

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



Service Name: KXT Early Learning	Performance Period: February 2020 – March 2021
Employee Name & ID: Sam Sample	# Direct Reports: 2
Position Title: Teacher	Qualifications: Bachelor of Education (Early Years)
Other Responsibilities <input checked="" type="checkbox"/> Management Authority <input type="checkbox"/> Nominated Supervisor <input checked="" 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
1 #25d	7	Knowledge	Undertake online self study and attend "ECSNR" PD training session	On track	Further PD session scheduled for September	Achieved. At times able to also lead others in understanding the requirements of legislation. Service has been compliant.
2 #26d	7	Skills	Establish plans with educators, conduct monthly mentoring sessions	On track	Some sessions have been re-scheduled. PD Planned for all staff meeting in June	Achieved. Demonstrated good skills in accessing quality PD sessions that have been booked. Motivating other staff to attend to improve program planning.
3 #2b	3	Skills	"Great Ideas & Moments" feedback session initiated across teaching staff	In progress	Great feedback from the team on this so far	Exceeded. Demonstrated strong innovation in this area where the voices of others were incorporated.
4 #7d	2	Responsiveness	Lead emergency plan scenarios discussion and rehearse at least every quarter	Last drill conducted in February 2020 and needed more detail.	Develop a template that prompts the type of information needed for documentation.	Working Towards. Although emergency plan scenarios were rehearsed, more detail as to effectiveness would help plan.
5 #13b	4	Knowledge	Registers, rosters and random checks completed on staff-child ratios	On track – random audit records evidenced	Need to address ratios for increasing enrolments this year	Partly Achieved. Organisation of rosters to be improved to minimise need for casuals.

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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?
1	<p>To be able to conduct emergency procedures that are effective and efficient by:</p> <ul style="list-style-type: none"> Developing knowledge in emergency procedures that contribute to better EMP design Identifying resources needed to build efficiency (people and items/processes), and Using reflective practice to evaluate and document the effectiveness of the changes and my impact <p>By December 2020.</p>	<p>Research / schedule attendance at an upcoming training session. Book time to hold information sessions for other teaching staff Attend training session on handling of Emergency Events (e.g. need to evacuate / close the service for a period of time). To then be able to run in-house training sessions for other staff. Conduct rehearsals and track the progress made in the effectiveness.</p>	On track	Session booked	<p>Attended the session. Used the information to update the EMP. Trained other staff in EMP and conducted next rehearsal with improvements. I was able to identify where the gaps were in the planning and implementation and rehearsals are now efficient.</p>
2	<p>To be able to collaborate and communicate more effectively with the teaching teams that increase overall quality in the service by:</p> <ul style="list-style-type: none"> Seeking feedback more often from those I lead and using critical reflection to incorporate the feedback in my interactions; Measuring the impact of my interactions that generate a positive environment with staff, including ongoing collaboration <p>By March 2021.</p>	<p>Implement a range of activities to support educators to:</p> <ul style="list-style-type: none"> Have robust discussions around pedagogy and practice; Reflect upon practice and evaluate effectiveness; through: <ul style="list-style-type: none"> ✓ Mentoring sessions ✓ Team building events ✓ Feedback board/note postbox 	On track	<p>Discussions have begun and taken a great approach of critical reflection. Team-building nights have included games around trust and honesty. Feedback post box in action. Many positive notes and constructive feedback to improve communication.</p>	<p>The feedback from teams indicate that my shift in leadership approaches has made me more approachable and reflective of my responses. The working environment has improved in positivity and this has also been noticed in feedback from the parent surveys.</p>
3	<p>To develop awareness, skills and leadership in how to improve the engagement of families and community in the service by:</p> <ul style="list-style-type: none"> Strengthening my communication and strategies in understanding and building stronger connections with families and the local community; develop ways to evaluate and measure the impact of my work with families and communities. <p>By March 2021</p>	<p>Critical reflective practice to develop a stronger understanding of working more effectively with families and local community;</p> <ul style="list-style-type: none"> Use data informed practice to understand the local community and how to engage with them Engage in measurable techniques to understand in strategies are working (e.g. surveys, interviews, feedback, etc.) 	On track	Develop survey to ascertain effectiveness of partnership building strategies.	<p>Family feedback is positive regarding the changes in approaches to their engagement. There is more family involvement in programs across the service. Educators more aware of effective techniques to engage families.</p>

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PROFESSIONAL DEVELOPMENT PLANNING						
<i>Note: 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</i>						
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?
Emergency Management Training (DET)	10/02/2020 9am – 4pm	1 Full day	MG 18/12/2019	Attended	NQS – QA 2.2.2 Incident & Emergency Management KPI - #7d	The training provided valuable information to consider when planning emergencies and also how to work with other staff in strengthening the processes and implementation. Better templates for evaluations.
Leadership in Early Childhood Settings – The Active Leader <i>Presented by Enhancing ECEC Practice Consultancy</i>	15/04/2020	1 Full day	MG 18/12/2019	Attended	NQS – 7.2.2 Educational Leadership; 4.2.1 Professional Collaboration KPI-#26d; #2b	The learning from this training incorporated critical reflection about leadership styles used in educational leadership, focussing upon how policy is translated into practice through effective leadership. This was shared with the area manager and will be added into the next performance cycle also. Leadership improvement is continual.
Supporting Teams (6 month course incorporating 6 x 2 hour sessions and online content) <i>Presented by Enhancing ECEC Practice Consultancy</i>	15/5/2020 – 20/11/2020	6 months (12 hours contact; 10 hours online)	MG 18/12/2019	In progress	NQS – 7.2.2 Educational Leadership; 4.2.1 Professional Collaboration KPI-#26d; #2b	So far the course has enabled critical reflection on personality types within the workplace, leadership styles and communication techniques. Such learning has been applied in my every day interactions leading to the organising of mentor sessions and team-building exercises. Feedback from mentoring sessions indicate to me that I have significantly improved in communication and support for the team.
Self-guided learning of the ECEC legislation; complete online modules checking knowledge	From 5/1/2020 – 5/2/2020	One month & continual	MG 18/12/2019	Continuing	NQS – all #13b	I now have better clarity in relation to legal obligations under the relevant legislation. Organising rosters and scheduling more effectively and seamlessly within budget, but still overusing casuals. Using online child/ staff ratio checker to help.
Partnering with Families Conference Presented by various ECEC organisations (academic, research, Govt, consultants)	20/10/2020	1 Full day	MG 18/12/2019	Attended	NQS – QA 6	This conference day assisted with supporting the vision and purpose of conducting days and events with families to build connections. The conference focussed on authenticity so that engagement was more respectful and meaningful and not tokenistic. This is now being applied in the planning of special events and the way we engage families and the community in the service. I am now leading others in this type of mindset to build stronger partnerships.

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

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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: Sam Sample	Position Title: Teacher and Educational Leader	Signature: SS	Date: 4/02/2020
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Employer

Name: Sharryn Example	Position Title: President	Signature: SE	Date: 4/02/2020
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SECTION B: MID-PERFORMANCE PERIOD EVALUATION

Employee

Name: Sam Sample	Position Title: Teacher and Educational Leader	Signature: SS	Date: 15/09/2020
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Employer

Name: Sharryn Example	Position Title: President	Signature: SE	Date: 15/09/2020
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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?
Stronger and more reflective leadership has been seen over the year which is evident in the positive working environment and feedback other educators/teachers have given. Also, many positive comments received from parents indicating improvement in family engagement and different ways they can become involved in the program and events. Managed very well to support the diversity of the child group.
What areas require further development? (Consider how the values have been demonstrated)
Further development in regards to enhancing skills in supporting more flexibility in the education curriculum. Increased knowledge of child development and learning, especially diverse learning styles would support building such skills, incorporating the latest research and programs that might promote more improved outcomes for all children. This also aligns with our value of “inclusiveness”.
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.
A health issue with close family member during Feb – March requiring an above normal level of personal leave. This was managed very well and the employee felt supported by the team.
Outline any areas that require further review and/or additional evidence to demonstrate performance.
Discussions held on methods of assessment of progress for some children with additional needs, how to manage and best convey progress on this with parents.

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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.

Sharryn to email Sam some online links for training courses available (and locations) relating to increasing knowledge (using latest research) in child development and diverse learning.

Sam to enrol in local networks that focus on inclusion to support more localised understanding of the diverse community.

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

None

SECTION C: ANNUAL PERFORMANCE EVALUATION

Employee

Name: Sam Sample	Position Title: Teacher and Educational Leader	Signature: SS	Date: 31/03/2021
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Employer

Name: Sharryn Example	Position Title: President	Signature: SE	Date: 31/03/2021
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