

Educator Review & Performance Appraisal Policy

Policy Statement & Commitments

Brunswick East Primary School Outside School Hours Care Service (BEPS OSHC Service) understands that an appropriate performance management system will:

- recognise educators' skills and Knowledge
- confirm they are fulfilling their duties and responsibilities
- identify their training and professional development needs, including mandatory training .

The outcomes of effective performance appraisal include:

- improved performance, communication, workplace practices and attitudes towards the job.
- improved self-esteem and team-spirit
- fewer conflicts as issues are addressed in an ongoing manner
- greater retention of staff as possible career paths within the BEPS OSHC Service are identified and educators are supported to work towards career development.

BEPS OSHC Service is committed to:

- providing children with a team of educators who have appropriate knowledge and skills to provide educational programs and developmentally appropriate routines
- providing families with a team of educators that embrace opportunities to build relationships with families
- ensuring a family's primary influence in their children's lives is respected and supported
- ensuring educators have a comprehensive understanding of early childhood theory and practice, and issues related to children's learning, health, safety and wellbeing
- providing all educators with job satisfaction, recognition and appreciation for good work performance, support to improve skills and enhance job performance, assistance in accessing relevant training and professional development
- ensuring performance issues are addressed in a supportive and professional manner

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- ensuring that the School Council, through the he OSHC Management Sub-committee, continues to assist educators to perform to their optimum capability and provide opportunities for advancement; to motivate educators to provide quality education and care; and to promote a positive and professional organisational culture.
- Provide mandatory training as required

BEPS OSHC Service’s performance review and appraisal system is designed to:

- provide opportunities for individual educators to evaluate BEPS OSHC Service, assess the requirements of their position, and make adjustments to their job description
- clarify performance expectations for the position
- provide opportunities for educators to assess their own work performance and professional conduct against written performance criteria in their job description and code of ethics
- give educators feedback about their performance, skills and strengths
- recognise and appreciate specific contributions made by an educator
- be a motivating experience that encourages team members to do their best and develop their skills further
- identify specific training and development that relates to BEPS OSHC Service and will be of benefit to the educator
- take into account each educator’s current and future career goals
- raise areas of concern and plan strategies to support educators to reach the required standards
- provide opportunity for educators to be reasonably assessed by their peers and to be involved in their work colleagues’ peer reviews
- provide the BEPS OSHC Service with a documented approach to educator professionalism and responsible conduct and continuous improvement through professional development and appraisal systems.

Procedures

Each educator meets with the OSHC Coordinator tri-annually to discuss progress, training and future professional development. These appraisals are in written and verbal form, and are a positive means of providing constructive feedback to the staff.

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BEPS OSHC Service understands its responsibilities under *Occupational Health & Safety Act 2004* to ensure workers are given adequate supervision and on the job training to enable them to work safely.

- The BEPS OSHC Service will maintain documentation that performance reviews for all educators (including the Coordinator) are conducted regularly.
- All new educators are reviewed after four weeks of working at BEPS OSHC Service, and then again at the conclusion of their qualifying period (three months). These reviews are carried out by the Coordinator. All educators are reviewed at six-monthly intervals, however regular meetings and discussions between the Coordinator and educators take place throughout the year.
- Every year each educator will undergo a performance appraisal. The appraisal will cover a variety of aspects, such as personal appearance, attitude, job performance, communication skills, abilities, strengths and weaknesses, and areas of improvement. New goals and objectives will be set for the next twelve months, by mutual agreement between the educator and the Coordinator.
- An appraisal session is not the appropriate context to raise concerns about an educator’s performance unless this issue has been previously discussed with the educator.
- The Coordinator’s appraisal will be conducted by the School Principal on an annual basis.
- Together the educator and the appraiser compile a list of agreed goals that are entered onto the educator’s professional development plan, along with agreed dates and procedures.
- A copy of the professional development plan is given to the educator. The original form is kept in the educator’s personal file.
- Educators may appeal any outcome of the appraisal process either directly with their appraiser or with the Coordinator, or in writing to the OSHC Management Sub-committee.
- A performance appraisal may be used to substantiate a formal warning for continued poor work performance.

Sources & Legislative References

Australian Government Department of Education, Employment & Workplace Relations, *Child Care Staff: Learning and Growing through Professional Development*, Professional Support Coordinator Alliance, <http://www.ipsplibrary.net.au/cgi-bin/koha/opac-detail.pl?biblionumber=295>

Australian Children’s Education and Care Quality Authority 2010, *Guide to the National Quality Standard*, Barwon, ACT, www.acecqa.gov.au

National Professional Support Coordinator Alliance 2012, *Getting started with policies for the NQF: Policies in Practice template – Educator, Staff and volunteer orientation*, www.pscalliance.org.au

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<i>Education and Care Services National Law Act 2010 (Vic) – Section 169, 301 (h) (m) (i)</i>
<i>Education & Care Services National Regulations (2011) – Regulations 145, 147, 149, 151, 168(2)(iii), 70, 71, 181 & 183</i>
<i>National Quality Standard for Early Childhood Education and Care & School Age Care (2010) – Standard 7.3, Elements 7.1.2, 7.1.3, 7.1.5 & 7.3.5</i>
<i>Information Privacy Act 2000 (Vic) – Management of personal information</i>
<i>Privacy Act 1988 (Cwlth) – Information Privacy Principles</i>
<i>Information Privacy Act 2000 (Vic) - Management of personal information</i>
<i>Health Records Act 2001 (Vic) - Personal Information</i>
<i>Fair Work Act 2009 (Cwlth) – Fair Work Statement & National Employment Standards</i>
<i>Victorian Accident Compensation Act 1985 – Insurance</i>
<i>The Accident Compensation (Work Cover Insurance) Act 1993 – Insurance</i>
<i>Working with Children Act 2005 (Vic)</i>
<i>Commonwealth Superannuation Guarantee (Administration) Act 1992</i>
<i>The Victorian Government Schools – School Services Officer Agreement (2004) as varied and extended in 2008 to introduce the Education Support Class Agreement</i>

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