

**TOOL 3.1**

LIST OF PERFORMANCE INDICATORS

GUIDE FOR EMPLOYERS AND EMPLOYEES IN USING THIS TOOL



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).

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)*

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| Quality Area 1: Educational program and practice | | |
| **VECTEA Standards:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 22 and 23  **APST**: 1, 2, 3, 5 | | |
| 1 | Knowledge | * 1. The employee uses a sound knowledge of child development and learning theories and applies this to their practice.   2. 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. |
| 2 | Skills | * 1. The employee uses a variety of teaching skills and is flexible and respectful in their approach.   2. The employee uses both intentional teaching and spontaneous teachable moments to enhance children’s learning and development, both in the general program and routines.   3. The employee’s engagement with children is purposeful with learning intentions. |
| 3 | Responsiveness | * 1. 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.   2. The employee demonstrates sensitivity and initiates warm, trusting reciprocal relationships with children and their families.   3. 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.   4. 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.   5. 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. |
| 4 | Documentation | * 1. 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.   2. 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.   3. 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.   4. The employee collaborates with other professionals in other disciplines and receives and considers multiple perspectives.   5. The employee ensures families are informed about the program and their child’s progress in a respectful and understandable manner. |



**TOOL 3.1**

LIST OF PERFORMANCE INDICATORS *(continued)*

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| Quality Area 2: Children’s health and safety | | |
| **VECTEA Standards**: No corresponding standards  **APST**: 4.3, 4.4, 4.5 | | |
| 5 | Knowledge | * 1. 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.   2. 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. |
| 6 | Skills | * 1. The employee role-models and includes in their everyday program and practice encouragement for children to develop healthy and active lifestyles.   2. 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.   3. 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.   4. 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. |
| 7 | Responsiveness | * 1. The employee demonstrates responsiveness to children’s health needs and medical conditions, and takes appropriate action when required.   2. 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.   3. 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.   4. 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.   5. The employee demonstrates sound reflective practice in their ability to identify the health and safety needs of children. |
| 8 | Documentation | 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. |



**TOOL 3.1**

LIST OF PERFORMANCE INDICATORS *(continued)*

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| Quality Area 3: Physical environment | | |
| **VECTEA Standards**: 14  **APST**: 3.4, 4.1, 4.2 | | |
| 9 | Knowledge | * 1. 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).   2. 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. |
| 10 | Skills | * 1. The employee takes an active part in utilising the building to its fullest capacity, minimising carbon emissions and maximising sustainable measures.   2. 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. |
| 11 | Responsiveness | * 1. 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.   2. The employee contributes to arranging the environment and providing experiences and materials for children that that enable play-based learning in their progress towards the five learning outcomes.   3. 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. |
| 12 | Documentation | * 1. 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.   2. The employee contributes to documenting progress in providing a sustainable future, including their own practices and progress of embedded sustainable practices of the children. |



**TOOL 3.1**

LIST OF PERFORMANCE INDICATORS *(continued)*

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| Quality Area 4: Staffing arrangements | | |
| **VECTEA Standards**: 24, 25, 26, 27, 28, 29, 30, 31  **APST**: 6.3, 7.1, 7.3, 7.4 | | |
| 13 | Knowledge | * 1. The employee demonstrates sound knowledge of ethical behaviour, professional practice and appropriate codes of conduct, as outlined in the service’s policies and procedures.   2. The employee is aware of and ensures that staff:child ratios are maintained at all times, in accordance with current legislative requirements. |
| 14 | Skills | * 1. 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.   2. The employee demonstrates an awareness of the capacity, skills and strengths of their colleagues and works collaboratively, sharing knowledge and contributing respectfully and appropriately.   3. The employee is able to critically reflect upon their own performance to drive their own improvement in professional practice. |
| 15 | Responsiveness | * 1. 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.   2. 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.   3. The employee demonstrates professionalism at all times in their responsiveness to children, families, colleagues and the wider community. |
| 16 | Documentation | * 1. 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.   2. The employee completes documentation relating to their individual performance plan. |



**TOOL 3.1**

LIST OF PERFORMANCE INDICATORS *(continued)*

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| Quality Area 5: Relationships with children | | |
| **VECTEA Standards**: 1, 2, 3, 5, 7, 10, 11, 13, 16  **APST**: 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 | * 1. 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.   2. 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. |
| 18 | Skills | * 1. 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.   2. The employee demonstrates sensitivity and patience, and uses a non-biased approach to supporting children’s wellbeing, maintaining their dignity and respect.   3. 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. |
| 19 | Responsiveness | * 1. 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.   2. The employee demonstrates sensitivity and initiates trusting and reciprocal relationships with children and their families.   3. 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.   4. 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. |
| 20 | Documentation | 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. |



**TOOL 3.1**

LIST OF PERFORMANCE INDICATORS *(continued)*

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| Quality Area 6: Collaborative partnerships with families and communities | | |
| **VECTEA Standards**: 11, 24, 25, 27, 28, 29, 32, 34  **APST**: 7.1, 7.3, 7.4 | | |
| 21 | Knowledge | * 1. The employee has a sound understanding of the enrolment and orientation process in relation to the service’s policy and procedures.   2. 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. |
| 22 | Skills | * 1. 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.   2. 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.   3. 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.   4. The employee demonstrates skills that recognise the strengths and capabilities of all involved in transition, reflected in high expectations and a commitment to equity. |
| 23 | Responsiveness | * 1. 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.   2. 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.   3. 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. |
| 24 | Documentation | * 1. 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:      + transition learning and development statements      + kindergarten inclusion support funding      + assessments and declarations for children to receive a second year of funded kindergarten. |



**TOOL 3.1**

LIST OF PERFORMANCE INDICATORS *(continued)*

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| Quality Area 7: Governance and Leadership | | |
| **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* | | |
| 25 | Knowledge | *For Nominated Supervisors only:*   * 1. The Nominated Supervisor demonstrates sound knowledge and understanding of the *Education and Care Services National Law Act (2010)* (National Law) and the Education and Care Services National Regulations 2011 (National Regulations) to ensure compliance of the service at all times.   2. 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).   3. 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. |
| For Educational Leaders only:   1. d The Educational Leader demonstrates sound knowledge and understanding of the *Education and Care Services National Law Act (2010)* (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.   * 1. 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.   2. 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. |
| *For all employees:*   * 1. The employee demonstrates sound knowledge and understanding of the *Education and Care Services National Law Act (2010)* (National Law) and the Education and Care Services National Regulations 2011 (National Regulations) and operates in compliance at all times.   2. 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).   3. The employee has read and understands the policies and procedures of the service and how to apply them in practice. |



**TOOL 3.1**

LIST OF PERFORMANCE INDICATORS *(continued)*

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| 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* | | |
| 26 | Skills | *For Nominated Supervisors only:*   * 1. 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.   2. 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.   3. 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. |
| *For Educational Leaders only:*  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.  26.e The Educational Leader role-models best practice to educators and develops clear goals and expectations to guide the development of the curriculum. |
| *For all employees:*  26.f The employee contributes to promoting a positive and effective working environment and works in accordance with the requirements of their position description.  26.g The employee demonstrates skills in performing administration and operational duties, is efficient and thorough, and attends to the required detail. |



**TOOL 3.1**

LIST OF PERFORMANCE INDICATORS *(continued)*

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| 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 | *For Nominated Supervisors only:*   * 1. 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.   2. The Nominated Supervisor uses an approach that supports employees in their development, and provides strategies, training and resources to build their skills.   3. 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. |
| *For Educational Leaders only:*  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.  27.e The Educational Leader uses an approach that supports educators in their development and provides strategies, connections and resources to build their skills. |
| *For all employees:*   * 1. The employee demonstrates commitment to continuous improvement, both in the development of the service and through their own individual development plan.   2. The employee is proactive in working towards their individual goals and the goals of the service.   3. 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).   4. The employee demonstrates responsiveness and professional behaviour when dealing with feedback, and applies reflective practice to their everyday work.   5. The employee diligently follows policies and procedures that have been established by the service and provides feedback when appropriate and in a professional manner. |



**TOOL 3.1**

LIST OF PERFORMANCE INDICATORS *(continued)*

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| 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* | | |
| 28 | Documentation | *For Nominated Supervisors only:*   * 1. 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:      + enrolment and other records (such as staff records, medication records and accident/injury/illness/trauma records)      + serious incidents that are reportable to the regulatory authority within specified time frames      + record of complaints and action taken in response to any complaints      + 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). |
| *For Educational Leaders only:*  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. |
| *For all employees:*   * 1. 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:      + enrolment and other records (such as staff records, medication records and accident/injury/illness/trauma records)      + serious incidents that are reportable to the regulatory authority within specified time frames      + record of complaints and action taken in response to any complaints      + administrative procedures according to their position description (e.g. accounting, ordering supplies, logging correspondence, food safety audits, WorkSafe audits, maintenance checklists and reports etc.). |