



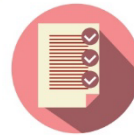
We can solve problems with practice with the help of the NQS



The NQS can guide our critical reflections



The NQS is what we assess against to write our QIPs



The NQS is what assessors assess us against to write their A&R report



Families can make a choice based on our NQS rating

How are the National Quality Standards used by stakeholders?



Educators

7.2.3 Development of professionals – *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.



Solving Problems with the NQS

Problem the element can 'solve' – No-one has time for performance reviews. We're flat out doing everything else.

Aim: The performance review system is valued eg it identifies staff needs and strengths and contributes to improved practices which make working at the Service better.

What to do: Go to NQS element 7.2.3

Select just one point from the element that could help guide or change your practice.

Assessors may discuss

- *how the educational leader, co-ordinators, educators and staff members self-assess their*

Week 33, 24 October – 28 October 2022 – 7.2.3 Development of professionals

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performance and set individual performance and learning goals (page 312 NQF Guide)

Reflect and think about the point in relation to implementing a meaningful performance review system.

Practice change – There’s a set date for performance reviews now and these are completed out of hours if necessary. We’ve started really encouraging educators to self-assess their performance, and identify training needs and goals.

Reflection/Evaluation - There wasn’t a lot of commitment to the review process previously when it took a much more ‘top-down’ approach. Also there were several issues missed which we could have addressed a lot earlier – issues that would have helped reduce workloads.

Problem to improve upon – There’s a revolving door of staff so what’s the point of doing performance reviews.

Aim: The performance review system helps retain staff.

What to do: Go to NQS element 7.2.3

Select just one point from the element that could help guide or change your practice.

Assessors may discuss

- *how the service’s performance review process contributes to planning for educators’ learning and further development, and how the service supports this process (page 312 NQF Guide)*

Reflect and think about the point in relation to using the review process to help retain staff.

Practice change – As many staff are new, among other things we’re ensuring we support them with the basics of their role eg how to pick up on children’s cues so they don’t ‘act out’ and disrupt other children eg are they hungry, tired, frustrated, missing group interactions with peers? Can we encourage them to settle eg ensure fun, engaging activities are ready for them, describe the good things they did yesterday? Support is an ongoing process, and performance reviews help identify and develop what each educator requires.

Reflection/Evaluation

Staff are more likely to stay when we recognise their individual needs and strengths, tailor support to meet

those as well as their goals/aspirations, and celebrating their efforts and achievements.

From the list below, select a point and explore how you could help improve the Service performance review process when:

- assessing your strengths and needs
- identifying your goals and aspirations
- supporting other educators
- completing your annual performance review.

What problem needs to be improved upon?

Aim (selected from the above points)

Select just one point from the NQS Element

Reflect and think about the point in relation to the problem.

Create a practice change

Reflect on or evaluate the change

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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 there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/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.

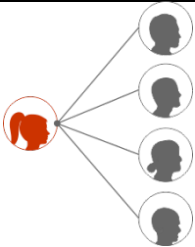
Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

	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 ?					



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:

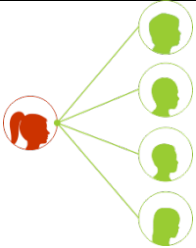
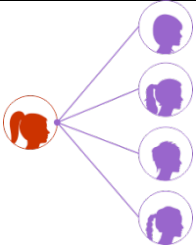
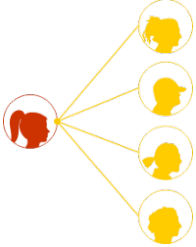
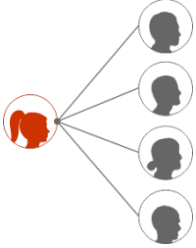
- Does the performance review process work effectively at the Service? Why or why not? (eg see QIP/SAT improvement example)?
- Effective performance reviews include objectively assessing performance to date, and planning for the future eg planning goals and professional development, building on strengths. Are these both done well at your Service? Why or why not?
- Are there any professional learning topics not currently included in educators’ training plans you think should be included? What are they?

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>	N/A	<p>After learning more about effective performance review processes, the EL and NS collaborated to implement a process which included educators self-assessing performance against their job description, and helping to plan goals and professional development related to their needs and aspirations. This has helped gain educators’ commitment to those goals and professional development.</p>
 <p>an educator</p>	Performance reviews are just occasions for managers to point out what we’re not doing right. There’s little to no two way communication. They’re really not interested in our thoughts, ideas or feedback.	
 <p>your families</p>	Educators are always willing to consider changes to the way they do things, and often engage in professional training. It’s reassuring that my child’s in a place where educators really care about being the best they can be, and understand the latest practice and theory.	
 <p>theorist and current research</p>	<p><i>“Educators should be encouraged to contribute to their professional development plans and goals. Without ownership, it’s unlikely the goal will ever be accomplished.”</i></p> <p>Goal Setting Eastern Washington University</p>	



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 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		



Complete your QIP

Instructions If you are happy with a Meeting rating you do not need to answer the Exceeding questions. Note if you can't answer all meeting questions you are not meeting the element, and you need to create an improvement plan and make changes to your practice.

If you are striving for an Exceeding rating, we suggest you answer all meeting and exceeding questions. You can copy your answers into your QIP, or SAT (NSW ONLY).

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Please give an example of some professional learning or training you completed as a result of your performance review.</i>	Embedded Practice <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 showing how you're always willing to try new things to improve practice, and that you value feedback or coaching from others.</i>	Critical Reflection <i>Please give an example showing how the professional development process allows for discussion, critical reflection, and input by all educators.</i>
<i>Please discuss how professional development is provided regularly and in a meaningful way.</i>	Engagement with families and community <i>Please give an example showing professional development activities that are connected to the unique environment or community of the service. (see QIP/SAT Strength example)</i>