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The voice for parents and
service providers

Employee Management and Development Resource Webinar

2020

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

VICTORIA
State
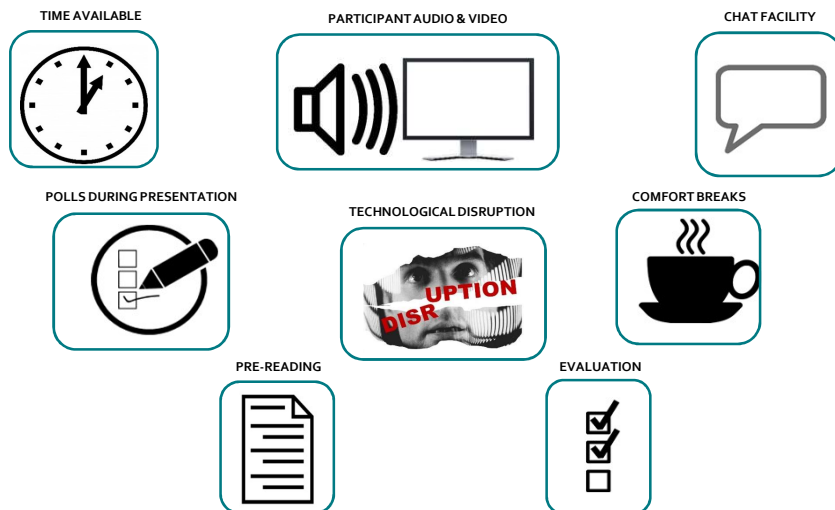Government

Education
and Training

Acknowledgement of Country

- I acknowledge that we are hosting this online presentation from the lands of the Boonwurrung and Wurundjeri People of the Kulin Nations who are the Traditional Owners and Custodians.

- We also acknowledge the Traditional Owners and Custodians of the various lands on which you all work today and the Aboriginal and Torres Strait Islander people participating in this Webinar.

- We pay our respects to Elders past, present and emerging and celebrate the diversity of Aboriginal peoples and their ongoing cultures and connections to the lands and waters of Victoria.

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1

Administration

TIME AVAILABLE

PARTICIPANT AUDIO & VIDEO

CHAT FACILITY

POLLS DURING PRESENTATION

TECHNOLOGICAL DISRUPTION

COMFORT BREAKS

PRE-READING

EVALUATION

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Learning Objectives of the presentation

- **By the end of the presentation you will understand/learn:**

  - the concept of the EM&D, its purpose and benefits

  - responsibilities of the employer and employee in implementing the process

  - how to implement the EM&D process using the resource

  - how to use Tools 3.1 (List of Performance Indicators) and 3.2 (Performance Development Plan and Evaluation Record) to plan and implement the steps

  - the support, additional resources and information available through links in the resource

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Presentation Topics

Topic 1: Overview - Purpose and Benefits of the EM&D

Topic 2: Setting up the EM&D Process

Topic 3: Employee performance evaluation and development

Topic 4: Tool 3.2 Performance Development Plan and Evaluation
Record

Q & A

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Topic 1: Overview
Purpose and Benefits
of the EM&D

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The Employee Management & Development Resource

What is this resource?

Why is it necessary?

How was it developed?

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Contents of the EM&D Resource

Information

- Employee Orientation and Probation
- Performance Evaluation and Development Planning
- Tip Sheets
  - Crucial conversations
  - Development and Support options
  - Observing Performance
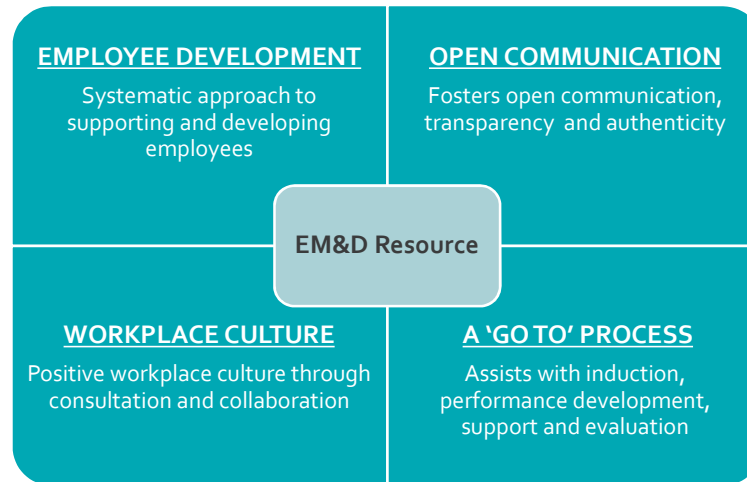- Codes and Standards
- Further reading

Tools

- 1.1   Sample Terms of Reference
- 2.1   New Employee Checklist
- 2.2   Employee Orientation Checklist
- 2.3   Probation Implementation Checklist
- 2.4   Probation Review Report
- 3.1   List of Performance Indicators
- 3.2   Performance Development Plan and Evaluation Record
- 3.3   Progress Meeting Agenda
- 3.4   Performance Ratings Table
- 3.5   Supporting Evidence Guide
- 3.6   Recording Observations for Behavioural Evidence

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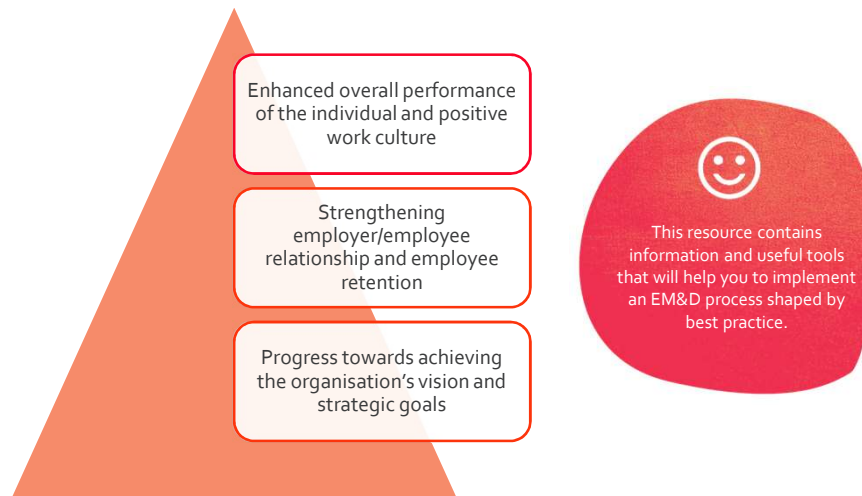
Purpose of EM&D Resource

EMPLOYEE DEVELOPMENT
Systematic approach to supporting and developing employees

OPEN COMMUNICATION
Fosters open communication, transparency and authenticity

EM&D Resource

WORKPLACE CULTURE
Positive workplace culture through consultation and collaboration

A 'GO TO' PROCESS
Assists with induction, performance development, support and evaluation

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Benefits of EM&D – for the employer

Enhanced overall performance of the individual and positive work culture

Strengthening employer/employee relationship and employee retention

Progress towards achieving the organisation's vision and strategic goals

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

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Benefits of EM&D – for the employee

Supports employees' Professional Development

Drives continuous improvement

Empowers employees

Builds knowledge, develops skills and motivates employees

Acknowledges employee achievement and success

Identifies support needs early

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Key Links in Policy and Practice

- **Education and Care National Law and Regulations**

- **National Quality Standard (NQS)**

- **Australian Professional Standards for Teachers (APSTs)**

- **Supporting Teachers to Full Registration (VIT)**

- **The Kindergarten Funding Guide**

- **Child Safe Standards**

- **EBA/Award Conditions**

- **Validation Processes (Progression in levels)**

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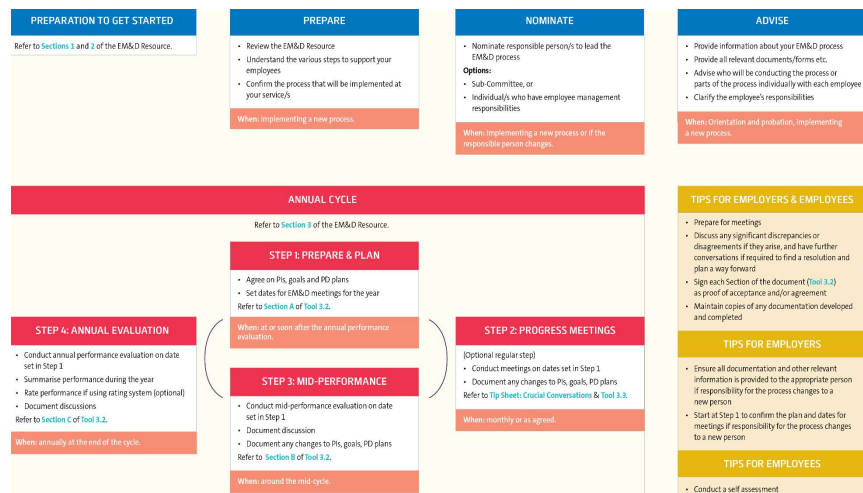AUSTRALIA

The Quick Reference Guide (QRG)

- ✓ Provides an overview of the EM&D process at a glance

- ✓ Assists to quickly find what you are looking for

- ✓ Highlights steps and processes through flowcharts and cycles

- ✓ Shows how the sections and tools link together

- ✓ Provides links to the tools

13   Employee Development + Management Resource

EM&D Key steps and processes

14   Employee Development + Management Resource

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Topic 2: Setting up the EM&D Process

Steps in setting up the EM&D process

PREPARATION TO GET STARTED
Become familiar with the resource, its purpose, and benefits to your organisation

PREPARE
Understand the various steps in the process

Confirm the process to be implemented and tailor any documents as required

NOMINATE
The person responsible to lead the process

Options: Sub-Committee or Individuals

ADVISE
Information to employees

Provide documents/forms

Advise who will conduct the process

Clarify employee responsibilities

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About Performance Indicators

Performance indicators are measures that you use to evaluate the success or achievement of a particular activity in a meaningful way.

Tool 3.1 contains expected competencies (knowledge, skills and documentation) and behaviours (responsiveness)

We recommend selecting up to 6 performance indicators for any 12 month cycle

KNOWLEDGE

DOCUMENTATION

SKILLS

RESPONSIVENESS

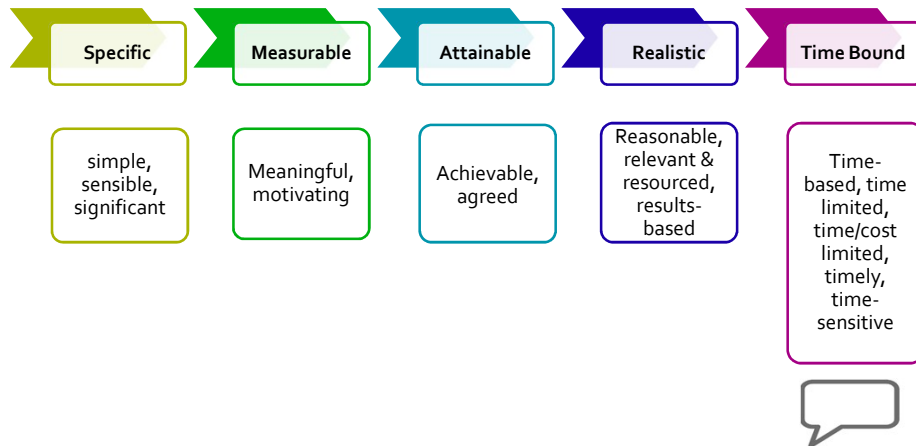EARLY LEARNING ASSOCIATION AUSTRALIA
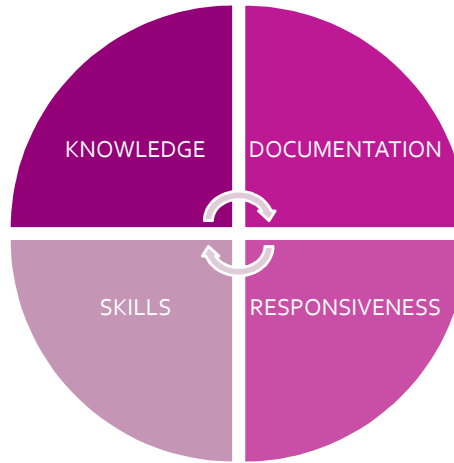
About Goals

A goal is an objective or aim for a future desired outcome that can be personal or professional to support improvement of performance.

Goals can also be organisational and align to the organisation's strategic plan or vision.

GOAL

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Developing SMART Goals

Specific	Measurable	Attainable	Realistic	Time Bound
simple, sensible, significant	Meaningful, motivating	Achievable, agreed	Reasonable, relevant & resourced, results-based	Time-based, time limited, time/cost limited, timely, time-sensitive

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Topic 3: Employee performance evaluation and development

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The Steps

ANNUAL CYCLE

Refer to Section 3 of the EM&D Resource.

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

STEP 1: PREPARE & PLAN
• Agree on PIs, goals and PD plans
• Set dates for EM&D meetings for the year
Refer to Section A of Tool 3.2.

When: at or soon after the annual performance evaluation.

STEP 4: ANNUAL EVALUATION
• Conduct annual performance evaluation on date set in Step 1
• Summarise performance during the year
• Rate performance if using rating system (optional)
• Document discussions
Refer to Section C of Tool 3.2.

When: annually at the end of the cycle.

STEP 3: MID-PERFORMANCE
• Conduct mid-performance evaluation on date set in Step 1
• Document discussion
• Document any changes to PIs, goals, PD plans
Refer to Section B of Tool 3.2.

When: around the mid-cycle.

STEP 2: PROGRESS MEETINGS
(Optional regular step)
• Conduct meetings on dates set in Step 1
• Document any changes to PIs, goals, PD plans
Refer to Tip Sheet: Crucial Conversations & Tool 3.3.

When: monthly or as agreed.

Step 1: Prepare and Plan

STEP 1: PREPARE & PLAN

• Agree on PIs, goals and PD plans
• Set dates for EM&D meetings for the year
Refer to **Section A** of **Tool 3.2**.

When: at or soon after the annual performance evaluation.

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.

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Step 2: Progress Meetings

STEP 2: PROGRESS MEETINGS

(Optional regular step)
- Conduct meetings on dates set in Step 1
- Document any changes to PIs, goals, PD plans

Refer to **Tip Sheet: Crucial Conversations** & **Tool 3.3**.

When: monthly or as agreed.

Step 3: Mid-Performance

STEP 3: MID-PERFORMANCE

- Conduct mid-performance evaluation on date set in Step 1
- Document discussion
- Document any changes to PIs, goals, PD plans

Refer to **Section B** of **Tool 3.2**.

When: around the mid-cycle.

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Step 4: Annual Evaluation
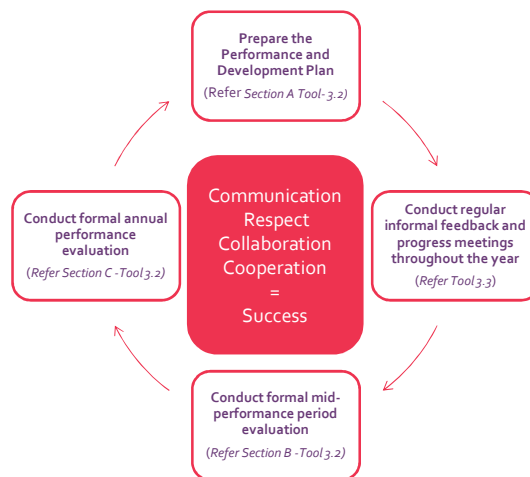
STEP 4: ANNUAL EVALUATION

- Conduct annual performance evaluation on date set in Step 1
- Summarise performance during the year
- Rate performance if using rating system (optional)
- Document discussions

Refer to **Section C** of **Tool 3.2**.

When: annually at the end of the cycle.

Ongoing Cycle

- Whilst the resource provides steps within an 'annual cycle' the process is ongoing for continuous improvement

- The intent is to drive success in performance through ongoing development

Prepare the Performance and Development Plan
(Refer *Section A Tool- 3.2*)

Conduct regular informal feedback and progress meetings throughout the year
(*Refer Tool 3.3*)

Conduct formal mid-performance period evaluation
(*Refer Section B -Tool 3.2*)

Conduct formal annual performance evaluation
(*Refer Section C -Tool 3.2*)

Communication Respect Collaboration Cooperation = Success

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Key Activities that support an effective EM&D Process

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Key Activities that support an effective EM&D Process

Identify & agree on performance indicators, any goals and responsibilities for the QIP	Preparing for the meeting
Annual performance evaluation	**Agreeing on employee's professional development & support**

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Supporting Early Childhood Teachers

- **Teacher Registration processes for Graduate Teachers**
  - The Effective Mentoring Program
  - The Inquiry Approach
  - Understanding APSTs
  - Collecting evidence against the APSTs
  - Understanding frameworks used to support ECTs to full registration (e.g. SMART)

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The Process of Developing Employees

Consistent, constructive and reliable approach

- Considered language
- Relationship building that incorporates trust and honesty
- Open and constructive discussions with feedback
- Building in enough time
- Focused effort
- Availability for regular meetings
- A culture of addressing any concerns as they arise
- A voice for the employee
- Accurate documentation
- Confidential

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Topic 4: Tool 3.2
Performance Development Plan and Evaluation Record

Sample Tool 3.2

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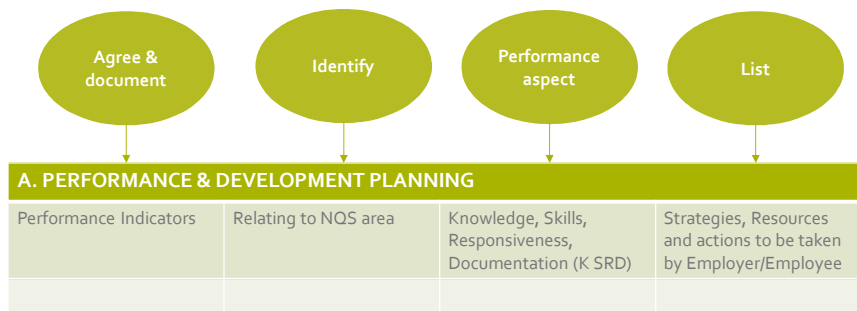
Video

The Performance Developm⊙nt Plan and Evaluation Record

▶ 🔊 ●——— 0:00 / 3:36 ⛶

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Access the EM&D Online Modules here:
https://elaa.org.au/learning-development/access-emd-online-modules/

Tool 3.2: Prepare and Plan (Section A)

Agree & document	Identify	Performance aspect	List

A. PERFORMANCE & DEVELOPMENT PLANNING

Performance Indicators	Relating to NQS area	Knowledge, Skills, Responsiveness, Documentation (K SRD)	Strategies, Resources and actions to be taken by Employer/Employee

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Tool 3.2: Prepare and Plan (Section A)

A. PERFORMANCE & DEVELOPMENT PLANNING			
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
1 #25d	7	Knowledge	Undertake online self study and attend "ECSNR" PD training session
2 #26d	7	Skills	Establish plans with educators, conduct monthly mentoring sessions
3 #2b	3	Skills	"Great Ideas & Moments" feedback session initiated across teaching staff
4 #7d	2	Responsiveness	Lead emergency plan scenarios discussion and rehearse at least every quarter
5 #13b	4	Knowledge	Registers, rosters and random checks completed on staff-child ratios

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Tool 3.2: Prepare and Plan (Section A)

A. PERFORMANCE & DEVELOPMENT PLANNING		
Goal #	Organisational and/or individual employee goals, QIP responsibilities (if applicable)	Strategies, Resources and Actions to be taken by employer / employee
1	To be able to conduct emergency procedures that are effective and efficient by: • 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 By December 2020.	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.

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Tool 3.2: Professional development planning

Selected course/ training (description of the activity)	Attendance day/time	Course duration	Employer approval (please sign and date each activity)
Emergency Management Training (DET)	10/02/2020 9am – 4pm	1 Full day	MG 18/12/2019
Leadership in Early Childhood Settings – The Active Leader *Presented by Enhancing ECEC Practice Consultancy*	15/04/2020	1 Full day	MG 18/12/2019
Supporting Teams (6 month course incorporating 6 x 2 hour sessions and online content) *Presented by Enhancing ECEC Practice Consultancy*	15/5/2020 – 20/11/2020	6 months (12 hours contact; 10 hours online)	MG 18/12/2019

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Tool 3.2: Mid-Performance Period (Section B)

- During the mid-performance period, in collaboration with the employee, track and document the progress.

- Consider what other steps need to be taken (including resources, strategies and professional learning) to support success.

B. MID-PERFORMANCE PERIOD EVALUATION	
PROGRESS / STATUS	Next Steps / Comments

B. MID-PERFORMANCE PERIOD EVALUATION	
PROGRESS / STATUS	Next Steps / Comments
On track	Further PD session scheduled for September
On track	Some sessions have been re-scheduled. PD Planned for all staff meeting in June
In progress	Great feedback from the team on this so far
Last drill conducted in February 2020 and needed more detail.	Develop a template that prompts the type of information needed for documentation.
On track – random audit records evidenced	Need to address ratios for increasing enrolments this year

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Tool 3.2: Mid-Performance Period (Section B)

B. MID-PERFORMANCE PERIOD EVALUATION		Progress / Status	Quality standards that were addressed in this activity
PROGRESS / STATUS	Next Steps / Comments		
On track	Session booked	Attended	NQS – QA 2.2.2 Incident & Emergency Management KPI - #7d
On track	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.	Attended	NQS – 7.2.2 Educational Leadership; 4.2.1 Professional Collaboration KPI-#26d; #2b
		In progress	NQS – 7.2.2 Educational Leadership; 4.2.1 Professional Collaboration KPI-#26d; #2b
On track	Develop survey to ascertain effectiveness of partnership building strategies.		

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Tool 3.2: Annual Performance Evaluation (Section C)

- Reflect back upon the progress of performance during the year
- Consider if the goals or performance indicators originally set were achieved
- At what level were these goals achieved?
- How did these achievements relate to the Quality Improvement Plan – what was the employee's contribution?
- Consider the effectiveness of the strategies and resources, including the professional learning.

C. ANNUAL / FINAL EVALUATION	C. ANNUAL / FINAL EVALUATION
Rating and Comments	Rating and Comments
	Achieved. At times able to also lead others in understanding the requirements of legislation. Service has been compliant.
	Achieved. Demonstrated good skills in accessing quality PD sessions that have been booked. Motivating other staff to attend to improve program planning.
	Exceeded. Demonstrated strong innovation in this area where the voices of others were incorporated.
	Working Towards. Although emergency plan scenarios were rehearsed, more detail as to effectiveness would help plan.
	Partly Achieved. Organisation of rosters to be improved to minimise need for casuals.

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Tool 3.2: Annual Performance Evaluation (Section C) and Professional Development

C. ANNUAL / FINAL EVALUATION	Employee: How did this support / not support you achieving your performance indicator(s) and any other applicable goals or responsibilities?
Were the goals achieved?	
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.	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.
	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.
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.	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.

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Tool 3.2: Annual Performance Evaluation (Section C)

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?
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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Tool 3.2: Annual Performance Evaluation (Section C)

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.

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

Employer

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

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Things to remember

Approach
Positive, Enabling, Empowering, Supportive

Confidentiality and Diplomacy
Sensitive, Responsive, Fair, Equitable, Tact

Relationships and Communication
Relationship Building, Transparency, Collaboration, Effective Communication

Documentation/Evidence
Facts, Regular, Transparent, Records, Confidential

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Key messages (the EM&D Resource)

- A systematic and consultative approach to supporting employees throughout their employment

- Information provided is a best practice approach to meet the requirements of early childhood services

- While the processes and practices described in the resource are not compulsory, having a process of employee evaluation and feedback is a requirement under the National Quality Standard

- The EM&D resource can be used by all employers in the early childhood sector operating private and community-based services

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

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**Positive and effective processes assist in maintaining a positive organisational culture
and retain employees….**

**…..leading to enhanced
outcomes for the individuals, children, families and
the service as a whole**

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Questions and Answers

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Further Information and Evaluation Survey

Please contact ELAA for further information and support about this resource, process and more

Email: memberservices@elaa.org.au

Visit: www.elaa.org.au

THANK YOU

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