

Educators

Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 7.2.3 and understood performance evaluations involve:

- review - of position description, philosophy, previous plan, achievements and contributions
- planning and improvement - identifying opportunities, building on strengths, setting clear goals and timelines, professional learning and support strategies.

A performance review should be seen as a celebration and a chance to develop a plan to help you improve. Here are the steps you need to do to prepare for a performance review.

1. Review your position description

Go through your position description and highlight every line by adding a code next to it.

E = Embedded I do that **ALL** the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

Then put together a list of the **T = Please teach** to use with your performance review.

2. Philosophy

Most philosophies have statements, but what do those statements look like in practice? For example, a service's statements in their philosophy included:

- **We are a strong, respectful and happy team**
 - **we support and respect each other, sharing knowledge and ideas**

What does that look like in practice?

An educator Layne wrote down how she meets this statement.

I have required support from other educators as I'm new to early childhood. At first, I was scared to ask, but when I did Tristian shared with me how to write a learning story. I told her that I had difficulties at school with writing and she laughed and said, "me too, but let me show you an easy way to do it."

I felt so much better after Tristian told me she had difficulties at school, and it made me less scared and more willing to learn from her. Tristian was honest with her feedback and corrected my writing by showing me exactly how to do it.

3. Previous performance reviews

Look up your previous plan and identify what you have achieved and what you have not yet achieved. Highlight the points that need to be achieved and develop a list to see if they are still relevant to use in your current performance review.

4. What have you contributed to?

Many educators contribute to many things, but when you are asked this question, you might have to stop and think about all the little contributions you actually make. For example, Cherie takes her non-sleeping children outside and together they maintain and care for the garden, but Cherie has never connected that to a curriculum or the idea that she is contributing to the NQS.

5. Identifying opportunities

The great way to identify opportunities is to list the practices of an educator you admire. Work out what it is they do really well, then ask yourself what could you improve upon compared to them? Create a list.

Week 29, 13-17 September 2021- 7.2.3 Development of Professionals

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Name: _____

Position: _____

Date: _____

1. Review your position description, then put together a list of the T = Please teach me

2. Philosophy what does your philosophy statement look like in practice?

3. Previous performance reviews

Highlight the points in your previous plan that still need to be achieved and develop a list to see if they're still relevant for your current performance review.

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4. What have you contributed to?

5. Identifying opportunities

The great way to identify opportunities is to list the practices of an educator you admire.

With the information above, work with your Nominated Supervisor when you go through the formal review and set clear goals and timelines, professional learning and support strategies. Update this information before your Review if it's not coming up soon.



The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

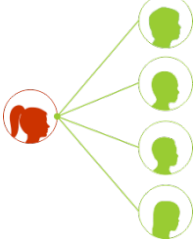
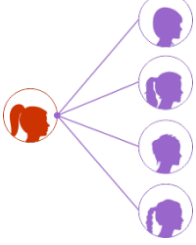
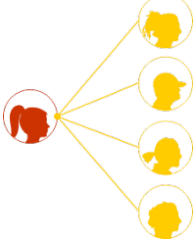
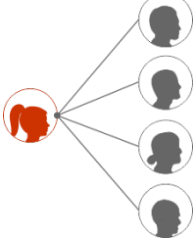
- Is your team of educators genuinely committed to continually improving practice?
- Does the professional development offered meet the individual needs of each educator?
- Is professional development offered to educators in a regular and meaningful way? (included in QIP improvement plan)

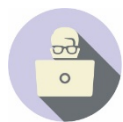
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p>a child</p>	Miss Sian’s not very happy today. She doesn’t want to play with me.	The EL advised the NS that the team was not functioning very effectively and this was impacting the quality of the educational program.
<p>an educator</p>	I’m not sure exactly what’s going on but lately we don’t seem to be working that well as a team.	The NS organised an external trainer to support the team and help identify the issues of concern.
<p>your families</p>	I’ve noticed a bit of bickering happening between Finley’s educators lately. That’s got to have some sort of impact on the children doesn’t it?	
<p>theorist and current research</p>	<p>Wilfred Bion (1897 - 1979) said when a team isn’t working properly it’s in 1 of 3 States and team members are:</p> <ol style="list-style-type: none"> 1. Dependency - looking for a leader to solve all their problems or 2. Pairing - hoping to be rescued by 2 members who pair off to create a leader 3. Fight/flight - reacting to a perceived common enemy. <p>Leaders need to be able to identify when a team’s in one of these States.</p>	



The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

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Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		



Complete your QIP

The information you write below can go directly into your QIP or Self-Assessment Tool (SAT) (NSW ONLY)
Instructions

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Please give an example of the way you assess your performance eg against your job description, service philosophy, Code of Conduct.</i>	<i>Please discuss how the performance review process consistently supports you and your team to achieve your professional development goals and continually improve your practice.</i>
<i>Please give an example of some professional learning or training you completes as a result of your performance review.</i>	<i>Please discuss how you and your team regularly reflect on performance against the NQS, issues identified in the Quality Improvement Plan, and teaching/learning goals to ensure the service is achieving high quality outcomes and continually improving (included in QIP strength).</i>
<i>Please give an example of ongoing feedback you receive about your performance (apart from during performance reviews.)</i>	<i>Please give an example of community partnerships that strengthen professional learning at the service and support continuous quality improvement (included in QIP strength).</i>
If you cannot answer these questions above the you are not meeting. This means you need to create an improvement plan and make changes to your practice	If you cannot answer these questions above the you are not exceeding. This means you need to create an improvement plan and make changes to your practice

Week 29, 13-17 September 2021- 7.2.3 Development of Professionals



Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If you embed all the things in the checklist, then you are meeting the Element 7.2.3. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

The checklist keys to use.

E = Embedded I do that **ALL** the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

	ED1	ED2	ED3	ED4	ED5
Can you confidently explain how the performance review process works at your service and how it contributes to the ongoing improvement in your practice?					
Do you regularly participate in professional development/training to improve practice, regardless of your current knowledge and skills?					
Are you always willing to try new ways of doing things to continually improve practice?					
Do you take the time to share knowledge and practice with team members?					
Do you value and act on any feedback, coaching or mentoring you receive from others (Educational Leader, Room/Group Leader, team members) about better ways to do things?					
During your performance review do you:					
• review and if necessary clarify your job role and expectations?					
• assess your own performance?					
• discuss your strengths, the contributions you've made, and practice areas you feel could be improved?					
• review any previous professional development/training Plan and actively contribute to an updated or new Plan based on your goals and identified practice needs?					
• ensure your professional development/training Plan has enough detail to ensure actions achieved eg dates to start and complete training ?					

Week 29, 13-17 September 2021- 7.2.3 Development of Professionals