article discusses how effective leadership supports better outcomes for children. In particular, the authors explore the perceptions of 15 childcare directors and their understanding of leadership styles. The focus remains upon the impact of transformational leadership versus transactional leadership. Specifically, the article discusses epistemological beliefs (focussing upon knowledge gained from valid research methods) and how these beliefs influence leadership to develop employees.

- 1.2 Campbell-Evans, G, Stamopoulos, E. & Maloney C. (2014). Building Leadership Capacity in Early Childhood Pre-Service Teachers. *Australian Journal of Teacher Education* 39: 41-49.**

The authors of this article demonstrate the importance of supporting leaders in their ability to lead their employees in their performance improvement. This is specifically in relation to supporting pre-service teachers who are finalising their initial training and how this might support them as they enter the early childhood workforce.

- 1.3 Davitt, G., & Ryder, D. (2018). Dispositions of a responsible early childhood education leader: Voices from the field. *Journal of Educational Leadership, Policy and Practice*, 33(1), 18–31.**

This article highlights the importance of leadership dispositions through a research project known as Leaders Grow Leaders. Specifically, the authors identified six leadership dispositions (a communicator; relationship focused; caring; being supportive; a leader of growth and change and whilst also acting as a critical friend) that contributed to understanding responsibilities and were instrumental in growing others. They also concluded that dedicated professional development that supports leaders to 'grow' others is crucial in developing staff and effective teams.

- 1.4 Loo, J. K. Y., & Agbenyega, J. (2015). A critical analysis of the Australian ECEC policy reform: An opportunity for transforming educators into pedagogical leaders? *Australasian Journal of Early Childhood*, 40(2), 127-131.**

This article highlights the importance of pedagogical leadership in building quality into educational programs. More specifically it focusses upon the issues that have occurred in this type of leadership and how educators might be transformed into such inspirational leaders who can develop others and engage in strong critical reflection. The article discusses what good leadership is, including the multiple layers that exist within leadership and how this might be used to enhance the performance of educators, particularly in relation to pedagogy and practice.



## 2. Mentoring and Coaching

The revised Guide to the National Quality Framework highlights the importance of educational leadership to support the development of employees in their pedagogy and practice. The guide also suggests strategies to use in this development, such as mentoring and coaching. The following literature explores various approaches to mentoring and coaching that may be useful in the development of employees in ECEC programs.

### 2.1 Australian Children's Education & Care Quality Authority (ACECQA). (2017). *Guide to the National Quality Framework*. Sydney: Australian Children's Education and Care Quality Authority.

The guide provides comprehensive information relating to the practices that enhance quality in relation to the National Quality Standards, as well as related legislative and learning frameworks. Of particular importance is the description of the educational leader as well as service management and how these roles and processes influence the positive performance of all employees in relation to providing quality education and care for young children.

### 2.2 Cameron, M., Whatman, J., Hodgen, E., McLeod, L., Bright, N., Nuttall, J., & Nolan, A. (2014). *Evaluation of the Guidelines for Induction and Mentoring and Mentor*. Teachers Final Report. Wellington, NZ: New Zealand Council of Educational Research.

Understanding the impact of effective mentoring is crucial to improving employee performance. This article draws upon the knowledge developed from a research project implemented in New Zealand that focussed on shifting mentoring practices from advice giving and guidance to more educative mentoring.

### 2.3 Desimone, L. M., Hochberg, E. D., Porter, A. C., Polikoff, M. S., Schwartz, R., & Johnson, L. J. (2014). Formal and informal mentoring: Complementary, compensatory, or consistent? *Journal of Teacher Education*, 65(2), 88–110. doi:10.1177/0022487113511643

Mentoring, according to this article, requires a certain number of attributes in the mentor and mentee that contribute to a positive and effective mentoring relationship. Of particular importance is the way the mentee feels about the mentor, how often interactions occur and the type of discussions that develop within these interactions. The authors also suggest that effective mentoring can lead to teacher retention and confidence in their emerging professional identity.

### 2.4 Hobson, A. J. (2016). Judgementoring and how to avert it: introducing ONSIDE Mentoring for beginning teachers. *International Journal of Mentoring and Coaching in Education*, 5(2), 87-110. doi:10.1108/IJMCE-03-2016-0024

This article addresses the approaches to mentoring that have a significant impact on employee performance. Specifically, Hobson addresses the judgemental approaches that have been used previously and challenges the role of novice-expert mentoring relationship. He offers an alternative approach to mentoring that incorporates high levels of respect and reciprocity that enhances the skills of both the mentee and the mentor.

### 2.5 Morrissey, A.-M., & Nolan, A. (2015). Just another meeting?: investigating mentoring for early childhood teachers in Victoria. *Australasian Journal of Early Childhood*, 40, 40+.

Fostering positive mentoring relationships is crucial in further development of employees, however there are some concerns in relation to meetings and the importance of valuing the time that is available that can be devoted to such meetings. This article explores ways that mentoring can be explored beyond the concept of 'just another meeting', providing strategies to enhance the productivity that happens between mentee-mentor engagement.

- 2.6 Nolan, A. (2017). Effective mentoring for the next generation of early childhood teachers in Victoria, Australia. *Mentoring & Tutoring: Partnership in Learning*, 25(3), 272-290. doi:10.1080/13611267.2017.1364800**

Exploration of mentee-mentor engagement is crucial to understanding how teachers can enhance their practice from graduation. In this article, Nolan suggests that mentors need to be enabling, rather than judgemental in their mentoring approaches. She highlights the importance of moving away from the expert/novice model and adopting reciprocity in the mentoring relationships where the mentee and mentor learn from each other through respectful and trusting engagement that involves deeper reflection.

- 2.7 Page, J., & Eadie, P. (2019). Coaching for continuous improvement in collaborative, interdisciplinary early childhood teams. *Australasian Journal of Early Childhood*, 44(3), 270–284. <https://doi.org/10.1177/1836939119855542>**

The concept of continuous improvement has been embedded in current ECEC policy, particularly during the national reform that has been implemented over the last decade. The authors of this article discuss such notions, focussing upon the idea that leadership and governance are instrumental in driving such improvement. The article discusses the findings of two research projects that used collaborative interdisciplinary coaching to build capacity in educators. The authors found that such coaching increased educators' content knowledge and ability to be reflective of their own practice, leading to better performance as educators.

### 3. Professional Development

Whilst much of the literature supports ongoing and embedded programs for learning and development of employees, there is a drive still to engage in professional development, whether this be in the form of ongoing programs, single professional development sessions or action-research projects. The following literature highlights various methods that incorporates professional development in different ways.

- 3.1 Colmer, K., Waniganayake, M., & Field, L. (2014). Leading professional learning in early childhood centres: who are the educational leaders? *Australasian Journal of Early Childhood*, 39, 103+.**

Having strong educational leadership skills is important in order to drive performance in other employees and the overall service. This article explores the importance of moving away from overly operational and supervisory leadership to one that moves employees to further develop in their profession.

- 3.2 Grieshaber, S., & Graham, L. J. (2017). Equity and educators enacting The Australian Early Years Learning Framework. *Critical Studies in Education*, 58(1), 89-103. doi:10.1080/17508487.2015.1126328**

This article highlights the importance of being able to support all educators in understanding the Early Years Learning Framework (EYLF) and in particular focuses upon the support highly educated educators and teachers can provide to early childhood educated co-workers. The article deliberates equitable practices in the expectations of practice and provides a way forward to support better understanding and application of the EYLF in performance.

- 3.3 Kilderry, A., Nolan, A., & Scott, C. (2017). 'Out of the loop': early childhood educators gaining confidence with unfamiliar policy discourse. *Early Years*, 37(4), 341-354. doi:10.1080/09575146.2016.1183595**

This article is pivotal in understanding exactly how the sector is beginning to understand and apply the legislative changes to ECEC in regard to programming and practice as well as leadership. Focusing upon how educators are gaining confidence in such legislative practices, the research provided in this article highlights how educators are able to demonstrate confidence in articulating their knowledge of quality early childhood practice when they are familiar with it; however, are reluctant when they are not. This article calls for supporting educators to move from superficial understanding of theory to a more in-depth knowledge of how theory informs practice.



- 3.4 Melhuish, E., Howard, S. J., Siraj, I., Neilsen-Hewett, C., Kingston, D., de Rosnay, M., Luu, B. (2016). Fostering Effective Early Learning (FEEL) through a professional development programme for early childhood educators to improve professional practice and child outcomes in the year before formal schooling: study protocol for a cluster randomised controlled trial. *Trials*, 17(1), 602. <https://doi.org/10.1186/s13063-016-1742-1>**

This article details the finding from a significant research project that discusses the impact of a robust and effectively designed professional development program that targets specific skills in employees. The Fostering Effective Early Learning (FEEL) study explored how the benefits or targeted professional development enhanced specific learning in employees (from 90 long-day care and preschool centres in NSW) to develop educators in their performance and ability to support children in numeracy, literacy and self-regulation.

- 3.5 Williford, A. P., Carter, L. M., Maier, M. F., Hamre, B. K., Cash, A., Pianta, R. C., & Downer, J. T. (2017). Teacher engagement in core components of an effective, early childhood professional development course: Links to changes in teacher–child interactions. *Journal of Early Childhood Teacher Education*, 38(1), 102–118. <https://doi.org/10.1080/10901027.2016.1269028>**

Understanding why specific professional development courses and strategies work to effectively improve educator performance is crucial as this knowledge can lead to higher levels of impact within the sector. The authors of this article explored such concepts to determine why tailored professional development is more effective at producing practice change and how this might be used to enhance the effectiveness educators have in their settings.

## 4. Performance Development

The development of employees is crucial to contributing to the ongoing drive for quality in ECEC programs. Developing employees requires the implementation of effective systems as well as a positive mindset that sets the pace for ongoing improvement. The following literature provides evidence-based understanding in the use of performance development systems, as well as how various employees might respond to such systems. The articles provide sound guidance and recommendations that support the processes and practices in developing staff and understanding how to facilitate positive responsiveness towards employee development systems.

- 4.1 Nuttall, J. (2016). Leadership for professional practice development in early childhood education: From 'performance management' to 'system development' *Australian Educational Leader*, 38(2), 14–17.**

This article problematises the traditional concept of performance appraisal systems and focusses upon the process of capacity-building in employees, specifically those working in ECEC. The author proposes that by focussing upon the collective, rather than only the individual, and using Vygotsky's conceptual understanding of the Zone of Proximal Development, employees have the potential to focus more on values and aspirations, rather than merely the tasks at hand. Nuttall focusses on the collective outcome which shifts mindsets from “How can I get you to change?” to ‘How can we work together to change the way we do things around here?’” (p. 15).



## 5. Effective Teams in Early Childhood Settings

Improvement in individual employees is a key factor in developing effective teams in early childhood education and care settings. Relationality is a crucial aspect here for employees to not only check in with their own performance but use their performance to complement others they work with. The following literature provides evidence-based research that outlines strategies best suited to developing effective teams and their performance.

- 5.1 Melasalmi, A., & Husu, J. (2019). Shared professional agency in Early Childhood Education: An in-depth study of three teams. *Teaching and Teacher Education*, 84, 83–94. <https://doi.org/10.1016/j.tate.2019.05.002>**

Having professional agency is crucial to enable professionals to self-reflect and build upon their performance as educators. This article discusses the findings of a research project that used participatory action research to explore ways teams could cultivate a professional learning culture through shared agency. The findings suggest that teams with high agency were able to identify and focus upon their attributes (what they could do well together) rather than the issues which contributed to growth in many aspects of their lives and work. Additionally, suggestions are made for professional development and strategies to build relational agency within teams that lead towards better performance and connectedness.

- 5.2 O'Neill, S., & Stephenson, J. (2012). Exploring Australian pre-service teachers sense of efficacy, its sources, and some possible influences. *Teaching and Teacher Education*, 28(4), 535–545. doi:10.1016/j.tate.2012.01.008**

This article is crucial in understanding the role of pre-service teacher mentoring and the ongoing impact it may have on the teacher as they graduate and improve their performance. The authors specifically address some of the contributing factors of teacher burnout and attrition and how this might be addressed through better mentoring and approaches that build better efficacy.

## 6. The Purely Human Resource Management Angle

While the positive aspects of why an employer should focus on developing their employees are established through research, there is a more practical and compliance-oriented side to why this is critical. The following articles reinforce the need for employee development and feedback through a performance feedback system.

- 6.1 Ingui, S. (2012) as cited on 23 August 2012, Performance reviews and Employee management of employees – criteria for effectiveness, CBP Lawyers: <http://www.cbp.com.au/Publications/Performance-reviews-and-performance-management-of>**

This article highlights the importance of a performance development system as a means of recording the progression and development of employees, setting future objectives, flushing out frustrations in the workplace and in the event of things not working well, as a record of the conversations and development measures that the employer has implemented for the employee.

## 7. Importance of Performance Development

- 7.1 <https://www.inc.com/chad-halvorson/5-reasons-you-should-be-investing-in-employee-development.html>**

This web article by Halvorson, C., outlines the key reasons for employers to invest in developing their employees – attracting and retaining top talent within the organisation and creating a future focused approach to aid the growth of the business.

- 7.2 <https://www.managementstudyguide.com/employee-development-importance.htm>**

This article by the Management Study Guide (MSG) USA underscores the importance of employers developing their employees not only as a way of enhancing employee skills and aiding their professional and personal growth, but also as a way of creating a learning culture in the organisations, helping employees to do self-analysis and strengthening the relationship amongst employees to create a harmonious workplace.



### 8. Other Useful Links for Further Reading and Exploration:

#### 8.1 [www.visible-learning.org](http://www.visible-learning.org)

A website that brings together freely available online resources (including blogs, TED talks etc) related to Professor John Hattie's Visible Learning Research. Though the materials focus on Australia's school system, they are equally thought provoking in the context of early learning. Professor Hattie has been the Director of the Melbourne Educational Research Institute at the University of Melbourne and the Chair of the Australian Institute for Teaching and School Leadership (AITSL).

#### 8.2 [www.aitsl.edu.au](http://www.aitsl.edu.au)

This is the website of the Australian Institute of Teaching and School Leadership (AITSL). This site provides access to tools and research publications that may be of relevance and may be adaptable in the context of early childhood education.

#### 8.3 [www.education.vic.gov.au/childhood/Pages/beginning-ect-conference.aspx](http://www.education.vic.gov.au/childhood/Pages/beginning-ect-conference.aspx)

This website provides session overviews, videos etc, from the 2019 Beginning Early Childhood Teacher Conferences held in Melbourne, Melton, Dandenong and Ballarat. Topics addressed in these sessions include wellbeing in the workplace, the power of conversation, and relationships with educators, peers and other professionals.

#### 8.4 <https://www.ahri.com.au/resources/ahriassist/>

The Australian HR Institute (AHRI) is the professional body for Human Resources in Australia. Employers can access various resources and publications from this site on all Human Resources related topics including coaching, leadership, employee health and wellbeing, learning and development etc.

#### 8.5 [www.fairwork.gov.au](http://www.fairwork.gov.au)

The Fair Work Ombudsmen website contains information about the National Workplace relations system operating in Australia. It provides templates, online training courses, information on pay, leave, access to awards and agreements. Employers and employees can access free services including help to resolve workplace issues.

