



Appraisal Policy

Staff/Educators Appraisal Training and Development

Relevant Legislation

Work Health and Safety Act 2011 to be read in conjunction with the Work Health and Safety Act 2102

Federal and State Equal Opportunity Legislation

Education and Care Services National Regulations: 125-128, 136-143, 145-153

Children (Education and Care Services National Law Application) Act 2010.

National Quality Standard for Early Childhood Education and Care and School Age Care: Standard 4.1, 4.2, 7.1, 7.2

Introduction

Tathra Preschool has a commitment to maintaining a culture of ongoing reflection and self-review that offers challenge, provides motivation and supports positive levels of staff satisfaction. The Appraisal System at Tathra preschool is designed to ;

- ❖ Recognise the skills of individual staff/educators,
- ❖ Provide confirmation and feedback that staff and educators are fulfilling their duties; and
- ❖ Identify training and development needs.

Policy Goals

Appraisal at Tathra Preschool aims to provide opportunities for educators and staff to:

- ❖ Evaluate the service, assess the requirements of their position, and make adjustments to their job description;
- ❖ Clarify performance expectations for the position;
- ❖ Assess work performance against written performance criteria which is linked to the appropriate job description, our code of ethics and the National Quality Framework;
- ❖ Receive feedback about their performance, their skills and strengths;
- ❖ Recognise and appreciate their specific contributions;
- ❖ Participate in a motivating experience that encourages best practice and skill development;
- ❖ Identify specific training and development that will be of benefit to the Preschool and reflect individual training goals;
- ❖ Discuss current and future career goals;
- ❖ Raise areas of concern and plan appropriate strategies which support

- educators/staff to reach the required standard. ;
- ❖ Be fairly assessed by their peers and be involved in a peer review process.

Strategies: What will we do?

Informal Appraisal

The preschool aims to provide a climate in which employees' value and support each other and give constructive feedback to their work colleagues as part of normal everyday practice

- Informal appraisal happens any time educators/staff receive feedback about their performance from their work colleagues, their supervisor or the nominated supervisor.
- The Nominated supervisor will give positive feedback to employees as a means of showing appreciation of each employee's efforts.
- Issues or concerns will be addressed straight away thus preventing the development of conflict or major problems.

Formal Appraisal

- New educators/staff will be introduced to the formal appraisal management system during orientation and induction.
- An initial performance appraisal will take place within 3 months of appointment to ensure new educators/staff are clear about their responsibilities and the preschools expectations of them, and thereafter at least every 12 months
- A mutually agreed date for the performance appraisal will be set at least 2 weeks prior to the performance appraisal interview.
- Each employee is provided with an appraisal form that details performance criteria for their position that are directly linked with the employee's job description for a self-assessment.
- Each performance appraisal will be conducted by the Nominated Supervisor. This person will understand the requirements of the job and has authority to provide valued feedback.
- Both the employee and the appraiser will independently complete the appraisal form prior to the appraisal interview, and be ready to discuss their assessments at the interview.

- Appraisal interviews will be conducted in an appropriate location that ensures privacy and no interruptions. The appraiser will ensure that sufficient time has been allocated and everyone is prepared before the appraisal begins.

Formal Appraisal Objectives

- Allow all educators/staff to be fairly assessed.
- Establish mutually agreeable and achievable action plans or objectives for the next 12 months.
- Provide information from which an annual training and development plan can be determined in relation to organisational, occupational and individual needs.
- Provide a means by which a review can occur each 12 months by examining the position itself and the position in relation to the preschool organization.
- Improve the individual's work performance by identifying areas for professional growth.
- Provide a formal means by which performance can be acknowledged and rewarded, opportunities can be identified and problems can be addressed.

Appraisal Process

The appraisal process will be appropriately linked to the employee's performance criteria and will include:

- Appraisal of the job description and clarification of expectations and the role.
- Self-assessment.
- Two way feedback.
- The opportunity to explore future opportunities within the position.
- Positive and constructive feedback.
- An action plan for further training and/or development.
- Feedback about how the appraisal process could be improved.
- Professional and objective feedback.
- The Nominated Supervisor responsible for conducting appraisal interviews will be given opportunities for professional development in performance management.

Performance Appraisal Outcomes

- Together the employee and the appraiser compile a list of agreed goals which are entered onto the employee's professional development plan, along with agreed dates and procedures.
- A copy of the professional development plan is given to the employee. The original form is kept on the employee's personal file.

- Employees may appeal any outcome of the appraisal process directly with their appraiser or with the nominated supervisor or in writing to the approved provider.
- Performance appraisal may be used to substantiate a formal warning for continued poor work performance
- Employees will be encouraged through the appraisal process to identify career plans, and the service will work with them to explore options for career advancement within the preschool. The preschool will support employees to achieve their career aspirations and to develop skills that will help the preschool to achieve its long term goals.

Performance Management

Performance Management occurs in addition to staff appraisal and is used as a tool to ensure that knowledge and skills and practices are current and areas requiring further development are addressed

Training and Professional Development

The Approved provider will

- Ensure provisions for educator/staff training and professional development is included in the annual budget.

The Nominated Supervisor will:

- Organise training/professional development opportunities and ensure that opportunities are provided on an equitable basis to all educators/staff.
- Ensure all employees discuss their training and professional development interest as part of the Preschools induction process.
- Ensure that all workers are given adequate supervision and on the job training to enable them to work safely.
- Develop a training plan with input from the educator/staff team at the beginning of each year based on broad service professional development needs, and the professional development plans of each team member.
- Ensure staff meetings have training on the agenda as an on-going agenda item.
- Provide a range of training and professional development opportunities which will include a range of the following options:
 - Planned staff meetings which have a professional development focus
 - Training events held within the preschool which provide educators/staff with the opportunity to share their expertise ;

- Relevant resources e.g. books, articles, DVDs etc. are available and staff are encouraged to discuss interesting ideas and information with the rest of the team at staff meetings and within the Teaching Journal
 - Participation in external workshops, and conferences provide opportunities for staff/educators to provide feedback to the rest of the team at staff meetings
 - In-service workshop.
 - Short courses relevant to individual professional development needs;
 - Study towards nationally recognised qualifications;
 - Study leave to pursue further vocational studies;
 - On the job through taking on new responsibilities within the preschool.
- Encourage educators/staff to identify training or professional development that is:
- Relevant to the employee’s job description;
 - A requirement of their position;
 - Linked to performance appraisals; and
 - Relevant to the forward planning needs of the preschool.

Where it is agreed by the nominated supervisor that the training meets one or more of the requirements listed above (prior to employment) consideration will be given to and negotiated (giving consideration to the budget) to meet the costs of one or more of the following:

- Employees hours of attendance; and/or
- Cost of training.

Experienced educators/staff who can commit to on-going employment with the preschool may negotiate to have their skills assessed through an RPL process.

Study leave. Further qualifications may be approved for a course relevant to the educator/staff member’s employment which can be taken at a time which is convenient to the preschool. The granting of study leave MUST be applied for in advance, and is not an automatic right of the employee. An educator/staff member seeking study leave must apply in writing to the nominated supervisor/coordinator. Leave will be considered for the purpose of undertaking compulsory practicum, fulfilling course requirements, attendance at compulsory residential courses or compulsory examinations.

Procedures and Forms

- Appendix A Performance Appraisal Procedure and Forms
- Appendix B Performance Appraisal Self Evaluation Form
- Appendix C Performance Appraisal Discussion Points
- Appendix D Additional Performance Appraisal Points for the Director and or Teacher
- Grievance Procedures

Links to other Policies

- Accidents, Emergencies and First Aid
- Confidentiality and Privacy Policy
- Enrolment and Orientation Policy
- Excursions Policy
- Grievances and Complaints Policy
- Health Hygiene and Infection Control Policy

- Medication and Medical Conditions Policy
- Fees Policy
- Guiding Children's Behaviour Policy
- Confidentiality and Privacy Policy
- Staff Immunisation Policy
- Grievances and Complaints Policy
- Interaction with Children Policy
- Arrivals and Departures Policy
- First Aid Policy
- Emergency Procedures Policy
- Sun Protection Policy
- Water Safety Policy
- Health Hygiene and Infection Control
- Incident, Injury, Trauma, Illness Policy
- Medication and Medical Conditions Policy
- Work Health and Safety Policy
- Nutrition Policy
- Staff ,Student, Volunteer Induction Policy
- Child Protection Policy

Sources and References

DEEWR child Care Services Handbook 2011-2012. (Department of Education, Employment and Workplace Relations). *Section 6.6 What are my service's responsibilities to educators?* Website : www.deewr.gov.au

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Australian Human Rights Commission - *Federal Discrimination Law* - Retrieved 16 May 2011, f

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DEEWR (2009). *Belonging Being and Becoming: The Early Years Learning Framework for Australia*. www.deewr.gov.au.

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Community child Care Co-operative : NQF in a Box: www.cccnsw.org.au

National PSC Alliance : www.pscalliance.org.au

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