



Staff Appraisal and Professional Development Policy

Quality Area 4: Staffing Arrangements

Policy Statement

Tathra Preschool has a commitment to maintaining a culture of ongoing reflection and self-review that provides challenges, offers motivation, and supports positive levels of staff satisfaction. We embrace a 'lively culture of professional enquiry' and continuous improvement. Appraisal and professional development play an important role in providing opportunities for staff to engage in critical reflection and ongoing professional learning and research which builds knowledge and enthusiasm for early childhood education. Staff appraisal and professional development aims to acknowledge and support the diverse strengths and experiences of colleagues to build shared professional knowledge

Policy Goals

Staff appraisal, professional development provides opportunities for all staff to

- Base work on research, theories, content knowledge and practice evidence.
- Take responsibility for articulating professional values, knowledge, and practice.
- Engage in critical reflection, ongoing professional learning that builds knowledge, skills, and competence.
- Work within the scope of professional role and job description.
- Model quality practice and provide constructive feedback and assessment for students as aspiring professionals.
- Mentor new graduates by supporting their induction into the profession.
- Participate in a 'lively culture of professional inquiry' to support continuous improvement.

Performance Appraisal

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 everyday practice.
- Positive feedback provides the mechanism to show appreciation of each employee's efforts.
- Issues or concerns will be addressed immediately preventing the development of conflict.

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.
- Each performance appraisal will be conducted by the Nominated Supervisor. A mutually agreed date for the performance appraisal will be set at least 2 weeks prior to the performance appraisal interview.
- Time is allocated to all employees to reflect and complete a self-evaluation documentation. The Nominated Supervisor will complete "Staff Appraisal Feedback" documentation. Both the employee and the appraiser will independently complete the appraisal documentation prior to the appraisal interview and be ready to discuss their assessments at the interview.
- A strength-based approach underpins appraisal and professional development to:
 - Recognise the skills of individual staff.

- Provide confirmation and feedback that staff and educators are fulfilling roles and responsibilities.
- Identify training and professional development needs.
- Engage in a collaborative review process and clarify performance expectations for the position.
- Assess and reflect on work performance against written performance criteria with reference to the job description, Tathra Preschool philosophy, policies, procedures, and quality improvement plan, ECA Code of Ethics, The Early Years Learning Framework and the National Quality Framework.
- Receive feedback about performance strengths and contribution.
- Participate in a motivating experience that promotes high quality early childhood education.
- Identify any challenges and problem solve solutions.
- Identify areas for professional development and goals for the upcoming year.
- Engage in peer review.

Appraisal Process

- The Nominated Supervisor responsible for conducting appraisal interviews will be given opportunities for professional development in performance management.
- Together the employee and the Nominated Supervisor compile a list of agreed goals which are entered onto the employee's professional development plan, along with professional development resources.
- The appraisal process will be appropriately linked to the employee's performance criteria and will include:
 - The job description and clarification of expectations and the role.
 - Self-assessment documentation
 - 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.
- 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 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 preschool 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 support the preschool to achieve quality education outcomes.

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 within collaboration with individual staff and input from the 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 include:
 - Staff meetings with a professional development focus
 - PD held within the preschool which provide educators/staff with the opportunity to share their expertise and learn together.
 - External PD such as conferences, workshops and webinars
 - Access to resources e.g., professional journals, webinars and membership of early childhood umbrella organisations such as CELA and ECA.
 - Paid release to reflect, discuss, document, share interesting ideas.
 - Opportunities to actively engage in current research and theory and work on projects.
 - 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 professional goals.
 - Relevant to the forward planning needs of the preschool.
- 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 examination.

Monitor, Evaluation and Review

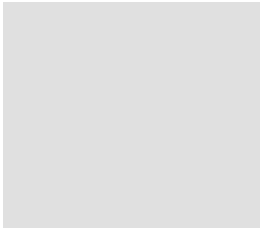
This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the preschool will review this Policy every 3 years.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the preschool will ensure that families of children enrolled at the preschool are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the preschool; a family's ability to utilise the preschool; the fees charged or the way in which fees are collected.

Relevant 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
- Work Health and Safety Act 2011
<https://www.legislation.gov.au/Details/C2018C00293>



- Federal and State Equal Opportunity
<https://www.justice.vic.gov.au/equal-opportunity>
- Fair Work Commission: <https://www.fwc.gov.au/>

**Related
Guidelines,
Standards and
Frameworks**

- 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
- Early Childhood Australia (ECA). Code of Ethics. Access website www.earlychildhoodaustralia.or.au/codeofethics

Updated

April 2024

Review Date

2027 or when procedure, practice or legislation changes.