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The voice for parents and
service providers

Employee Management and Development Resource Webinar

Term 2 2024

Presenters: Guillermina Rollero and Georgie Delbridge

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



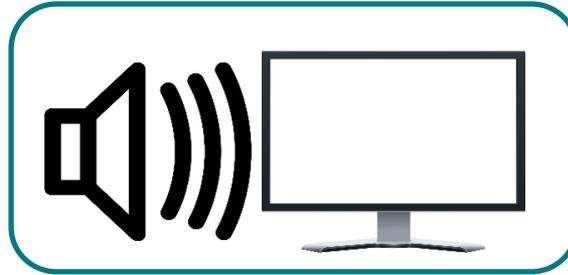
Education
and Training

Administration

TIME AVAILABLE



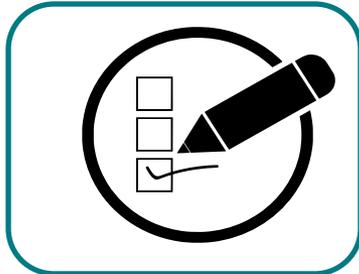
PARTICIPANT AUDIO & VIDEO



CHAT FACILITY



POLLS DURING PRESENTATION



TECHNOLOGICAL DISRUPTION



COMFORT BREAKS



PRE-READING



EVALUATION



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

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

Presentation Topics

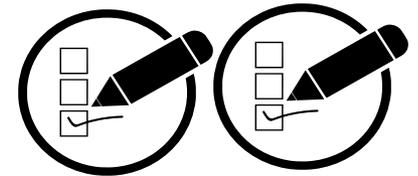
Topic 1: **Overview - Purpose and Benefits of the EM&D**

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



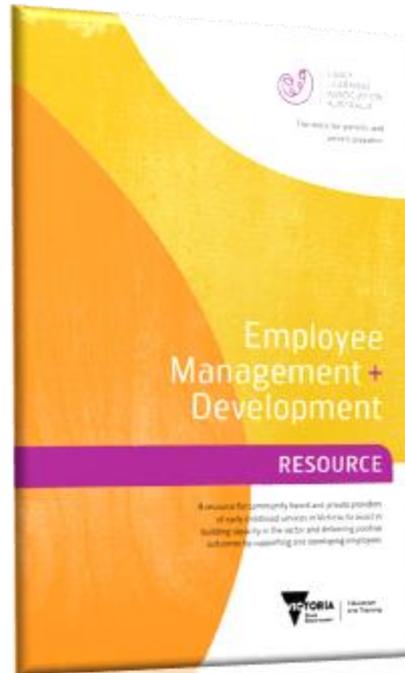


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Topic 1: Overview Purpose and Benefits of the EM&D

The Employee Management & Development Resource



What is this resource?

Why is it necessary?

How was it developed?

Contents of the EM&D Resource

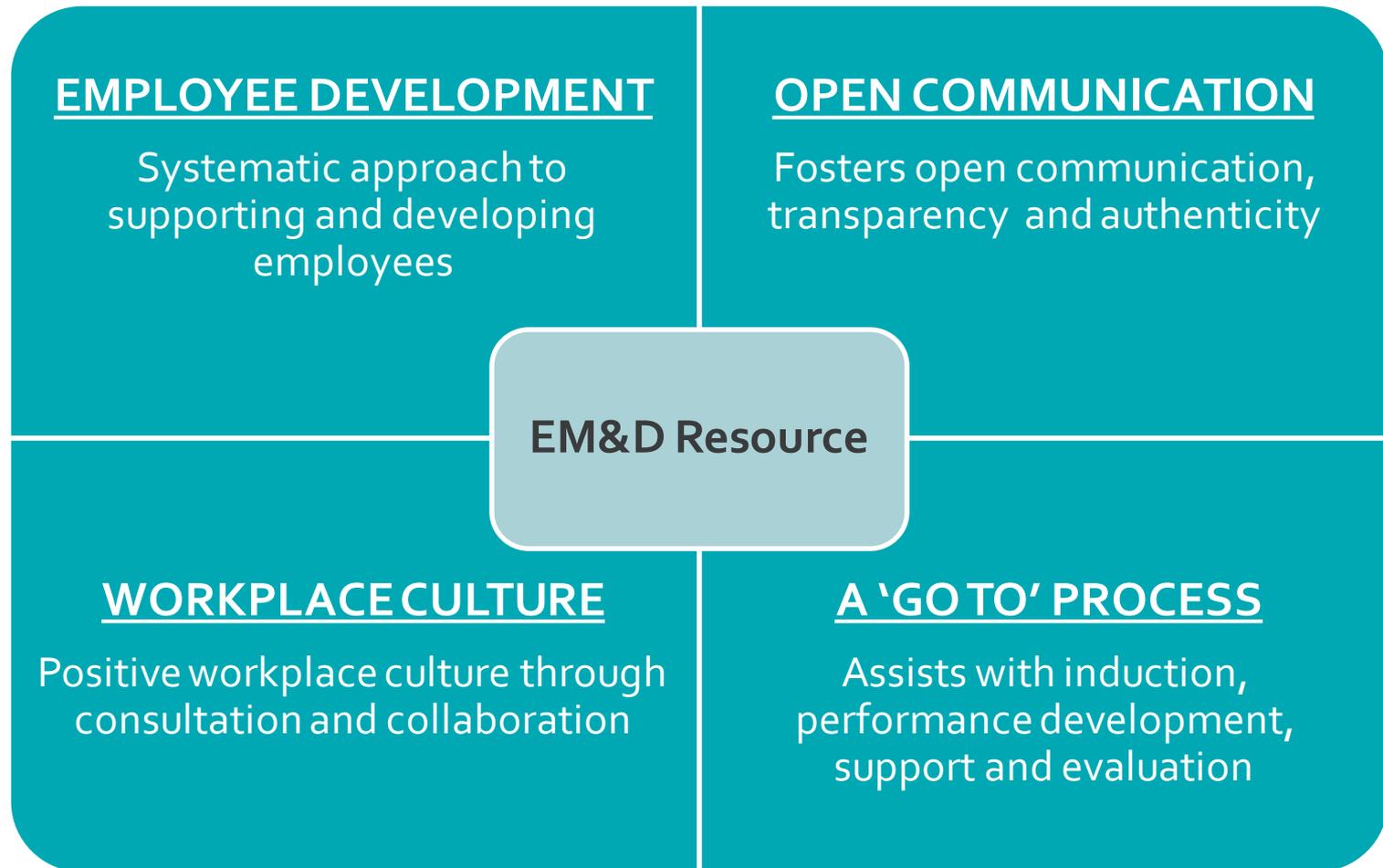
Information

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

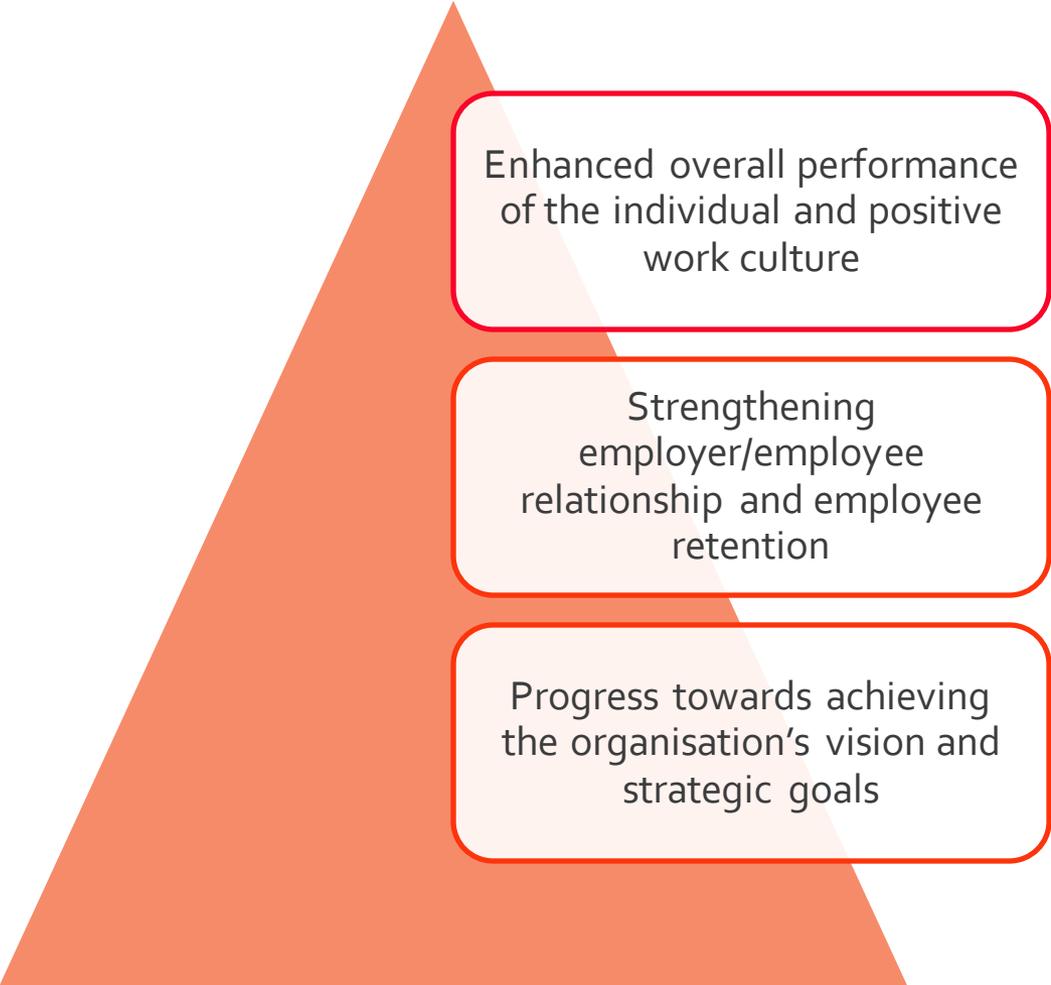
Tools

- 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

Purpose of EM&D Resource



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.

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

Key Links in Policy and Practice

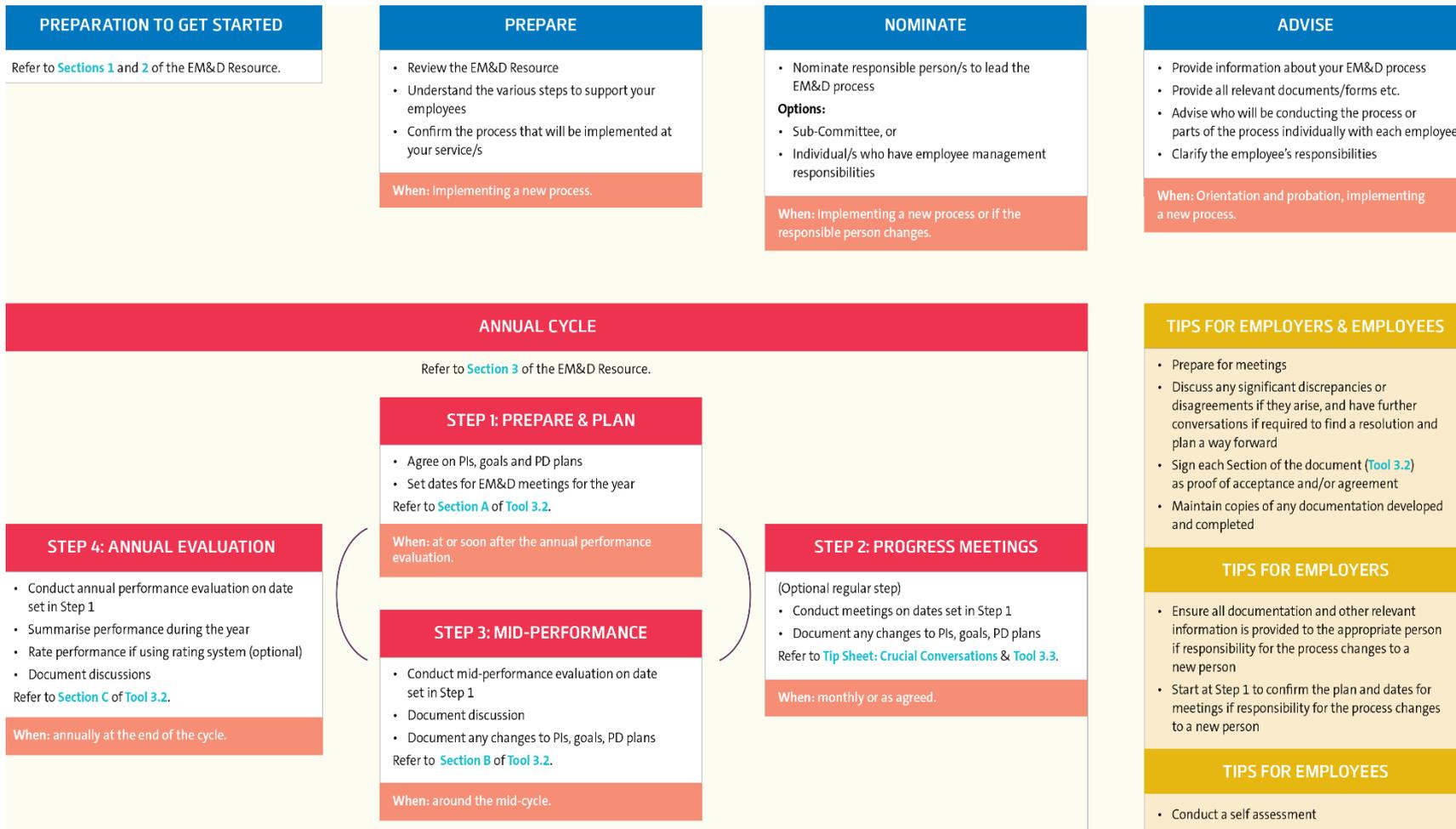
- Education and Care National Law and Regulations
- National Quality Standard (NQS)
- Australian Professional Standards for Teachers (APSTs)
- Supporting Teachers to Full Registration (VIT)
- The Kindergarten Funding Guide
- Child Safe Standards
- EBA/Award Conditions
- Validation Processes (Progression in levels)

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



EM&D Key steps and processes

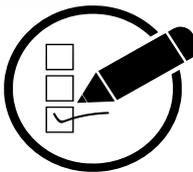




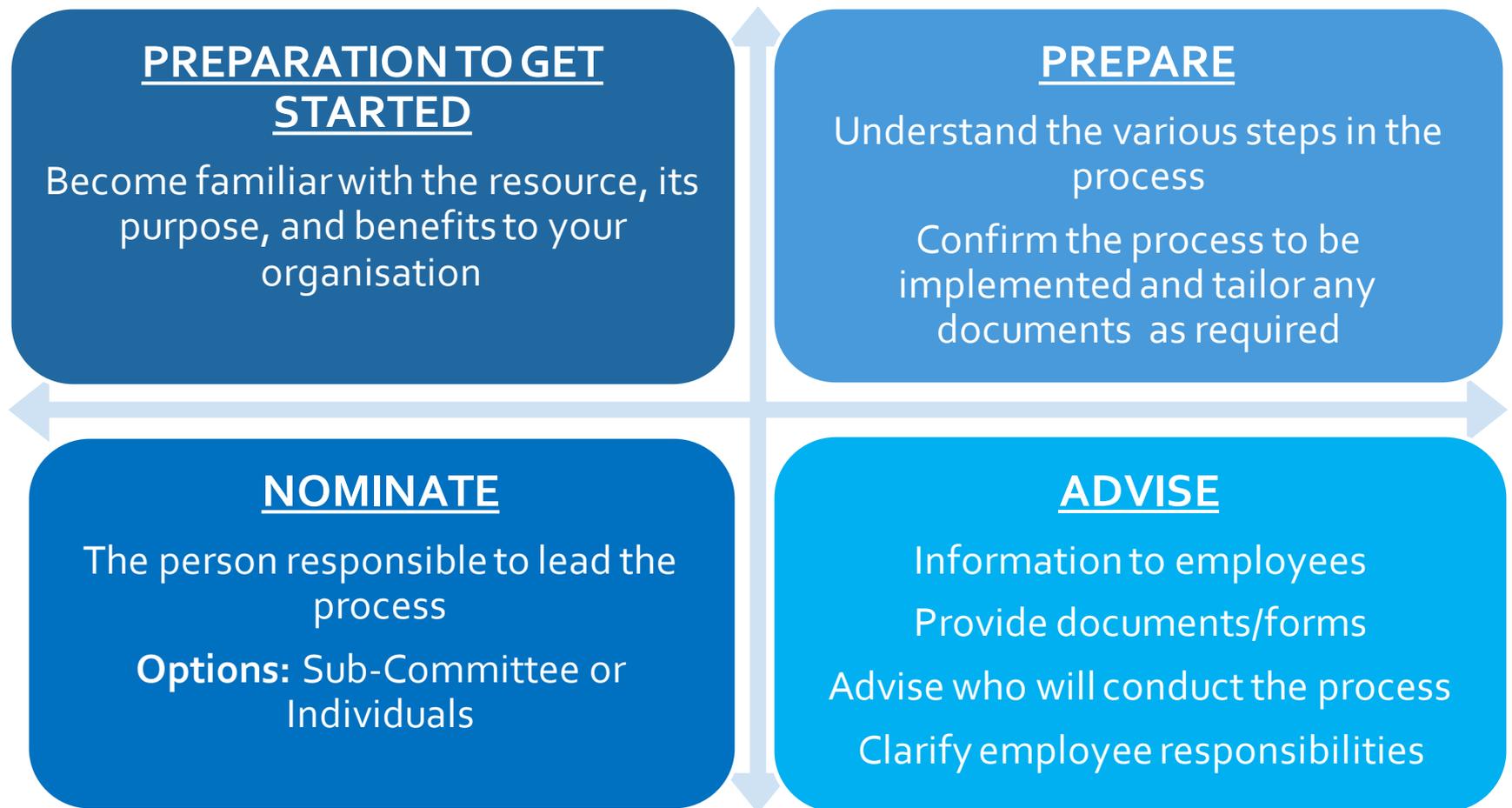
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Topic 2: Setting up the EM&D Process



Steps in setting up the EM&D process

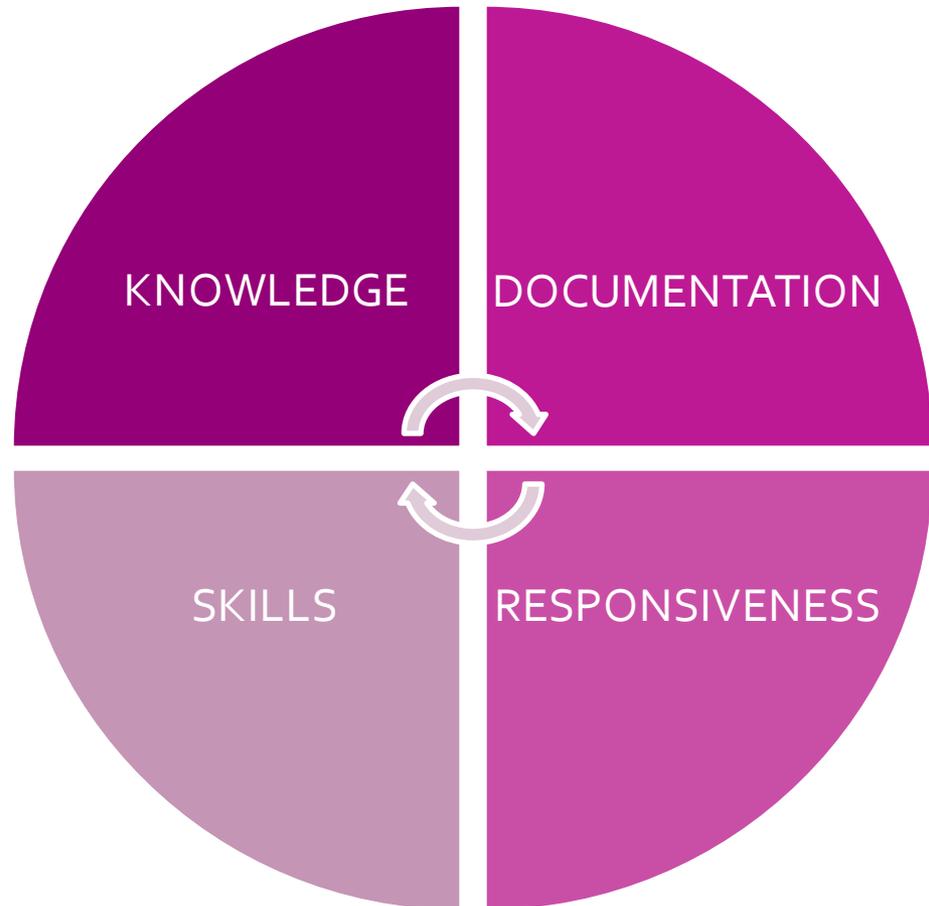


About Performance Indicators

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



About Goals

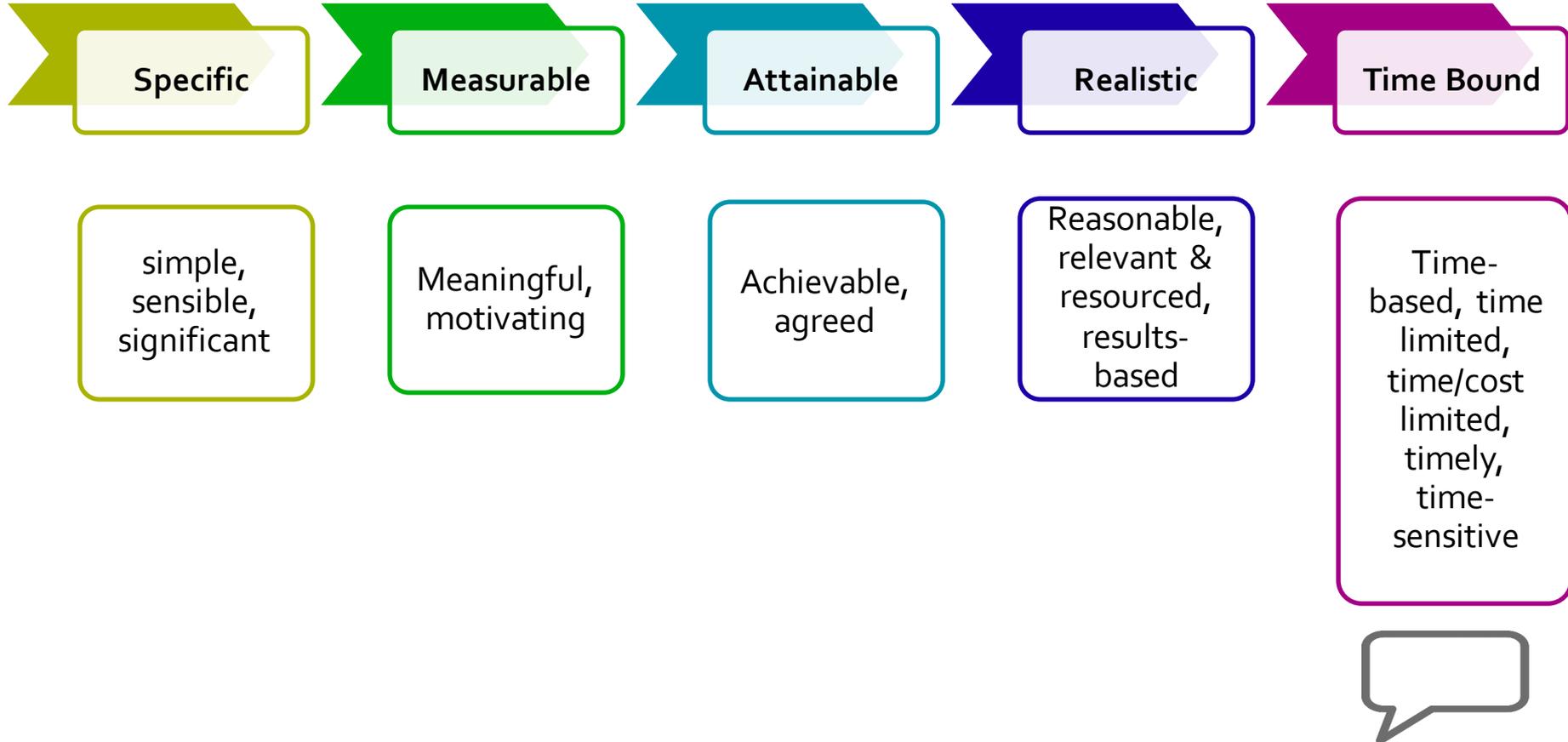
A goal is an objective or aim for a future desired outcome that can be personal or professional to support improvement of performance.

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

GOAL



Developing SMART Goals





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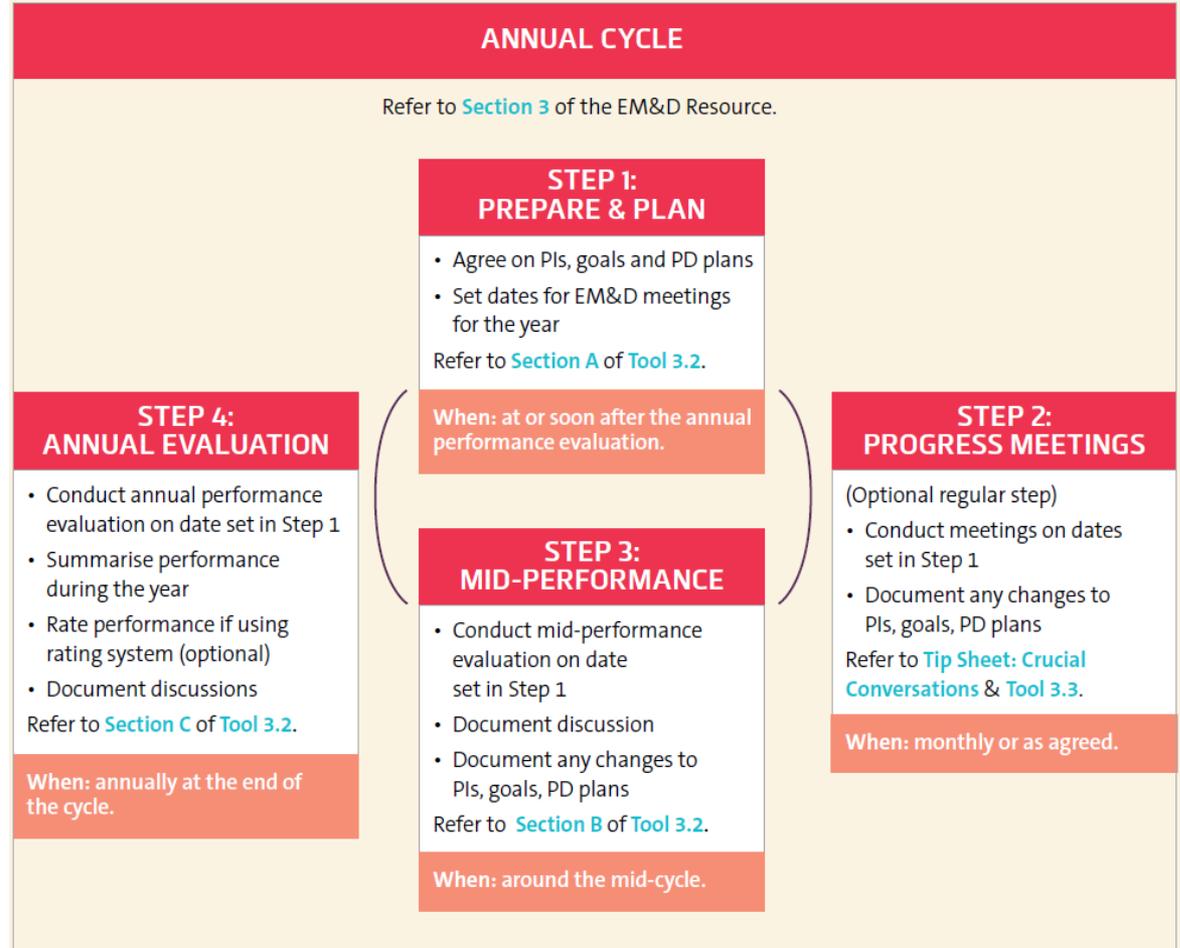
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Topic 3: Employee performance evaluation and development

The Steps



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



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.

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.

Step 4: Annual Evaluation

STEP 4: ANNUAL EVALUATION

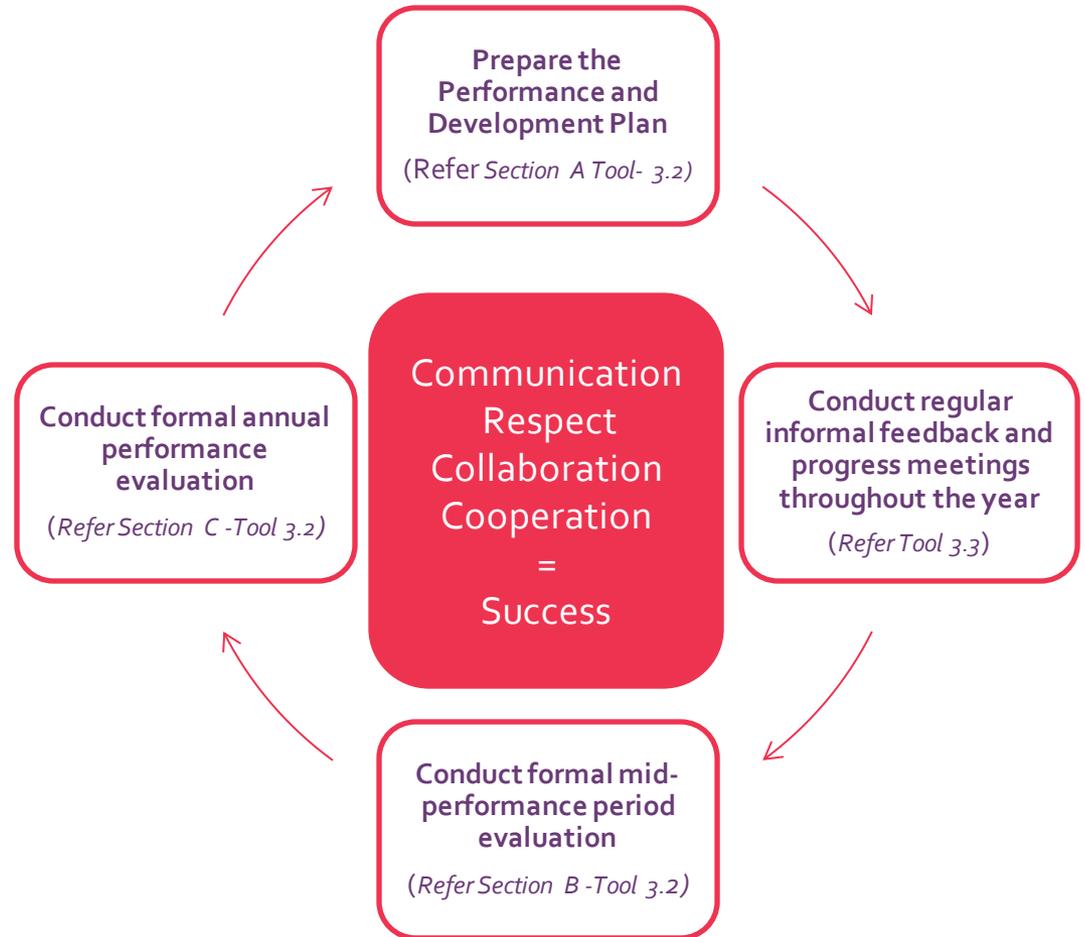
- Conduct annual performance evaluation on date set in Step 1
- Summarise performance during the year
- Rate performance if using rating system (optional)
- Document discussions

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



Key Activities that support an effective EM&D Process



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

Supporting Early Childhood Teachers

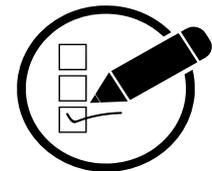
- **Teacher Registration processes for Graduate Teachers**
 - The Effective Mentoring Program
 - The Inquiry Approach
 - Understanding APSTs
 - Collecting evidence against the APSTs
 - Understanding frameworks used to support ECTs to full registration (e.g. SMART)



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

TOOL 3.2 PERFORMANCE DEVELOPMENT PLAN AND EVALUATION RECORD (continued)

Service Name: KX1 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
<p>Performance Indicator # (e.g. 3a)</p> <p>Relating to National Quality Standard Quality Area</p> <p>Knowledge, Skills, Responsiveness, Documentation (KSRC)</p> <p>Strategies, Resources and Actions to be taken by employee / employee</p>	<p>PROGRESS / STATUS</p> <p>Next Steps / Comments</p> <p>Rating and Comments</p>	<p>Rating and Comments</p>
<p>1 K5d4 7</p> <p>Knowledge</p> <p>Undertake online self study and attend 'ECCNP' PD training session</p> <p>On track</p> <p>Further PD session scheduled for September</p> <p>Achieved: At times able to also lead others in understanding the requirements of legislation. Service has been compliant.</p>	<p>On track</p> <p>Some sessions have been not scheduled PD planned for all staff meeting in June</p> <p>Achieved: Demonstrated good skills in accessing quality PD resources that have been booked. Motivated other staff to attend to improve program planning.</p>	<p>Achieved: At times able to also lead others in understanding the requirements of legislation. Service has been compliant.</p>
<p>2 K5d4 7</p> <p>Skills</p> <p>Establish plans with educators, conduct monthly monitoring sessions</p> <p>On track</p> <p>Critical steps & Moments: feedback session relating across teaching staff</p> <p>Achieved: Demonstrated strong knowledge in this area where the voices of others were incorporated</p>	<p>On track</p> <p>Some sessions have been not scheduled PD planned for all staff meeting in June</p> <p>Achieved: Demonstrated good skills in accessing quality PD resources that have been booked. Motivated other staff to attend to improve program planning.</p>	<p>Achieved: Demonstrated good skills in accessing quality PD resources that have been booked. Motivated other staff to attend to improve program planning.</p>
<p>3 K2b 3</p> <p>Skills</p> <p>'Critical steps & Moments': feedback session relating across teaching staff</p> <p>In progress</p> <p>Great feedback from the team on this to be the voices of others were incorporated</p> <p>Exceeded: Demonstrated strong knowledge in this area where the voices of others were incorporated</p>	<p>In progress</p> <p>Great feedback from the team on this to be the voices of others were incorporated</p> <p>Exceeded: Demonstrated strong knowledge in this area where the voices of others were incorporated</p>	<p>Exceeded: Demonstrated strong knowledge in this area where the voices of others were incorporated</p>
<p>4 K7d 2</p> <p>Responsiveness</p> <p>Lead emergency plan scenarios discussion and rehearsal at least every quarter</p> <p>On track</p> <p>Last drill conducted in February 2020 and needed more detail for documentation</p> <p>Develop a template that prompts the type of information needed for documentation</p> <p>Working Towards: Although emergency plan scenarios were rehearsed, more detail as to effectiveness would help plan.</p>	<p>On track</p> <p>Last drill conducted in February 2020 and needed more detail for documentation</p> <p>Develop a template that prompts the type of information needed for documentation</p> <p>Working Towards: Although emergency plan scenarios were rehearsed, more detail as to effectiveness would help plan.</p>	<p>Working Towards: Although emergency plan scenarios were rehearsed, more detail as to effectiveness would help plan.</p>
<p>5 F5b3 4</p> <p>Knowledge</p> <p>Inspire, rotate and random checks completed on staff, child ratios</p> <p>On track - random audit records completed</p> <p>Need to address ratios for increasing enrolments this year</p> <p>Partly Achieved: Organisation of rosters to be improved to manage need for casuals.</p>	<p>On track - random audit records completed</p> <p>Need to address ratios for increasing enrolments this year</p> <p>Partly Achieved: Organisation of rosters to be improved to manage need for casuals.</p>	<p>Partly Achieved: Organisation of rosters to be improved to manage need for casuals.</p>

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 employees 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
Employer			
Name: Sharyn Example	Position Title: President	Signature: SE	Date: 4/02/2020

SECTION B: MID-PERFORMANCE PERIOD EVALUATION

Employee			
Name: Sam Sample	Position Title: Teacher and Educational Leader	Signature: SS	Date: 15/07/2020
Employer			
Name: Sharyn Example	Position Title: President	Signature: SE	Date: 15/07/2020

A. PERFORMANCE & DEVELOPMENT PLANNING	B. MID-PERFORMANCE PERIOD EVALUATION	C. ANNUAL / FINAL EVALUATION
<p>Goal #</p> <p>Organisational and/or individual responsibilities (if applicable)</p> <p>Strategies, Resources and Actions to be taken by employee / employee</p>	<p>PROGRESS / STATUS</p> <p>Next Steps / Comments</p>	<p>Were the goals achieved?</p>
<p>1</p> <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 EOP design Identifying resources needed to build efficiency (people and technological), and Using reflective practice to evaluate and document the effectiveness of the changes and my impact. <p>Research / schedule attendance at an upcoming training session Book time to hold discussion sessions for other teaching staff Attend training sessions on handling of Emergency Events (e.g. need to evacuate) close the service for a period of time). To then be able to run a house training sessions for other staff Conduct rehearsals and track the progress made in the effectiveness.</p> <p>On track</p> <p>Session booked</p> <p>Used the information to update the EOP. Trained other staff in EOP and conducted test rehearsal with improvements. I was able to identify where the gaps were in the planning and implementation and rehearsals are now efficient.</p>	<p>On track</p> <p>Discussions have begun and taken a great approach of critical reflection Team building signs have included games around trust and honesty. Feedback sent out in action. Many positive notes and constructive feedback to improve communication.</p>	<p>Achieved the session Used the information to update the EOP. Trained other staff in EOP and conducted test rehearsal with improvements. I was able to identify where the gaps were in the planning and implementation and rehearsals are now efficient.</p>
<p>2</p> <p>To be able to collaborate and communicate more effectively with the teaching team that receive overall quality in the service by:</p> <ul style="list-style-type: none"> Have initial discussions around pedagogy and practice. Reflect upon practice and evaluate effectiveness, through: Marketing sessions Team building events Feedback board/line postbox <p>Implement a range of activities to support educators to:</p> <ul style="list-style-type: none"> Have initial discussions around pedagogy and practice. Reflect upon practice and evaluate effectiveness, through: Marketing sessions Team building events Feedback board/line postbox <p>On track</p> <p>Discussions have begun and taken a great approach of critical reflection Team building signs have included games around trust and honesty. Feedback sent out in action. Many positive notes and constructive feedback to improve communication.</p>	<p>On track</p> <p>Discussions have begun and taken a great approach of critical reflection Team building signs have included games around trust and honesty. Feedback sent out in action. Many positive notes and constructive feedback to improve communication.</p>	<p>The feedback from teams indicate that my shift in leadership approach has made the more appropriate and reflective of my responses. The working environment has improved in positivity and this has also been noted in feedback from the parent surveys.</p>
<p>3</p> <p>To develop awareness, skills and leadership in line to improve the engagement of families and community in the service by:</p> <ul style="list-style-type: none"> Strengthening my communication and building stronger connections with families and the local community. 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 (i.e. surveys, interviews, feedback, etc.) <p>Critical reflective practice to develop a stronger understanding of working more effectively with families and local community.</p> <p>On track</p> <p>Discreet survey to ascertain effectiveness of parenting building strategies.</p> <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>	<p>On track</p> <p>Discreet survey to ascertain effectiveness of parenting building strategies.</p> <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>	<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>

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.

<p>What did / does the employee do well?</p> <p>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.</p>
<p>What areas require further development? (Consider how the values have been demonstrated)</p> <p>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'.</p>
<p>Were there any significant challenges that impacted upon the employee's performance during the last 12 months? If so, include description of the challenges, support offered or further support required.</p> <p>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 left supported by the team.</p>
<p>Outline any areas that require further review and/or additional evidence to demonstrate performance.</p> <p>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.</p>

PROFESSIONAL DEVELOPMENT PLANNING	Attendance day/time	Course duration	Employer approval (include age and date result activity)	Progress / Status	Quality standards that were addressed in this activity	Employee: How did this support / not support you achieving your performance indicators? and any other applicable goals or responsibilities?
Emergency Training (DET)	10/02/2020 Sun - Mon	1 Full day	MS 19/12/2019	Attended	NQF - QA 3.2 Incident & Emergency Management KPI - #12	The training provided valuable information to consider when planning emergency use and how to work with other staff in streamlining the processes and experimentation. Better templates for evaluation.
Leadership in Early Childhood Settings - The Active Leader Presented by Catherine (ECC Practice Consultancy Course)	19/04/2020	1 Full day	MS 19/12/2019	Attended	NQF - 7.2.2 Educational Leadership: 4.2.1 Professional Collaboration KPI-#20, #20	The training provided valuable information to consider when planning emergency use and how to work with other staff in streamlining the processes and experimentation. Better templates for evaluation.
Supporting Teams in month course (Micro-credentials 4.2 four sessions and team building training)	15/05/2020 - 20/11/2020	6 months (12 hours contact, 16 hours online)	MS 19/12/2019	In progress	NQF - 7.2.2 Educational Leadership: 4.2.1 Professional Collaboration KPI-#20, #20	So far the course has assisted 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 progress of mentor sessions and team building training. Feedback from mentoring sessions indicate that the team is significantly improved in communication and support for the team.
Self-guided learning of the ECC evaluation, complete online module checking knowledge	From 9/10/2020 - 5/03/2020	One month & continued	MS 19/12/2019	Continuing	NQF - all #13	I now have better clarity in relation to legal obligations under the relevant legislation. Organise rosters and schedules more effectively and seamlessly within budget, but still covering casuals, using online child staff roster checker to help.
Partnering with Families Conference (Presented by various ECC organisations (academic, research, Govt, consultants)	20/10/2020	1 Full day	MS 19/12/2019	Attended	NQF - QA 6	This conference day assisted with supporting the vision and purpose of connecting day and evening with families to build connections. The conference focused on authenticity so that engagement was more respectful and meaningful and not transactional. 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 related to build stronger partnerships.

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.

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

<p>Any other matters to be raised or recorded relevant to this performance evaluation?</p> <p>None</p>
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SECTION C: ANNUAL PERFORMANCE EVALUATION

Employee			
Name: Sam Sample	Position Title: Teacher and Educational Leader	Signature: SS	Date: 31/03/2021
Employer			
Name: Sharyn Example	Position Title: President	Signature: SE	Date: 31/03/2021

Video

The Performance Development Plan and Evaluation Record

▶ 🔊 0:00 / 3:36



Tool 3.2: Prepare and Plan (Section A)



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

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 <i>(please sign and date each activity)</i>
Emergency Management Training (DET)	10/02/2020 9am – 4pm	1 Full day	MG 18/12/2019
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
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

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

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.

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.

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



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.

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



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