Employee Management and Development Resource Webinar

Term 2 2024
Presenters: Guillermina Rollero and Georgie Delbridge

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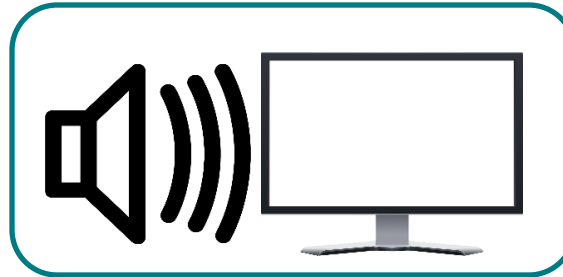
VICTORIA State Government | Education and Training

Administration

TIME AVAILABLE

PARTICIPANT AUDIO & VIDEO

CHAT FACILITY

POLLS DURING PRESENTATION
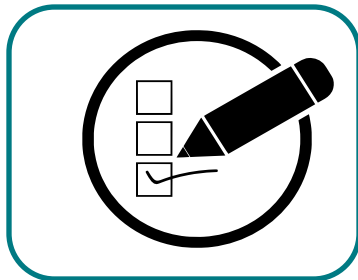
TECHNOLOGICAL DISRUPTION

COMFORT BREAKS

PRE-READING

EVALUATION

Employee Development + Management Resource

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Who is ELAA?

A not for profit, incorporated association governed by a board

A membership organisation

Training, representation, support and advisory service to early childhood committees of management, early years managers & local government

Peak body (advocacy) championing for excellence in early learning for children across Australia and supports parents and service providers

OHS, Road Safety Education, Best Start Best Life reforms

"Learning Brought to Life" Professional Learning and Development program for all audiences

Participation in early childhood events and forums

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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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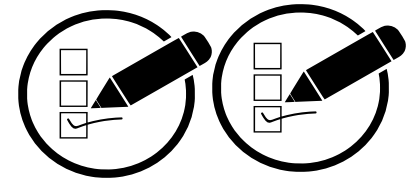
Presentation Topics

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
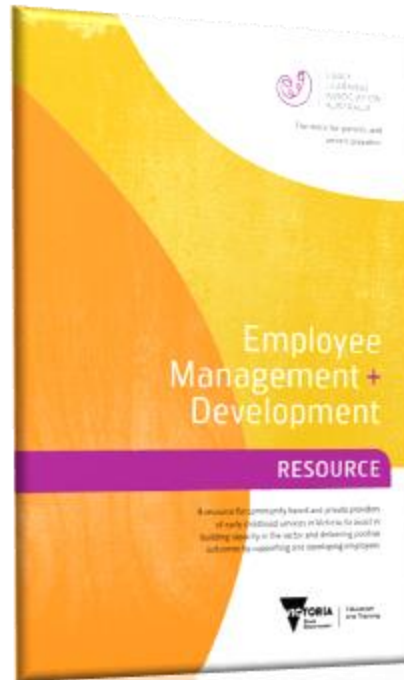
Q & A

Employee Development + Management Resource

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

The Employee Management & Development Resource

| What is this resource? | Why is it necessary? | How was it developed? |

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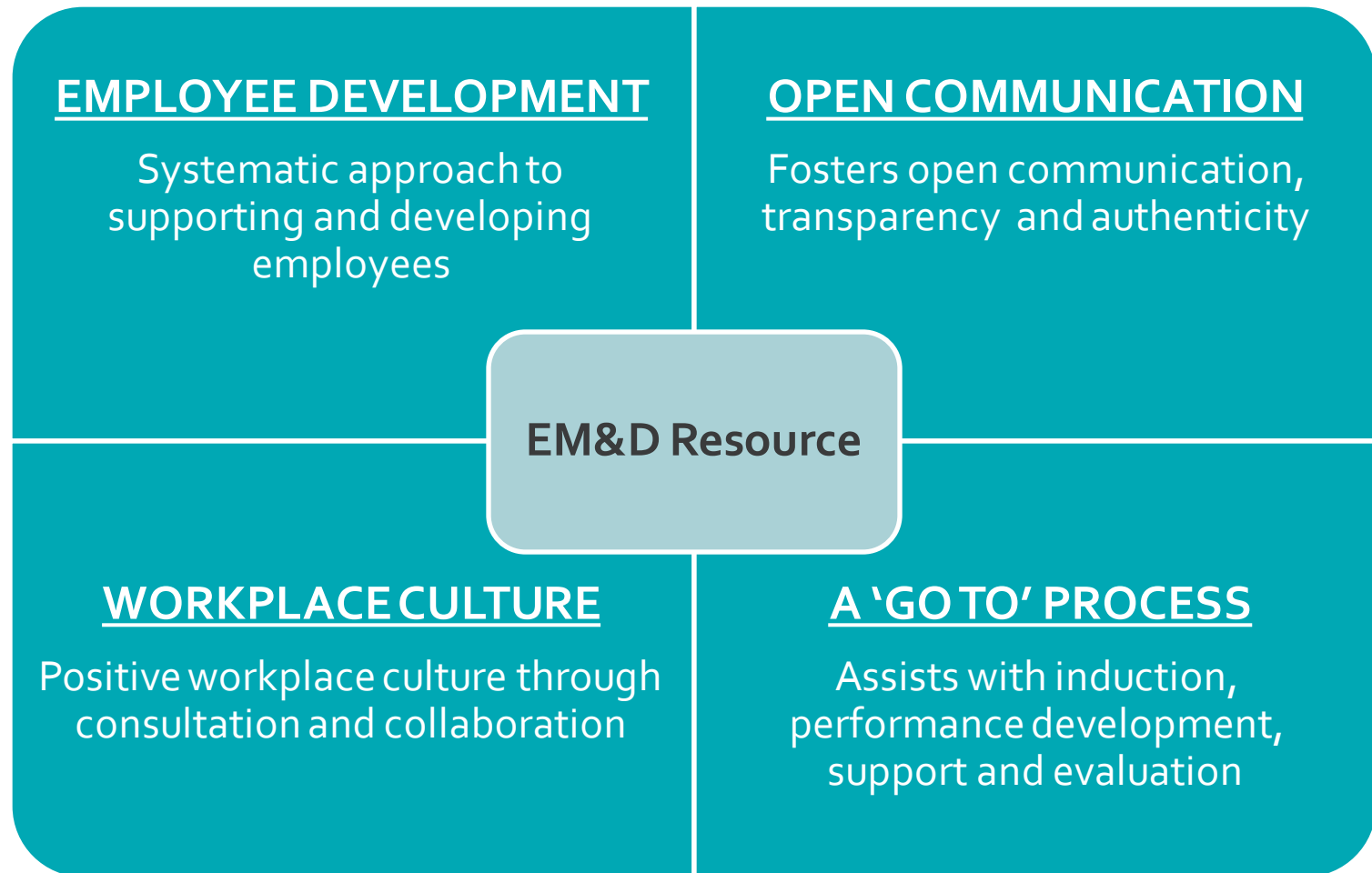# Contents of the EM&D Resource

Information

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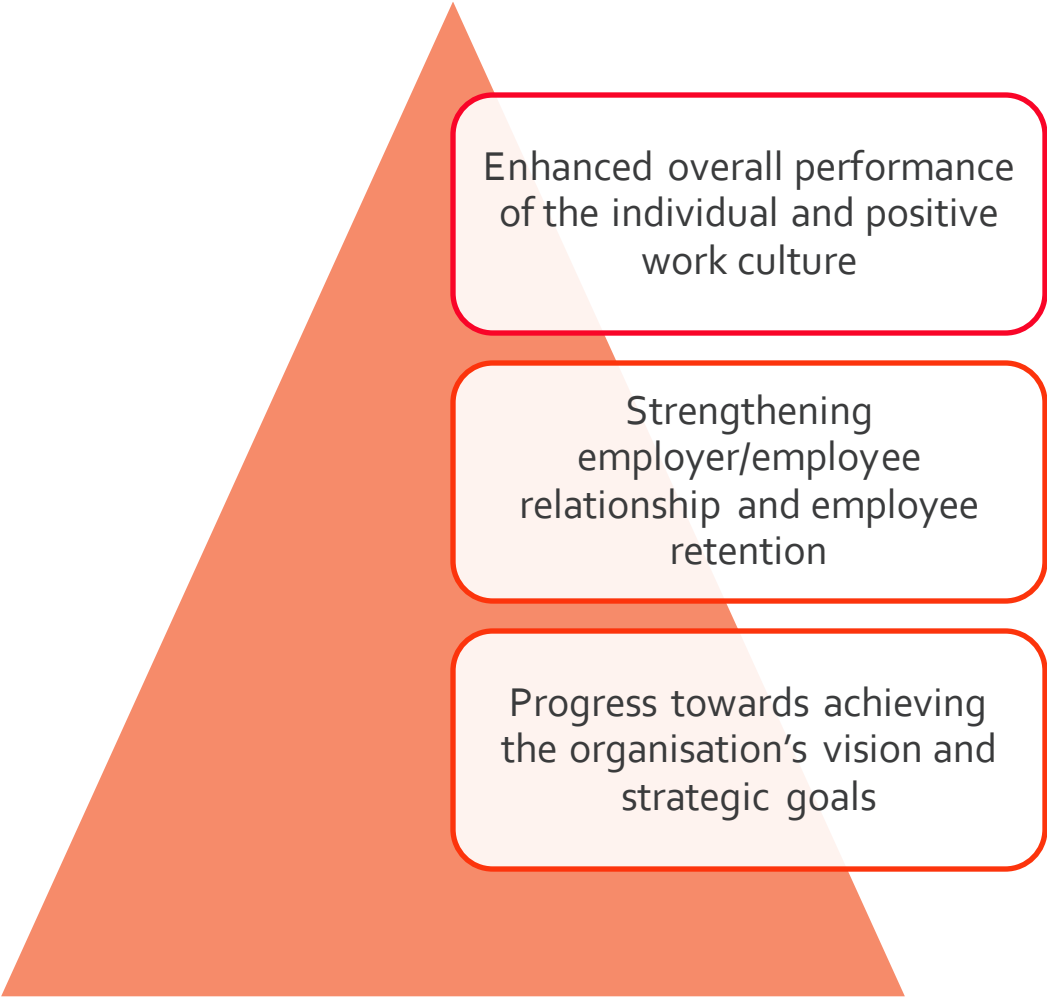- Codes and Standards
- Further reading

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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The Quick Reference Guide (QRG)

- ✓ Provides an overview of the EM&D process

- ✓ 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

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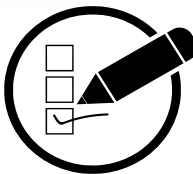AUSTRALIA

EM&D Key steps and processes
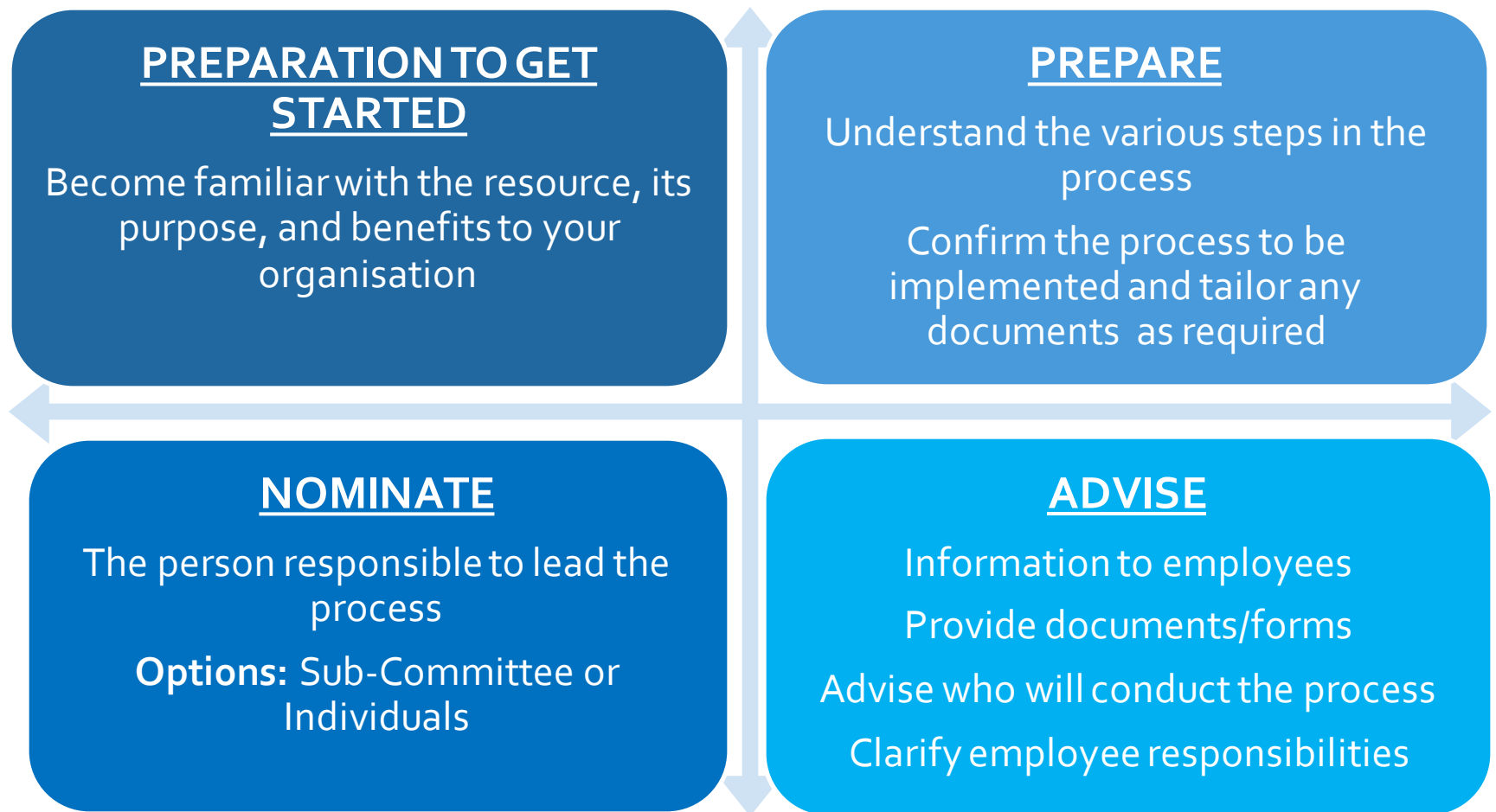
PREPARATION TO GET STARTED

Refer to **Sections 1** and **2** of the EM&D Resource.

PREPARE

- Review the EM&D Resource
- Understand the various steps to support your employees
- Confirm the process that will be implemented at your service/s

When: Implementing a new process.

NOMINATE

- Nominate responsible person/s to lead the EM&D process

Options:
- Sub-Committee, or
- Individual/s who have employee management responsibilities

When: Implementing a new process or if the responsible person changes.

ADVISE

- Provide information about your EM&D process
- Provide all relevant documents/forms etc.
- Advise who will be conducting the process or parts of the process individually with each employee
- Clarify the employee's responsibilities

When: Orientation and probation, implementing a new process.

ANNUAL CYCLE

Refer to **Section 3** of the EM&D Resource.

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.

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

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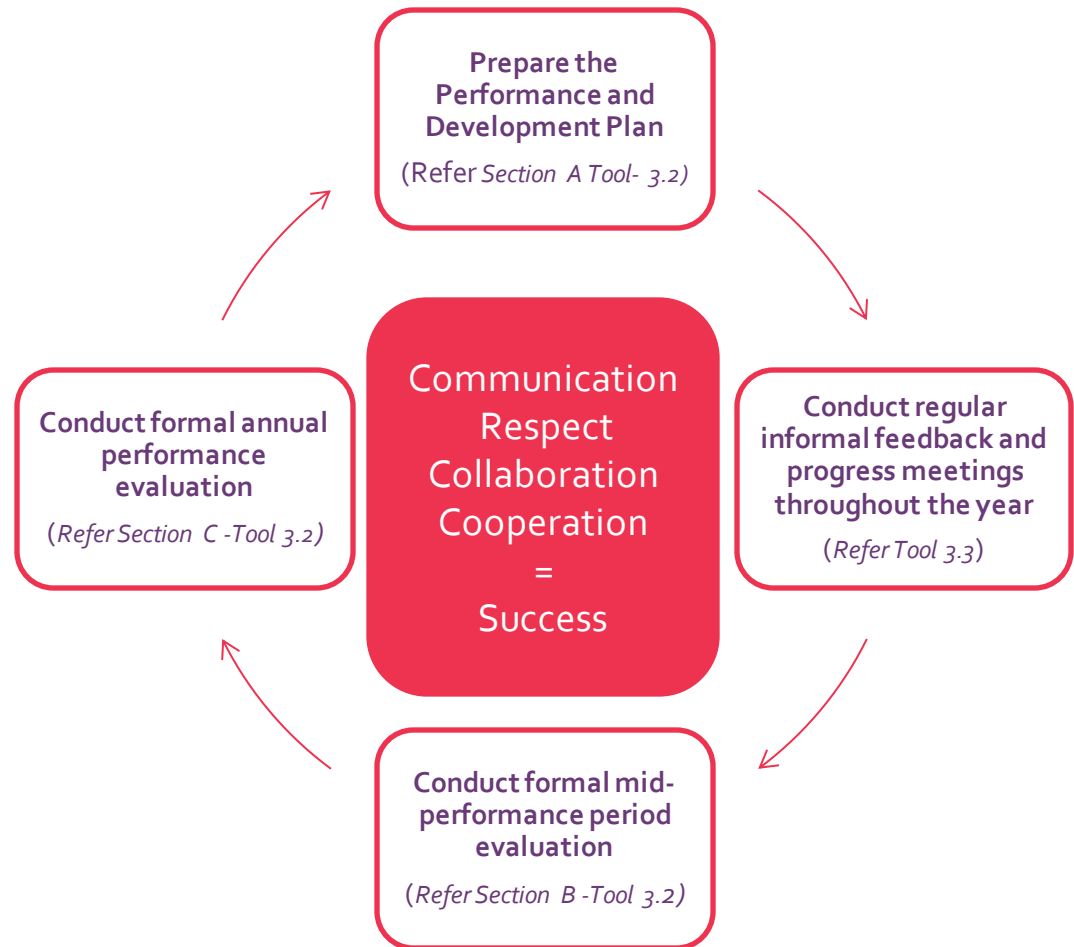AUSTRALIA

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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

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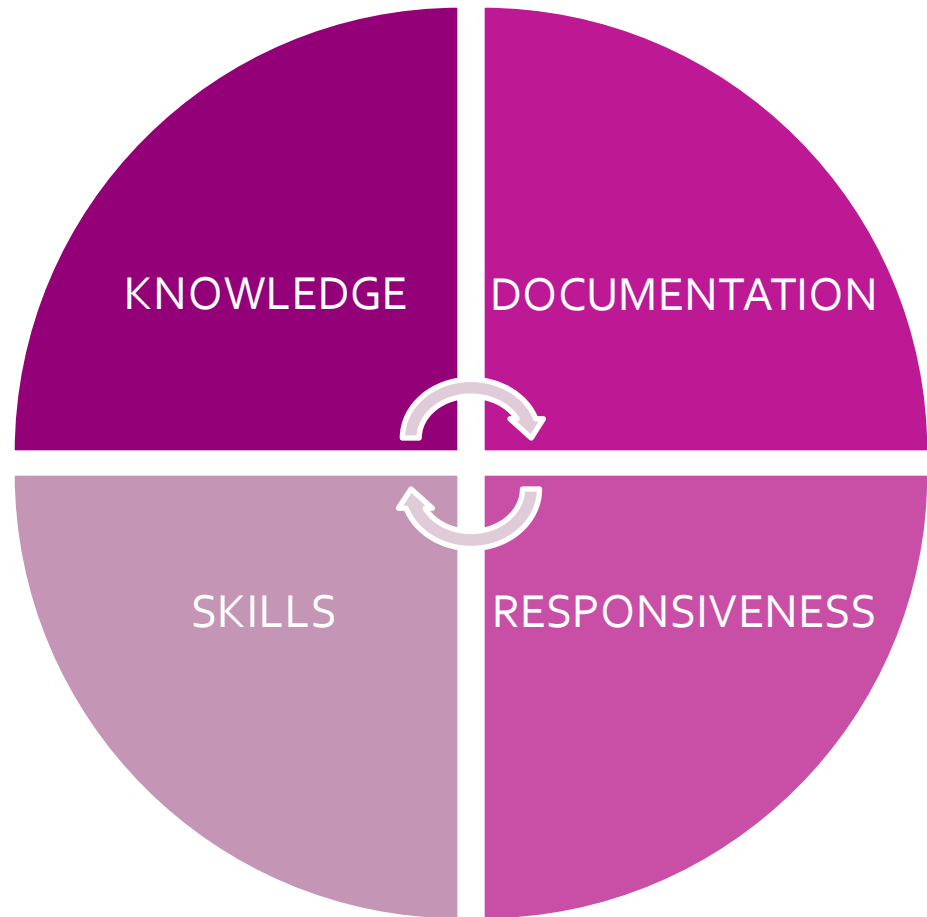
About Goals

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.
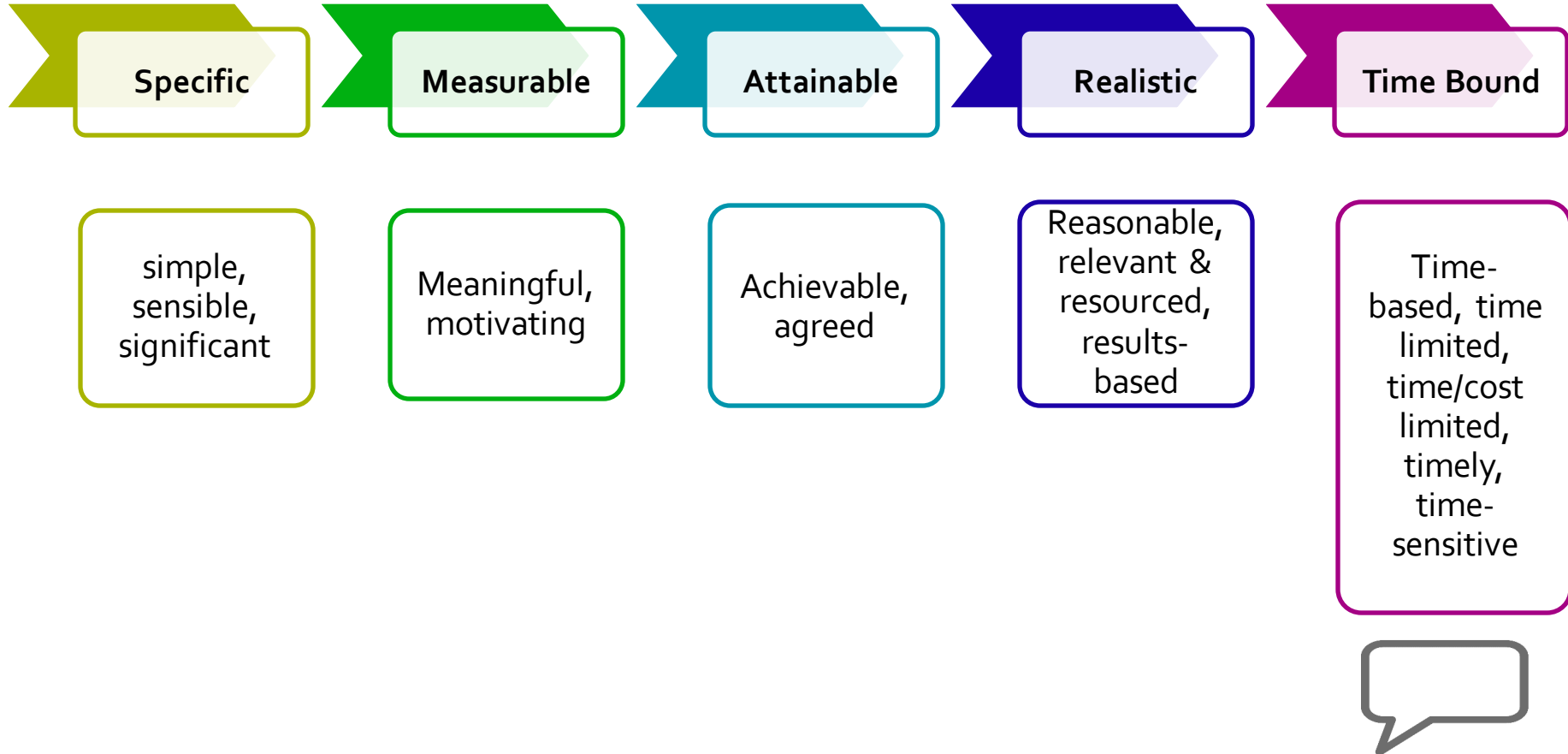
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Developing SMART Goals

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

The Steps

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

ANNUAL CYCLE

Refer to Section 3 of the EM&D Resource.

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 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

- 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 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.

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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.

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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.

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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*)

Communication
Respect
Collaboration
Cooperation
=
Success

Conduct regular informal feedback and progress meetings throughout the year

(*Refer Tool 3.3*)

Conduct formal annual performance evaluation

(*Refer Section C -Tool 3.2*)

Conduct formal mid-performance period evaluation

(*Refer Section B -Tool 3.2*)

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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
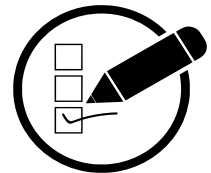
Topic 4: Tool 3.2
Performance
Development Plan
and Evaluation Record

Sample Tool 3.2

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Video

The Performance Development Plan and Evaluation Record

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Tool 3.2: Prepare and Plan (Section A)

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┌──────────────┐   ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│  Agree &     │   │   Identify   │   │ Performance  │   │    List      │
│  document    │   │              │   │   aspect     │   │              │
└──────┬───────┘   └──────┬───────┘   └──────┬───────┘   └──────┬───────┘
       ↓                  ↓                  ↓                  ↓
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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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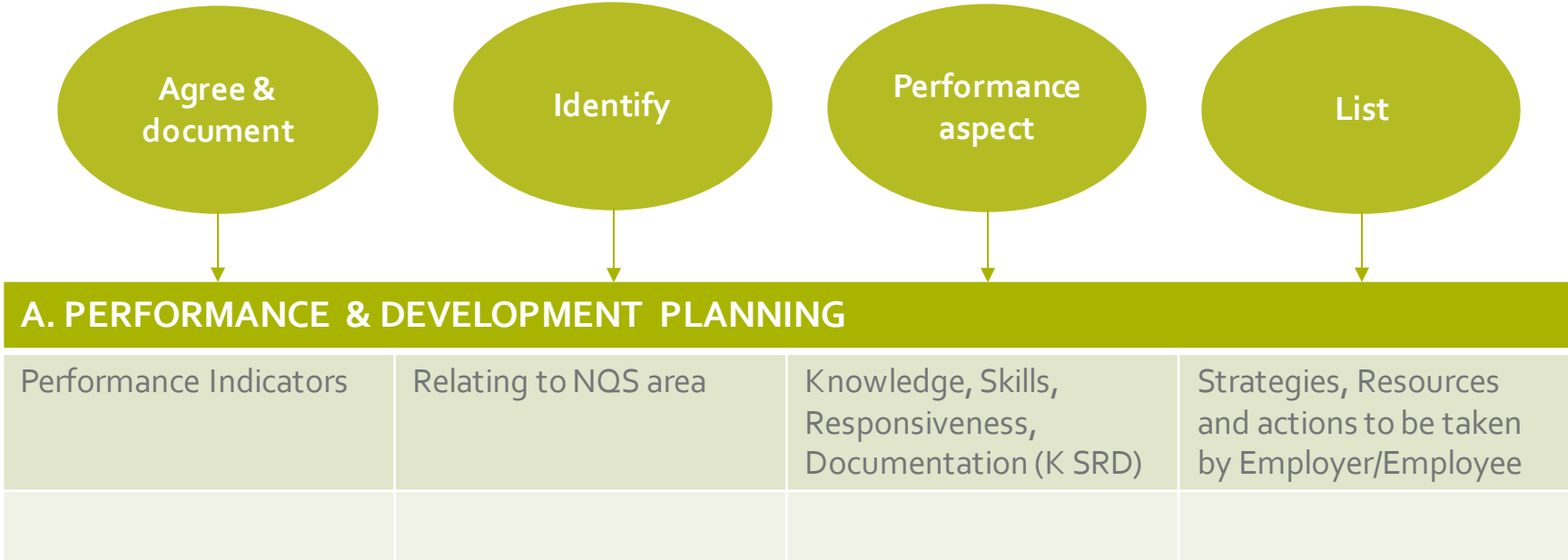
Tool 3.2: Prepare and Plan (Section A)

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

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	

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: Annual Performance Evaluation (Section C)

- Reflect 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
Rating and Comments

C. ANNUAL / FINAL EVALUATION
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)

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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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

Questions and Answers

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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