3 PERFORMANCE EVALUATION AND DEVELOPMENT PLANNING

Performance evaluation is an important part of the EM&D process. It is closely linked to the success of the organisation as a whole, and helps employees understand how the job they perform contributes to and fits within the bigger picture of the organisation. It fosters ongoing communication when effectively undertaken and documented, with both the employer and employee being clear about the requirements of the job, desired outcomes, and how they will be measured.

The aims of performance evaluation are to:

- acknowledge the contribution and achievements of employees, and encourage a culture of continuous improvement
- foster and provide opportunities for reflective practice for educators
- identify career pathways and PD opportunities for employees
- improve the employee's understanding of how his/her performance contributes to the overall goals of the organisation
- improve the understanding and communication between employer and employees
- contribute to the overall improvement of the quality of the services provided by the organisation
- assist the service to achieve its objectives and goals, and to meet legislative and funding requirements.

Principles of performance evaluation

Performance evaluation should be based on the following principles:

- to conduct performance evaluation on a 'no surprises to the employee' basis
- to approach evaluation in an open, positive, supportive and constructive way
- to ensure conversations are future-focused
- to ensure respectful and clear communication
- to ensure that feedback is two-way, and both parties have an equal opportunity to discuss the performance of the employee, including any enablers and barriers to his/her performance
- to develop a culture of continuous improvement.

Formal annual evaluation of performance

The formal annual evaluation of employee performance and planning development comprises four parts:

1. Identifying and agreeing on Key Performance Indicators, and any goals and responsibilities to implement the service's QIP.
2. Preparing for the meeting.
3. The annual performance evaluation meeting.
4. Agreeing on PD and support options for the employee for the next 12 months.

Part 1: Identifying and agreeing on Key Performance Indicators, and any goals and responsibilities to implement the service's QIP

To ensure that the evaluation of an employee's performance is meaningful and focused, it is recommended that employers and employees agree upon a set of Performance Indicators based on which the employee's performance will be assessed over a 12-month cycle. For new employees, it is recommended that this is done after the successful completion of the probationary period. For existing employees, this should be done as part of the annual performance evaluation process.

Tool 3.1 identifies a list of Performance Indicators aligned to the National Quality Standard which can be used to assist with keeping the evaluation focused on specific areas. The tool includes 28 Performance Indicators covering:

- competencies (skills, knowledge and documentation)
- behaviours (responsiveness).

Services will be working towards implementing good practices and processes in all of the seven Quality Areas. Selecting appropriate indicators from this list specifically for individual employees on an annual basis will ensure that there is clarity for both employer and employee regarding the key areas of performance to focus on during the discussions. Consideration should include the service's Quality Improvement Plan, any priority areas (e.g. business plan) and the employee's role and progress as applicable.

ELAA recommends a maximum of six Performance Indicators be selected for each employee.

© 2014 Early Learning Association Australia

If appropriate Performance Indicators cannot be identified from the list provided in Tool 3.1, ELAA recommends that the employer and employee agree on a set of indicators or goals appropriate to the employee's role. The position description of the employee may provide guidance in this process.

Included in each Performance Indicator are reference codes to the standards set out in the current EBA that applies to most teachers and educators (VECTAA 2009). Employers must ensure that the reference to the standards in the EBA are reviewed and updated when a new EBA replaces the existing EBA, if applicable to employees.

Contribution to any organisational goals or individual goals should also be considered and negotiated between the employer and employee. Goals must be clear and achievable by the employee within the evaluation period and resourced appropriately by the employer.

The setting of Key Performance Indicators, goals and responsibilities for the service's QIP, and organisational and individual goals etc. is a joint decision between the employer and employee, and is subject to ongoing monitoring and review at the end of each 12-month cycle.

Please note: Tool 3.1 is recommended as a guide for identifying and agreeing on a set of Performance Indicators and any goals and responsibilities towards achieving the service's QIP. This then forms the framework on which the assessment will be based. Services may tailor this tool to suit their requirements and/or individual employee's needs, or use an alternative evaluation process.

Part 2: Preparing for the meeting

Preparation for the performance evaluation meeting by both the employer and employee will ensure that the discussion is meaningful and focused, and is beneficial to both parties. The extent of preparation may vary between individuals. If EM&D has been implemented appropriately within a culture of ongoing dialogue and open communication between employer and employee, preparation for the evaluation meeting should require minimal time.

Preparation should be undertaken separately by employer and employee. The preparation undertaken by the employee will involve reflecting on his/her own performance during the year, successes, challenges, and a consideration of the PD he/she would like to undertake to assist in improving performance.

The preparation undertaken by the employer will involve a reflection on the employee's performance during the year, including observations etc. (Refer to *Conducting Employee Performance Observations* further in this section.)

Employers and employees may choose to structure their preparation based on the documentation used in the actual evaluation process (refer to Tool 3.2: *Performance Evaluation Summary*).

Part 3: The annual performance evaluation meeting

(usually conducted at the end of the year or at the anniversary date of the employee, with a formal mid-year review)

The annual performance evaluation meeting involves the employer and employee meeting to discuss the performance of the employee over the past 12 months, the employee's successes, any challenges and PD undertaken. It is assumed that both the employer and employee come prepared for this meeting to discuss their assessment and reflections.

It may involve the following additional steps:

1. gathering evidence as required to demonstrate achievements, particularly if there are significant inconsistencies in the assessments undertaken by the employer and employee (refer to Tool 3.6: *Supporting Evidence Guide*)
2. planning, selecting and confirming the Key Performance Indicators (ELAA recommends a maximum of six), any goals and Quality Improvement Plan (QIP) areas to be the focus of the employee for the next 12 months (refer to Tool 3.3: *Performance and Development Planning*)
3. documenting the agreement reached and signing in proof of acceptance.

© 2014 Early Learning Association Australia

Part 4: Agreeing and developing the employee professional development plan

(usually drafted at the time of review with confirmation at the start of a new year)

This part of the evaluation process involves creating a plan to support the professional development of the employee and includes the following:

- discussion with the employee to identify development and support needs
- in consultation with the employee, selection of appropriate courses, conferences and PD strategies
- documentation of the individual development plan for the next 12 months (refer to Tool 3.3: *Performance and Development Planning*)
- approval of the agreed individual development plan by the employer, and allocation of appropriate resources to enable the employee to undertake the agreed PD.

Please note: When developing the professional development and support options for teachers and educators, employers must ensure they are in accordance with the enterprise agreement applicable at that time.

The mid-year review

Formal performance evaluation meetings described above are held once a year, at a set time during the year (e.g. November each year or at the anniversary date of the employee's commencement). It is good practice to have an informal review meeting mid-way through the year. This meeting is based on a 'no surprises to the employee' principle, meaning that this meeting is not used as the first opportunity to raise serious concerns (if any) about the employee's performance. Both the employer and employee should raise any serious concern at the time they occur.

The purpose of this mid-year review meeting is to enable the employee and the employer to:

- meet and discuss how the employee is tracking in relation to the agreed Key Performance Indicators, goals and responsibilities in relation to the service's QIP etc.
- provide feedback on the employee's performance, and acknowledge successes and challenges
- ensure that the professional development plans that have been agreed with the employee are being implemented by the employer.

The discussions at this review meeting should be documented and placed in the employee's file, and should form part of the formal performance evaluation meeting held annually (refer to Tool 3.4: *Mid-year review*).

The mid-year review should be viewed as a checkpoint for the employer and employee to reflect on and discuss progress, especially if time for ongoing dialogue has been limited. ELAA strongly recommends that organisations make an effort to conduct these mid-year review meetings to enrich the EM&D process for employees and the organisation as a whole.

© 2014 Early Learning Association Australia

Crucial conversations – providing feedback

Effective communication is vital to managing performance and can ensure a harmonious working relationship and workplace. This includes all areas of EM&D such as articulating the service's philosophy and goals, expectations of the role, having regular and meaningful conversations about the performance of an employee and his/her support needs etc.

Creating an environment of open and honest communication can also lead to better outcomes for children and their families by fostering greater understanding between the employer and employee, improving relationships and strengthening collaboration.

Examples of some of the crucial conversations between an employer and an employee are:

- articulating the service's philosophy, goals and strategic plan
- clarifying the role of the employee and the service's expectations in relation to his/her employment
- determining goals and priorities for the current year
- regular catch-up (preferably monthly) with the employee to ensure that he/she feels well supported to perform his/her role
- providing meaningful feedback about the employee's performance
- discussing any concerns relating to performance as soon as they arise
- conducting formal performance evaluation discussions mid-year and annually
- having conversations with the employee regarding his/her professional development and career aspirations.

When communicating with an employee, employers should ensure there is very little room for ambiguity, and the matter being communicated is understood clearly by the employee. Communication that is clear, goal-focused, de-personalised, sensitive and conveyed with empathy is more likely to elicit a positive response from the employee, than communication that is ambiguous and fault-finding.

Why provide feedback?

Feedback is the most significant way in which an employer can communicate to the employee how his/her work is being perceived, and is one of the critical roles of the employer. Most employees strive to do their best in their roles and receiving regular feedback can assist employees to understand how their work is perceived by the employer.

Challenges with feedback

There can be a number of challenges associated with providing feedback to employees. Some complaints about feedback include that:

- employees do not get any feedback from their employer about how they are going
- the only feedback employees get is when something goes wrong
- feedback is delivered inappropriately/insensitively
- feedback is very subjective and comes across as criticism
- employees are told what is wrong but are not provided with sufficient guidance about what is required, what needs to change and how to make these changes.

Some of the challenges associated with providing feedback may arise from the employer's level of comfort in providing feedback and facing confronting situations. However, leaving concerns about an employee's performance unaddressed may, in the long term, impact on the service and the quality of the service provided. It is also unfair to the employee, who has remained unaware of the concern and therefore has not been provided with an opportunity to address and improve his/her performance.

Tips for providing feedback

- Make both positive and constructive feedback regular and timely (as soon as possible after the event).
- When providing feedback about concerns:
  - plan your feedback and make it constructive
  - provide specific examples i.e. based upon evidence and facts
  - focus feedback on the employee's observed behaviour and avoid making feedback personal.
- Engage in dialogue and encourage the employee to participate. Do not make the discussion top-down.
- Ensure that the employee understands the concerns and expectations, and leaves knowing how to address the concerns.
- Ensure that the employee understands what support is available and how to access it.

© 2014 Early Learning Association Australia

- If there is a follow-up process agreed to, ensure that the employee knows when it will occur, and what he/she is expected to demonstrate i.e. improvement in performance, training and development etc.

As with any conversation, building good rapport with the employee will make the conversation easier. Rather than rushing straight into feedback, be sure to take some time to build a positive and harmonious environment first.

Structuring feedback

There are many models of providing feedback and these can help employers/reviewers structure the feedback discussion to make it more effective. The following are two examples that can be implemented in a service:

Model 1 – THE FEEDBACK SANDWICH

The feedback sandwich is a commonly used model for providing feedback. The feedback sandwich is so named because it 'sandwiches' the concerns or areas for improvement between positive comments. This model is very effective when the employee's performance is mostly productive and there are minor areas of improvement required.

Positive: Begin the feedback by identifying something the employee has done well. Starting with the positive feedback helps build the relationship and confirms that the employee is generally performing well.

Constructive: Next, address the areas where the employee's performance does not meet expectations and there is scope for improvement. The key is to be constructive and focus on what the employer would like the employee to do instead of his/her current behaviour.

Positive: Finish on a positive note, highlighting the employee's greatest achievement. This will ensure that the employee leaves the meeting secure in the knowledge that his/her contribution is acknowledged and valued, and is inspired to address the concern identified.

Model 2 – AID FOR FEEDBACK

This model is excellent to acknowledge positive performance or for assisting employees to understand why a particular behaviour is inappropriate, hence generating the desire for change. This model adopts a three-step approach as described below.

A – Actions: Define what the person is doing well or not so well, depending on the situation. These actions/behaviours must have been observed, and must be capable of being explained clearly to the employee with examples.

I – Impact: Describe the effects of these actions on other people including the person providing the feedback. The impacts can be positive or negative depending on whether it is to reinforce a positive behaviour or change an inappropriate behaviour. Exploring a negative impact provides the employee with a reason, and usually the motivation to change.

D – Desired outcome: Identify ways in which tasks can be done more effectively in the future. This could be generated as a brainstorm between the employer and employee, rather than the employer having all the answers.

Landsberg, M. (1997), *The Tao of Coaching*, Harper Collins Business, London

Ensuring feedback is two-way

It is important to plan and structure feedback, and the plan is just the starting point. The real focus is on the conversation between the employer and employee. Constructive feedback needs to be an exploratory discussion in which both parties contribute and equally share the responsibility of planning the best solution moving forward.

Employers must be open to establishing facts and the context for the behaviour that was witnessed, acknowledging that the environment in which the behaviour occurred may have impacted on the actual behaviour. An important part of this conversation is to ensure that the employee is offered appropriate support to improve performance.

© 2014 Early Learning Association Australia

DEVELOPMENT AND SUPPORT OPTIONS

Research shows that educators who are actively involved in their own development are more motivated and provide better learning and development outcomes for the children they engage with. Therefore, providing opportunities for ongoing development of employees is a critical consideration for employers in the EM&D process.

There are many options for supporting employee development. Effective organisations utilise a variety of options in combination to support targeted development for employees as they move through their career.

It is important that the employer and employee discuss appropriate development and support options that will meet the needs of the employee, the service and the employer. Further guidance on options available in the local area may be sourced through local government, other early learning services, peak bodies or training organisations etc. Consideration in the choice of appropriate development options for each employee include relevance, cost, time required, reputation of the provider etc. The decision should be made jointly by the employer and employee.

There are several development and support options available to choose from. These are described below.

Peer support

Peer support is when two employees work closely together. They may be in the same work location or in different locations. The key to peer support is in the sharing of experiences, discussing practices and exploring ideas and options together. The peers form a learning partnership and share their learning journey with one another.

Peer support can also be useful as part of an induction process. Teaming a new employee with an experienced employee can help the new person integrate in the work environment more quickly. It also promotes a feeling of inclusion for the new employee.

Coaching

Coaching is usually a one-on-one relationship that focuses on building competence or skills to achieve a specific goal. The process can be formal or informal, with the person who provides the coaching assisting the other person to develop in a particular area. Coaching is results-orientated and focused on the 'here and now'.

Coaching can be provided by a supervisor or manager, or by an experienced peer.

Mentoring

Mentoring can enhance performance, support development and assist people to realise their career aspirations. Mentoring tends to be broader and more future-focused than coaching. Mentoring can involve a more experienced person supporting the development of a less experienced person by providing guidance, helping refine judgement and supporting the development of strategic relationships and activities. Mentoring is also a relationship-based strategy where both parties share their experiences and insights. It is a mutual engagement in which both parties experience positive benefits. A good mentor asks strategic questions to encourage thinking in the person he/she is mentoring. Mentoring is best provided by someone other than that person's direct manager.

Mentoring can be an excellent process to introduce with a high performing employee who is keen to progress in his/her career. Mentoring could be provided by a service's Educational Leader to less experienced team members. Alternatively, an Educational Leader may seek mentoring from a more experienced Educational Leader or other mentors.

Peer networks

This involves a group of fellow employees communicating together for mutual benefit. Peer networks can be formal or informal, and individuals may meet face-to-face, speak on the phone, chat online and/or be part of a discussion forum group. With the increased number of interactive technologies being introduced, the possibilities are endless. Peer networking is a very important way for people to pose questions, gain insight from others and share ideas in a non-hierarchical environment.

© 2014 Early Learning Association Australia

Peer interest groups

This takes peer networks to the next level. The interest group, which is often active online and could be local or global, brings together individuals from a variety of backgrounds to focus on an area of interest.

Professional development meetings

In addition to any formal PD sessions, individuals can connect, share experiences and learning from their own experience in face-to-face meetings with other local services. Some meetings have a formal structure and/or theme for discussion while others allow the opportunity for individuals to provide updates on their centres/services and discuss any relevant issues, practice, policy changes etc.

Professional development workshops

These are workshops organised around a particular development theme and are led or facilitated by an individual who is likely to be an expert or highly-experienced in the area being explored. Those participating in the workshop have the opportunity to discuss and explore the issues under the leadership of the workshop facilitator. Such workshops are particularly useful to explore topics of local significance.

Professional development conferences

Conferences offer a multitude of opportunities for development. In addition to the opportunity to hear leading researchers and practitioners present their work, conferences create opportunities for delegates to network, discuss what they have learned at the conference with peers and explore the ways in which the learning can be applied in their own practice.

Resources

Be Nice to Penny: Performance Review (video): http://www.youtube.com/watch?v=_7CEmBZyGF8

Crucial Conversations: http://crucialconversations.com.au

Crucial Conversations: Tools for Talking when stakes are high, Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler, McGraw Hill Professional, 19/08/2011

Fair Work Act 2009

Fair Work Commission: https://www.fwc.gov.au

How not to give feedback (excerpt from *The Office UK*): http://www.youtube.com/watch?v=CW20AQJ6Iig

Victorian Early Childhood Teachers and Assistants Agreement 2009, sections:

- 10.2 Grievance procedure
- 10.3 Preliminary dispute resolution
- 10.4 Disciplinary procedure

Why Crucial Conversations? (video): http://youtu.be/h2Q05lySCyc

© 2014 Early Learning Association Australia

OBSERVING PERFORMANCE

Observing employee performance can be a useful way of confirming and recognising employees for their efforts and also provides an opportunity to discuss areas requiring improvement based on evidence. Observations that are conducted in a transparent and open way are more likely to add value to the process of continuous improvement, ongoing dialogue and performance evaluation.

While this is a useful practice to gain insights into an employee's performance, employers must take care that observations are done in a considered manner, and by a person with appropriate experience in observing practice.

The Educational Leader may be the most appropriate person to perform and/or guide the process of observing performance with due consideration being given to his/her role in the service and any potential conflict of interest.

What is behavioural evidence?

Behavioural evidence is a collection of observations describing the behaviour of individuals as they engage in their daily work practices. As individuals, we often demonstrate our knowledge, skills and attitudes through our behaviour. What we know, do and say can have a direct impact on those around us, including families, fellow colleagues and, of course, children. There are a number of things to consider when collecting and documenting behavioural evidence of early childhood employees, including the following:

- what the employee says to children, families and colleagues (including words, tone of voice, facial expressions, body language and gestures)
- how the employee positions themselves with the children and their level of interaction (including the quality of interactions)
- the frequency and purpose of the employee's interactions with other colleagues
- the manner in which the employee communicates and responds to the needs and engagement of families as they enter the service
- the manner in which the employee arranges the environment, and utilises equipment and program materials to support learning and development in children.

Behavioural observations can be supported by documentary evidence about what the employer has observed. This may include for example, items from portfolios, assessments for learning and development, general program documentation and reflection journals etc.

Making decisions about observations

Documenting observations is mostly straightforward; what is seen and heard is documented. The more complex part is analysing the evidence and relating it to the observations made.

Initially this may seem difficult, particularly if it is the first time the employer is involved in managing employees and/or it is the first time he/she is undertaking such a task within an early childhood education and care context. However, there are key indicators of quality practice and behavioural markers specifically relating to interactions with others that employers can refer to, and this will enable them to formulate sound decisions on the performance of the employee. These indicators describe important elements of behaviour that can be observed and that demonstrate quality practice in varying degrees (refer to Tool 3.1: *List of performance indicators*).

The practice of observing

Employers must keep in mind that an employee who is being observed is likely to feel intimidated or nervous, and this may impact on his/her performance on the day. It is important to ensure that the manner in which the observation is conducted provides evidence representing the normal practice and skill of the employee.

The person conducting the observation must ensure the following:

- inform the employee in advance (at least two weeks prior) that he/she will be observed as part of the EM&D process and provide them with the date,time and the name of the person conducting the observation
- on arrival, greet the employee and discuss the purpose of the visit, assuring them that there will be very minimal or no interference with the program
- position themselves discreetly to have minimum impact on the employee's natural interactions and implementation of the program, also ensuring that there is minimal impact on how children engage with the program and employee
- record observations and keep track of the time during the visit (refer to Tool 3.7: *Recording observations for behavioural evidence*).

© 2014 Early Learning Association Australia

To ensure that the right information is collected during the observation, it is important to seek clarification from the employee on a practice or strategy that the observer is unclear about. This should be done with sensitivity and in a manner that does not interrupt the program or intimidate the employee.

The following are useful hints when having discussions with the employee who is being observed:

- wait for an opportune time to engage, such as a pause in conversation between the employee and child/ren or at the end of the interaction
- use a short statement of what has been observed followed by a non-threatening, open-ended question
- listen to the explanation and document the employee's reasoning without making immediate judgement. It is useful to take the time to reflect on the employee's answer before providing feedback
- ensure the session is not disrupted by lengthy discussion and consider following up at the completion of the session or at another appropriate time.

If the observer is of the view that children have been put at risk due to the behaviour of the employee, they must intervene immediately to ensure a safe environment for the child/ren.

Other factors to consider

Observations of behaviour provide a valuable insight into the skills and talents of the employee as well as areas to improve for greater effectiveness. It is important to acknowledge this when interacting with the employee to maintain a positive working relationship and commitment to continuous improvement.

Observations of employees where the intention is to gain behavioural evidence will include details that are sensitive in nature. The observer must maintain respect, dignity and confidentiality for the employee at all times. This includes the approach to recording observations, sharing and storing of information.

It is important to understand that taking observations of behaviour is only one method of collecting evidence to inform decisions regarding employee performance. There are many other tools that can be used, as outlined in this kit, to gain a sound understanding and perspective and must be included and considered when evaluating employee performance.

© 2014 Early Learning Association Australia

TOOL 3.1 LIST OF PERFORMANCE INDICATORS

This list is aligned to the National Quality Standard and referenced to the corresponding teacher standards set out in VECTAA 2009. (Please note that the standards in VECTAA could only apply to teachers at the service. Employers must ensure that the standards are reviewed and updated when a new EBA is negotiated.)

This is a recommended list only and services may choose to use a different tool or to modify this list to suit their organisational and employee's needs.

This tool identifies 28 Key Performance Indicators that can be used by employers and employees to keep the performance evaluation discussion focused on specific areas. The descriptions outline expected competency (skills, knowledge and documentation) and behaviours (responsiveness), and are aligned with the requirements in the seven Quality Areas of the National Quality Standard.

Employers and employees can, through mutual discussion, select a number of these indicators (ELAA recommends a maximum of six) each year to ensure that there is clarity regarding the key areas that the employee should focus on during the year. This then forms the basis of the discussions during the annual performance evaluation meeting.

The selected Key Performance Indicators are subject to review at the end of each 12-month cycle. Both parties may agree to continue focusing on the same indicators for the next 12 months or choose different ones. When a new employee commences with an employer, these competencies may be identified at the completion of the probationary period.

Quality Area 1: Educational program and practice		
VECTAA Standards: 1, 2, 4, 5, 7, 9, 11, 19, 20, 21 and 22		
1	Knowledge	• The employee uses a sound knowledge of child development and learning theories and applies this to his/her practice. • The employee has an understanding of an approved learning framework which supports children to develop their sense of identity, connection with community, sense of wellbeing, confidence as a learner and effectiveness in their communication skills.
2	Skills	• The employee uses a variety of teaching skills and is flexible and respectful in his/her approach. • The employee uses both intentional teaching and spontaneous teachable moments to progress children's learning and development, both in the general program and routines. • The employee's engagement with children is purposeful with learning intentions.
3	Responsiveness	• The employee demonstrates responsiveness to children's interests, culture, ability, knowledge and ideas, and uses this to plan the program while also utilising spontaneous moments to engage children in learning. • The employee demonstrates flexibility in their program delivery to ensure that each child is supported to engage in the program, and that children are encouraged to make decisions about their engagement and to influence their world.

(continued over)

© 2014 Early Learning Association Australia

TOOL 3.1 LIST OF PERFORMANCE INDICATORS CONTINUED

4	Documentation	• The employee demonstrates in his/her documentation, a sound understanding of each and every child he/she is caring for and educating, as well as the group as a whole. This includes detailing a clear planning cycle where assessments for learning and development are recorded for individual children and for groups, and critical reflection of the learning and development is used to form the basis of the program. • The employee uses reflective practice to document the effectiveness and relevance of his/her program implementation, practices and content in order to drive continuous improvement in his/her programs for children. • The employee makes the documentation available for families in a respectful and understandable manner, adhering to privacy legislation and using a strength-based approach.

Quality Area 2: Children's health and safety		
VECTAA Standards: No corresponding standards		
5	Knowledge	• The employee uses a sound knowledge of children's health and medical requirements, and uses this information to provide an environment that is responsive to children's needs and requirements. This includes understanding best practice in diet, exercise and the need for rest. • The employee has a sound knowledge of how to protect children, including policies and procedures for dealing with and minimising the risk of infectious disease, emergencies and incidents, harm and hazards, the treatment of medical conditions and first aid, and child protection legislation.
6	Skills	• The employee role-models and includes in his/her everyday program and practice, encouragement for children to develop healthy and active lifestyles. • The employee is able to acknowledge and identify children's individual health needs and requirements for nourishment, comfort, physical activity and rest, and utilises skills gained from relevant training or refers to those with relevant training. • The employee is able to demonstrate skills in identifying hazards for children, including those who may be at risk of abuse or neglect, and also recognises concerns within the immediate environment.

(continued over)

© 2014 Early Learning Association Australia

TOOL 3.1 LIST OF PERFORMANCE INDICATORS CONTINUED

7	Responsiveness	• The employee demonstrates responsiveness to children's health needs and medical conditions, and takes appropriate action when required. • The employee participates in healthy meal preparation and/or eating, and physical activity with the children, as well as incorporates strategies to teach children how to be restful. • The employee responds to hazards in the environment, emergencies and incidents promptly, can identify children at risk of abuse or neglect and follows policies and procedures in dealing with such issues. • The employee demonstrates responsiveness to supervision requirements and works within a team to ensure that children are supervised at all times. • The employee demonstrates sound reflective practice in his/her ability to identify the health and safety needs of children.
8	Documentation	• The employee completes or contributes to the completion of appropriate documentation in relation to emergencies, incidents (including accident/injury/trauma/illness), infectious disease control, safety audits and observational requirements, as required under the service's policies and procedures.

Quality Area 3: Physical environment		
VECTAA Standards: 13 and 14		
9	Knowledge	• The employee has a sound knowledge of policies and procedures regarding the building and equipment. This includes knowledge of how to use structural and operational equipment such as cleaning equipment (e.g. vacuum cleaners), flexible equipment (e.g. sand pit covers, trolleys, dividers and doors, portable climbing equipment), operating systems (e.g. air-conditioning and heating, security system) and kitchen equipment (e.g. refrigerators, ovens, safety hot water service) etc. • The employee demonstrates sound knowledge in accessing and providing stimulating environments and experiences for children that are purposeful and flexible, and have strong links to the natural environment, and implements the program by maximising the use of the building, facilities, materials and equipment. • The employee demonstrates sound knowledge in sustainability practices and promotes this across the service with other employees, children and their families.
10	Skills	• The employee takes an active part in utilising the building to its fullest capacity, minimising carbon emissions and maximising sustainable measures. • The employee demonstrates knowledge of the building facilities, materials and equipment, and sustainability measures, and applies this knowledge to his/her everyday practice in educating and caring for children in a manner that supports their learning and development.

(continued over)

© 2014 Early Learning Association Australia

TOOL 3.1 LIST OF PERFORMANCE INDICATORS CONTINUED

11	Responsiveness	• The employee demonstrates responsiveness to the presentation of the environment by noticing and following up on facilities, materials and equipment that need repairing, cleaning and/or replacing. • The employee contributes to arranging the environment and providing experiences and materials for children that are stimulating and support children's learning and development in their progress towards the five learning outcomes. • The employee responds to the children's participation in the environment and demonstrates flexibility in the use of materials and equipment, and arrangement of the spaces within the environment.
12	Documentation	• The employee completes or contributes to the completion of appropriate documentation in relation to reporting maintenance items, safety checks and contributing ideas when purchasing new equipment and materials. • The employee contributes to documenting progress in providing a sustainable future, including his/her own practices and progress of embedded sustainable practices of the children.

Quality Area 4: Staffing arrangements		
VECTAA Standards: 12, 23, 25, 26, 27, 30, 31 and 33		
13	Knowledge	• The employee demonstrates sound knowledge of ethical behaviour, professional practice and appropriate codes of conduct, as outlined in the service's policies and procedures. • The employee is aware of and ensures that staff:child ratios are maintained at all times, in accordance with current legislative requirements.
14	Skills	• The employee is active in applying his/her skills in educating and caring for children in a way that is responsive, respectful and appropriate, and demonstrates professional practice at all times. • The employee demonstrates an awareness of the capacity, skills and talents of his/her colleagues and works as a team member, sharing knowledge and contributing respectfully and appropriately. • The employee is able to critically reflect upon his/her own performance to drive his/her own improvement in professional practice.
15	Responsiveness	• The employee is proactive in acknowledging the skills and talents in colleagues and works collaboratively to implement the program by adopting best practice that reflects professional standards and utilises individual skills and talents. • The employee is active in supporting his/her colleagues to recognise their potential and strengths, and to learn from one another, and guides others in professional reflection to improve practice as a team and further develop skills. • The employee demonstrates professionalism at all times in his/her responsiveness to children, families, colleagues and the wider community.

(continued over)

© 2014 Early Learning Association Australia

TOOL 3.1 LIST OF PERFORMANCE INDICATORS CONTINUED

16	Documentation	• The employee completes or contributes to the completion of appropriate documentation in relation to reflective journals of best practice, reporting concerning behaviour of a fellow colleague (if applicable), relevant legislative forms and documents regarding staffing arrangements. • The employee completes documentation relating to his/her individual performance plan.

Quality Area 5: Relationships with children		
VECTAA Standards: 15, 16 and 21		
17	Knowledge	• The employee demonstrates sound knowledge of children's social and emotional wellbeing and development, as well as strategies to support their development and growth, including their sense of identity, social relationships and wellbeing. • The employee has a sound knowledge and understanding of behavioural theories, as well as inclusion support approaches that provide strategies and guidance in supporting strong relationships, social cohesion, dignity and respect.
18	Skills	• The employee utilises his/her knowledge of children and behavioural theories to implement appropriate strategies to support children's progress in developing positive relationships with others. • The employee demonstrates sensitivity and patience, and uses a non-biased approach to supporting children's wellbeing. • The employee provides opportunities for children to learn how to work collaboratively with each other, promoting a sense of democracy.
19	Responsiveness	• The employee contributes to a responsive and predictable environment, creating an atmosphere of positivity for children and supporting them to develop a sense of trust and belonging. • The employee is responsive to children's participation in the program, and supports them to engage, develop a sense of trust in the employee and others, and build confidence. • The employee is proactive in responding to children's abilities in self-managing their own behaviour and demonstrates a calm and supportive approach to guiding children's behaviour, maintaining a child's dignity and respect.
20	Documentation	• The employee demonstrates ability in documenting children's social connections, actions and relationships in order to plan for them appropriately, acknowledging progress and achievement, identifying areas requiring additional support and recognising concerning behaviour.

(continued over)

© 2014 Early Learning Association Australia

TOOL 3.1 LIST OF PERFORMANCE INDICATORS CONTINUED

Quality Area 6: Collaborative partnerships with families and communities		
VECTAA Standards: 24, 28, 29, 32 and 34		
21	Knowledge	• The employee has a sound understanding of the enrolment and orientation process in relation to the service's policy and procedures. • The employee has a sound understanding of support services that can be linked with families, as well as community organisations that can support children's learning, wellbeing and transitions.
22	Skills	• The employee demonstrates a positive attitude regarding the parent involvement in their child's learning and wellbeing, diversity in child rearing practices and lifestyle choices, and family preferences. • The employee adopts a proactive and responsive attitude to working with external organisations and links such as inclusion support services, community agencies and the local community. • The employee demonstrates skill in effectively implementing transition experiences that are relevant and meaningful to children and support them as they move from one style of learning environment to another, including other early childhood education and care settings and schools.
23	Responsiveness	• The employee is proactive in involving parents in the decision-making process regarding planning for their child and works in partnership over the year, exchanging meaningful information to support the child's progress and individual needs. • The employee is responsive to children's needs and uses a respectful and professional approach to working with families when there may be concerns regarding their child's behaviour, learning or development. • The employee is proactive in sharing knowledge gained from inclusion support and/or family agencies to support a child and/or family's inclusion into the program with fellow employees of the service. • The employee is proactive in establishing and maintaining strong partnerships with other learning environments such as local community services (e.g. library), education services (e.g. schools), support services (e.g. allied health, child protection) and local businesses.
24	Documentation	• The employee completes or contributes to the completion of appropriate documentation in relation to inclusion support plans for children, referrals to agencies for children and families, and documents required by legislation or government funding policies such as: – learning and development transition statements – kindergarten inclusion support funding – assessments and declarations for children to receive a second year of funded kindergarten.

(continued over)

© 2014 Early Learning Association Australia

TOOL 3.1 LIST OF PERFORMANCE INDICATORS CONTINUED

Quality Area 7: Leadership and service management		
VECTAA Standards: 6, 7, 8 and 34		
Note: Please select or develop areas applicable to your service, and appropriate to the leadership role being evaluated		
25	Knowledge	**a) For Nominated Supervisors only:** • The Nominated Supervisor demonstrates sound knowledge and understanding of the *Education and Care Services National Law Act 2010* and the *Education and Care Services National Regulations 2011* to ensure compliance of the service at all times. • The Nominated Supervisor demonstrates knowledge and experience in supporting the team to operate in compliance with additional legislation such as the Privacy Act, Discrimination Act, Equal Opportunity Act and Disability Act. • The Nominated Supervisor demonstrates knowledge of how to access services and support (including funding support), receive advice and guidance, and use operating systems that are effective for the service.
		b) For Educational Leaders only: • The Educational Leader demonstrates sound knowledge and understanding of the *Education and Care Services National Law Act 2010* and the *Education and Care Services National Regulations 2011* to ensure compliance of the service at all times. • The Educational Leader demonstrates sound knowledge and understanding of child development and learning theories as well as theories promoting positive behaviour and a strong sense of wellbeing. • The Educational Leader demonstrates knowledge and experience in teaching and learning approaches and is up to date with current contemporary theories, while understanding long-standing theories and research.
		c) For all employees: • The employee demonstrates sound knowledge and understanding of the *Education and Care Services National Law Act 2010* and the *Education and Care Services National Regulations 2011* and operates in compliance at all times. • The employee demonstrates knowledge of additional legislation such as the Privacy Act, Discrimination Act, Equal Opportunity Act and Disability Act, and acts in accordance with this legislation. • The employee has read and understands the policies and procedures of the service and how to apply them in practice.

(continued over)

© 2014 Early Learning Association Australia

TOOL 3.1 LIST OF PERFORMANCE INDICATORS CONTINUED

26	Skills	**a) For Nominated Supervisors only:** • The Nominated Supervisor demonstrates effective management and leadership skills that promote a positive and effective working environment, in accordance to the requirements of his/her position description. • The Nominated Supervisor adopts effective leadership strategies that support other employees to plan, develop and implement effective programs for children that are stimulating, of high quality to enhance learning and development and are responsive to children's health and wellbeing. This includes nominating a suitably qualified and experienced Educational Leader, under the guidance and approval of the Approved Provider, to lead the development of the curriculum and programs for children. • The Nominated Supervisor role-models best practice to educators and develops clear goals and expectations to guide the operation of the service.
		b) For Educational Leaders only: • The Educational Leader adopts leadership strategies to support other educators to plan, develop and implement effective learning programs for children that are responsive, stimulating and of a high quality. • The Educational Leader role-models best practice to educators and develops clear goals and expectations to guide the development of the curriculum.
		c) For all employees: • The employee contributes to promoting a positive and effective working environment and works in accordance with the requirements of his/her position description. • The employee demonstrates skills in performing administration and operational duties, is efficient and thorough, and attends to the required detail.
27	Responsiveness	**a) For Nominated Supervisors only:** • The Nominated Supervisor demonstrates commitment to his/her leadership role and supports other educators in their individual performance plans to reflect upon their strengths and commit to continuous improvement. • The Nominated Supervisor uses an approach that supports employees in their development, and provides strategies, training and resources to build their skills. • The Nominated Supervisor demonstrates responsiveness in dealing with staffing concerns, complaints, incidents and regulatory requirements in a manner that demonstrates ethical and professional practice.
		b) For Educational Leaders only: • The Educational Leader demonstrates commitment to his/her role as Educational Leader and organises time to support other educators to progress the development of the curriculum. • The Educational Leader uses an approach that supports educators in their development and provides strategies, connections and resources to build their skills.

(continued over)

© 2014 Early Learning Association Australia

TOOL 3.1 LIST OF PERFORMANCE INDICATORS CONTINUED

27	Responsiveness *continued*	**c) For all employees:** • The employee demonstrates commitment to continuous improvement, both in the development of the service and through his/her own individual development plan. The employee is proactive in working towards the individual goals and the goals of the service. • The employee contributes effectively and positively to the self-assessment process of the service and demonstrates commitment by attending to areas of improvement that he/she is responsible for, as outlined in the service's Quality Improvement Plan (QIP). • The employee demonstrates responsiveness and professional behaviour when dealing with feedback, and applies reflective practice to his/her everyday work. • The employee diligently follows policies and procedures that have been established by the service and provides feedback when appropriate and in a professional manner.
28	Documentation	**a) For Nominated Supervisors only:** • The Nominated Supervisor completes or ensures completion of the following documentation according to legislative requirements and develops reports where necessary, ensuring that these are maintained in a confidential manner: – enrolment and other records (such as staff records, medication records and accident/injury/illness/trauma records) – serious incidents that are reportable to the regulatory authority within specified time frames – record of complaints and action taken in response to any complaints – administrative procedures according to his/her position description or delegation to the appropriate employee (e.g. accounting, ordering supplies, logging correspondence, food safety audits, WorkSafe audits, maintenance checklists and reports etc).
		b) For Educational Leaders only: • The Educational Leader completes or contributes to the completion of appropriate documentation in relation to reflective practice to support, enable and empower educators to improve their practice, skills and implementation of the programs.
		c) For all employees: • The employee completes, or when appropriate, supports the completion of the following documentation according to legislative requirements and develops reports where necessary, ensuring that these are maintained in a confidential manner: – enrolment and other records (such as staff records, medication records and accident/injury/illness/trauma records) – serious incidents that are reportable to the regulatory authority within specified time frames – record of complaints and action taken in response to any complaints – administrative procedures according to his/her position description (e.g. accounting, ordering supplies, logging correspondence, food safety audits, WorkSafe audits, maintenance checklists and reports etc.).

© 2014 Early Learning Association Australia

TOOL 3.2 PERFORMANCE EVALUATION SUMMARY

Guide to employers and employees for using this tool

The *Performance Evaluation Record* is a tool to record the performance of an employee during the previous 12-month period, any areas of strength and achievement, and those areas requiring further attention for continued improvement. This tool also records the agreement reached between the employer and employee regarding the performance rating, and is completed after the performance evaluation discussion between the employer and the employee has occurred, and a final rating has been agreed upon for each of the Key Performance Indicators identified for the employee.

Note: It is assumed that both the employer and employee have undertaken some preparation prior to the performance evaluation meeting and, in most cases, the employer and employee will have also undertaken the mid-year review.

It is important to discuss and document the following in the performance evaluation record:

- areas of strength and achievement that both parties agree have occurred throughout the year
- highlight areas, if any, in which the employee requires improvement
- any achievements and challenges faced by the employee in contributing to the development and implementation of the Quality Improvement Plan (QIP) for the service (under the National Quality Framework, an employee may be expected to contribute to the service's overall quality improvement by taking responsibility for some areas in the service's QIP)
- differences if any, between the employee's self-assessment and the employer's assessment of the employee to ensure that ratings are fair and equitable, and reflect the employee's performance during the entire evaluation period
- training undertaken by the employee and the effectiveness of the training
- any support accessed by the employee and effectiveness of support provided.

© 2014 Early Learning Association Australia

TOOL 3.2 PERFORMANCE EVALUATION SUMMARY CONTINUED

PERFORMANCE EVALUATION SUMMARY

Please complete a separate summary annually for each employee of your service.

Details of employee

Service name			
Name of employee & Staff ID		**Current role**	
Qualifications		**Assessment period**	
Is the employee nominated as any of the following? (please tick appropriate box) ☐ Person with management and control ☐ Nominated Supervisor ☐ Educational Leader ☐ OHS officer ☐ Other			
Date of completing this form			
Employer or employer's delegate conducting the assessment		**Position title**	

Key Performance Indicator (1–28)	**Relating to National Quality Standard Quality Area**	**Indicator Type** (e.g. *Knowledge, Skills, Responsiveness, Documentation*)	**Rating (agreed by both parties)** Refer to ratings descriptions (Tool 3.5)	**Comments**

(continued over)

© 2014 Early Learning Association Australia

TOOL 3.2 PERFORMANCE EVALUATION SUMMARY CONTINUED

Key Performance Indicator (1–28)	**Relating to National Quality Standard Quality Area**	**Indicator Type** (e.g. *Knowledge, Skills, Responsiveness, Documentation*)	**Rating (agreed by both parties)** Refer to ratings descriptions (Tool 3.5)	**Comments**

© 2014 Early Learning Association Australia

TOOL 3.2 PERFORMANCE EVALUATION SUMMARY CONTINUED

Were there any organisational goals and additional individual goals that the employee was working towards? If so, what were they and how were they achieved?

To be completed by the employer in consultation with the employee. Please record any differing views.

Strengths

What does the employee do well?

In what areas of the Quality Improvement Plan (QIP) has the employee progressed well or achieved?

In what areas of the QIP does the employee require further development and support?

© 2014 Early Learning Association Australia

TOOL 3.2 PERFORMANCE EVALUATION SUMMARY CONTINUED

Outline any areas that require further review and/or additional evidence to demonstrate performance?

Which (if any) of the Key Performance Indicators does the employee prefer to continue developing in the next 12 months?

Were there any significant challenges that impacted upon the employee's performance during the last 12 months? If so, include descriptions of the challenges.

Has the employee identified any additional support required from the employer to perform his/her responsibilities? If so, describe the support that the employer needs to provide to the employee.

© 2014 Early Learning Association Australia

TOOL 3.2 PERFORMANCE EVALUATION SUMMARY CONTINUED

Review of training and professional development courses (to be completed by the employee)

Course/training attended	Date attended	How did this support/not support you achieving your Performance Indicator(s) and any other applicable goals or responsibilities?

© 2014 Early Learning Association Australia

TOOL 3.2 PERFORMANCE EVALUATION SUMMARY CONTINUED

Other matters

Please include any other matters that are relevant to the performance evaluation that have not been covered above.

I agree that the performance evaluation details and rating outlined above are a true and accurate reflection of my performance/the performance of the employee during the period.

Employee

Name: _____ Signature: _____ Date: _____

Employer

Name: _____ Signature: _____ Date: _____

© 2014 Early Learning Association Australia

TOOL 3.3 PERFORMANCE AND DEVELOPMENT PLANNING

Guide for employers and employees in using this tool

This tool enables the employer and employee to record the Key Performance Indicators that will form the basis of the assessment cycle. For existing employees, this form will be completed at the annual performance evaluation meeting, and will be reviewed and updated annually thereafter. For new employees, this will be completed for the first time after the successful completion of the probationary period, and reviewed and updated at the annual performance evaluation meeting thereafter.

Note: Employers and employees can identify the Key Performance Indicators with reference to Tool 3.1 (List of Performance Indicators) or develop their own set of indicators as appropriate to the service, and the role performed by the employee.

Any additional goals and/or responsibilities relating to the services' QIP for the following 12 months should also be recorded in this form.

The Professional Development (PD) to be implemented over the next 12 months should be planned and developed in consultation with the employee at the same meeting in which the final evaluation takes place. This maintains momentum and sets a plan in place immediately, providing opportunity and time for the employee to undertake PD.

Professional Development should reflect areas in which the employee requires further support and improvement. When completing this section, it is important to ensure that aims are achievable, realistic, relevant to the employee's position description and reflective of continuous improvement. Furthermore, strategies, including any resources, support, training or PD should be discussed and agreed upon, in addition to identifying the responsible person who will organise such activities. Once the PD is agreed upon, the employee should maintain a detailed record of approved and attended courses etc.

When completing the professional development plan for employees, employers must ensure that it is consistent with the provisions in the industrial agreement which is applicable at that time.

© 2014 Early Learning Association Australia

TOOL 3.3 PERFORMANCE AND DEVELOPMENT PLANNING CONTINUED

Service name			
Name of employee & Staff ID		**Current role**	
Qualifications		**Performance period**	

Key Performance Indicator	**Relating to National Quality Standard Quality Area**	**Indicator Type** (e.g. *Knowledge, Skills, Responsiveness, Documentation*)	**Strategies and resources**

(continued over)

© 2014 Early Learning Association Australia

TOOL 3.3 PERFORMANCE AND DEVELOPMENT PLANNING CONTINUED

Organisational and/or individual goals, if applicable	Strategies and resources
Goals or specific responsibilities relating to the Quality Improvement Plan (QIP) for the service	**Strategies and resources**

Professional Development Planning

Selected course/training	Attendance day/time	Course duration	Employer approval *(please sign and date each activity)*
1.			
2.			
3.			
4.			

Note: Please ensure the allocated time for PD complies with the relevant industrial agreement that applies to the employee.

© 2014 Early Learning Association Australia

TOOL 3.3 PERFORMANCE AND DEVELOPMENT PLANNING CONTINUED

I agree that the Key Performance Indicators and any goals and strategies set are fair and reasonable to continually improve my performance/the performance of the employee during the next 12-month performance cycle.

[*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 agree to commit to contributing to continuous improvement during the next 12-month performance cycle and undertaking the identified PD.

Employee

Name: _____ Signature: _____ Date: _____

Employer

Name: _____ Signature: _____ Date: _____

© 2014 Early Learning Association Australia

TOOL 3.4 MID-YEAR REVIEW

Guide for employers and employees in using this tool

This tool is recommended for employers and employees that meet during the course of the year (usually mid-year) to review and track progress on Key Performance Indicators, agreed goals and Professional Development (PD).

This tool will assist with identifying any additional steps that the employer or employee may need to take prior to the annual performance evaluation meeting to help the employee achieve the expected performance or undertake agreed PD e.g. allocating resources in the budget for the employee to attend a course etc.

Where a mid-year review is undertaken and documented (using this or any other tool), it is important to ensure that this record forms part of the discussions at the annual performance evaluation meeting.

This tool can be used for other performance progress meetings or to assist the employer and employee in recording personal notes throughout the year.

© 2014 Early Learning Association Australia

TOOL 3.4 MID-YEAR REVIEW CONTINUED

Service name			
Name of employee & Staff ID		Current role	
Qualifications		Performance period	

Key Performance Indicator (1–28)	Relating to National Quality Standard Quality Area	Progress/status	Next steps	Additional strategies, resources, training, PD required

(continued over)

© 2014 Early Learning Association Australia

TOOL 3.4 MID-YEAR REVIEW CONTINUED

Progress/status:

Organisational and/or additional individual goals that the employee is working to achieve

Goal	Progress/status	Next steps	Additional strategies, resources, training, PD required
1.			
2.			
3.			
4.			

Progress/status:

© 2014 Early Learning Association Australia

TOOL 3.4 MID-YEAR REVIEW CONTINUED

Goals or responsibilities relating to the Quality Improvement Plan (QIP) for the service

Responsibility	Relating to National Quality Standard Quality Area	Progress/status	Next steps	Additional strategies, resources, training, PD required
1.				
2.				
3.				
4.				

Progress with PD:

_____

_____

_____

Employee

Name: _____ Signature: _____ Date: _____

Employer

Name: _____ Signature: _____ Date: _____

© 2014 Early Learning Association Australia

TOOL 3.5 PERFORMANCE RATINGS TABLE

Guide for employers and employees in using this tool

Assessing the performance of an employee and assigning a rating is a subjective exercise. To ensure that there is a level of consistency in undertaking this task, the following set of performance ratings has been developed.

This tool provides a set of ratings and a description for each rating, which can be used by the employer and employee in the performance evaluation process.

Employers may use these ratings or agree on another appropriate set of ratings with the employee to assess performance.

Performance ratings

Please use the five ratings noted in the table below to self-assess (employee) or rate the performance of an employee (employer) for each of the Key Performance Indicators agreed as part of the performance evaluation process. Please consider the descriptions for each rating provided below to guide your rating process.

WT – Working Towards	A – Achieved	N/A – Not applicable
PA – Partly Achieved	E – Exceeded	

© 2014 Early Learning Association Australia

TOOL 3.5 PERFORMANCE RATINGS TABLE CONTINUED

Descriptions of assessment ratings

The rating system focuses on evaluating competency (skills, knowledge and documentation) and behaviours (responsiveness).

It is recommended that any areas rated as 'Working Towards' should have further accompanying comments recorded.

	Knowledge	Skills	Responsiveness	Documentation
WT – Working Towards	The employee is working towards gaining required knowledge in this area and/or demonstrates immediate need for improvement.	The employee is working towards developing skills in this area and/or demonstrates immediate need for improvement.	The employee requires immediate improvement in his/her responsiveness in this area and is working towards achieving this.	The employee requires immediate improvement in his/her ability to complete or contribute to completing required documentation in this area and is working towards achieving this.
PA – Partly Achieved	The employee demonstrates some knowledge in the area but not all required, and there is room for reflection and improvement.	The employee demonstrates and utilises some skill in the area, however there is room for reflection and improvement.	The employee requires some improvement in his/her responsiveness in this area, however has partly achieved the requirements.	The employee requires some improvement in his/her ability to complete or contribute to completing required documentation in this area, however has partly achieved the requirements.
A – Achieved	The employee demonstrates sound knowledge in the area and reflects upon what he/she knows and can further learn.	The employee demonstrates and utilises his/her skills in this area and reflects upon what he/she can do and how he/she can improve.	The employee is responsive in this area and uses his/her knowledge and skills effectively and appropriately.	The employee demonstrates sound ability in this area and completes or contributes to completing required documentation, achieving all requirements.

(continued over)

© 2014 Early Learning Association Australia

TOOL 3.5 PERFORMANCE RATINGS TABLE CONTINUED

	Knowledge	Skills	Responsiveness	Documentation
E – Exceeded	The employee demonstrates knowledge that is beyond requirement for this area and continually updates his/her information to ensure his/her understanding is current, relevant and comprehensive.	The employee consistently demonstrates skills that are beyond requirement for this area and continually reflects upon his/her abilities to ensure his/her practice is effective, meaningful and of a consistently high standard.	The employee demonstrates consistent responsiveness that is beyond requirement for this area and is proactive in his/her reflective practice to establish further effectiveness and exceeding practice.	The employee demonstrates ability to document in this area that is of exceeding practice, and completes or contributes to completing documentation in this area beyond all requirements.
N/A – Not applicable	It is not required for the employee to have knowledge in this area, OR the reviewer was unable to gather evidence in this area or evaluate performance.	It is not required for the employee to demonstrate skills in this area, OR the reviewer was unable to gather evidence in this area or evaluate performance.	It is not required for the employee to participate or be responsive in this area, OR the reviewer was unable to gather evidence in this area or evaluate performance.	It is not required for the employee to document or contribute to documentation in this area, OR the reviewer was unable to gather evidence in this area or evaluate performance.

© 2014 Early Learning Association Australia

TOOL 3.6 SUPPORTING EVIDENCE GUIDE

This guide provides a list of evidence that can be collected and/or referred to if there is significant inconsistency between the employee's self-assessment and the employer's performance evaluation. It can provide a basis for further discussion and agreement. This is not an exhaustive list and employees may choose to provide other evidentiary material to demonstrate their performance to the employer.

It is essential to ensure that the review is genuine and a fair and true account of the employee's knowledge, skills and responsiveness in the current cycle. Enabling authenticity for the assessment may require collecting evidence to illustrate and support an accurate evaluation of the employee.

The list below has been adopted from VETASSESS, which conducts the validation for teachers. It has been assumed that teachers may already have collected evidence of the nature described below to undergo validation, and the VETASSESS list has been recommended to ensure that there is no additional requirement on the employee, when there is a need for additional evidence to demonstrate performance.

Evidence can be collected in a variety of ways and may include any of the following:

- program planning documents
- work samples (letters, memos, budgets etc.)
- work journal, diary
- statements of philosophy or planning
- photos, videos
- contributions to professional journals and programs
- records of contact with support agencies or educational professionals
- notes on reading program, professional articles etc.
- network meetings, programs and notes, and resultant action
- minutes of appropriate meetings
- individual professional development plan
- professional presentations to colleagues, parents, community (including promotional material)
- training results, certificates, diplomas, degrees
- training session workbooks and notes
- job descriptions, work experience
- organisational plans and programs
- conference or seminar contributions
- family/teacher conferences, meetings
- participation in reference or pilot groups
- membership of professional bodies
- awards
- references from colleagues, employers, parent groups, community groups
- sessional teaching at relevant institutions, accompanying program and notes
- observations of professional practice (refer to *Employee Performance Observations*).

Source: **Vetassess (vetassess.com.au)**

© 2014 Early Learning Association Australia

TOOL 3.7 RECORDING OBSERVATIONS FOR BEHAVIOURAL EVIDENCE

Employee to be observed		**Qualifications**	
Group		**Position title**	
Observer		**Position title**	
Date		**Time frame**	: am/pm to : am/pm
Areas specific to observation			

BACKGROUND NOTES

Set up of physical environment

Provide a brief description of the arrangement of equipment and materials.

© 2014 Early Learning Association Australia

TOOL 3.7 RECORDING OBSERVATIONS FOR BEHAVIOURAL EVIDENCE CONTINUED

Provide a brief description of the material, areas, items set up etc.

STAFFING ARRANGEMENTS

Include names of any other adults present at the service.

Number of children in attendance	Qualified staff members present	Certificate III staff members present	Additional educators or co-educators present	Parents or volunteers present

© 2014 Early Learning Association Australia

TOOL 3.7 RECORDING OBSERVATIONS FOR BEHAVIOURAL EVIDENCE CONTINUED

OBSERVATION

This page may be photocopied.

Date	Observer	Quality Areas						
Time	Observation	1	2	3	4	5	6	7

© 2014 Early Learning Association Australia