

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

Section 3. Learning what is required for meeting.

The following section will show you exactly what to do to ensure your practice is meeting. You **do not** need to complete this section if you have successfully completed 'Section 2'.

Why is the element important?

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.

What could potentially go wrong if educators didn't do the above?

Stagnation in Professional Growth: Without regular reviews and planning for improvement, educators may become complacent and fail to identify areas where they need to develop and grow in their roles. This can lead to a lack of progress in their careers.

Inconsistent Quality of Education: A lack of performance evaluation and planning can result in inconsistent quality of education and care provided by educators. This inconsistency can negatively impact children's learning experiences.

Lack of Alignment with Service Philosophy: Educators may lose sight of the service's philosophy and mission over time, resulting in a misalignment between their practices and the overall goals of the organisation.

Missed Opportunities for Skill Development: Without clear goals and timelines for improvement, educators may miss opportunities to acquire new skills and knowledge that could benefit both themselves and the children they serve.

Difficulty in Identifying Strengths and Weaknesses:

Educators may struggle to identify their strengths and weaknesses without a structured review process, making it challenging to focus on areas that need improvement.

Decreased Motivation: The absence of recognition and acknowledgment for achievements and contributions can lead to decreased motivation among educators, potentially affecting their job satisfaction and commitment to their roles.

Lack of Accountability: Without performance evaluations, there may be a lack of accountability in the education service, making it challenging to address underperformance or provide support to educators who need it.

Inefficient Resource Allocation: Resources for professional development may be allocated inefficiently if there is no clear planning and improvement process in place. This can result in wasted time and funds.

Diminished Service Quality: Ultimately, the failure to engage in performance evaluations and planning for improvement can lead to a decrease in the overall quality of the early childhood education service, affecting the well-being and development of the children it serves.



It's important for educators to regularly develop plans to improve their practice.

You must practice To address the issues raised in the previous section on the left, look at the following practice examples for guidance.

Engaging in Regular Performance Reviews and Goal Setting: I have learned the importance of participating in regular performance reviews. During these reviews, I actively engage in discussions with my supervisors to better understand how my work aligns with our

service's philosophy and goals. Together, we set clear performance expectations and establish achievable goals based on my role and responsibilities.

Aligning My Practice with Service Philosophy:

Before each performance review, I take time to reflect on our service's philosophy and values. I ask questions and seek clarification to ensure that I fully grasp how my role contributes to our mission. This process helps me align my teaching practices with our shared philosophy.

Embracing Supportive Improvement Plans:

After my performance review, I collaborate with my supervisors to create an individualised improvement plan. This plan is designed to build on my strengths while addressing areas where I can grow. I actively participate in selecting professional learning opportunities and support strategies that suit my unique needs.

Recognising My Achievements and Contributions:

I appreciate the importance of celebrating achievements and contributions. My colleagues and I foster a culture of recognition within our team. We regularly acknowledge each other's accomplishments during staff meetings and special events. This recognition motivates us and reinforces our sense of value within the team.

Committing to Continuous Professional Development:

I understand that professional growth is an ongoing journey. To continuously improve, I actively seek out professional development opportunities that align with my goals and areas for improvement. I not only attend these sessions but also share what I've learned and how I plan to apply it in my daily teaching practices.

Taking Accountability and Seeking Support:

I embrace accountability by regularly reviewing my goals and tracking my progress. When I encounter challenges or need guidance, I know that I can seek support from mentors or supervisors. This support system is invaluable in my professional development journey.

Efficient Use of Resources:

I've learned to utilise resources efficiently by aligning them with my improvement plans and performance

expectations. I advocate for the allocation of time and funds that directly support my growth and development as an educator.

Providing Feedback for Improvement: I actively participate in the feedback loop by sharing my insights on the effectiveness of our performance review process and professional development initiatives. This feedback contributes to the continuous improvement of our educational practices.

After reading these points, which one(s) do you think you are doing well? Describe your practice in detail so it can go directly into your QIP or SAT (NSW only).

After reading these points, which one(s) do you think you need to work on? Describe how you could improve your practice.

Week 40, 11-15 December 2023 – 7.2.3 Development of Professionals