



MSS & WAABINY OSHC EDUCATOR & EMPLOYEE APPRAISAL, TRAINING AND DEVELOPMENT



PURPOSE

Montessori Stepping Stones (MSS) ensures the highest quality of service to its children, families and employees through its support systems for educators/employees. An appropriate performance management system will recognise educator/employee skills, confirm they are fulfilling their duties and identify their training as well as associated development needs. We understand our responsibilities under the Occupational Safety & Health (WA) Act to ensure workers are given adequate supervision and on the job training to enable them to work safely.

SCOPE

All persons employed by MSS.

DESCRIPTION/GENERAL

The outcomes of effective performance appraisal are improved performance, communication, workplace practices and attitudes towards the job; improved self-esteem and team spirit created because employees members are open to feedback and supported throughout the year; fewer conflicts as issues are addressed in an on-going manner; and greater retention of employees as possible career paths within the service are identified and employees are supported to work towards promotion. In addition to these benefits, employees feel valued and appreciated as their skills are recognised and they are supported to further develop their professional expertise. The performance management system aims to:

- provide opportunities for individual educators/employees to evaluate their service, assess the requirements of their position, and make adjustments to their job description
- clarify performance expectations for the position
- provide opportunities for educators/employees to assess their own work performance against written performance criteria linked to their job description and educator/employee code of conduct
- give educators/employees feedback about their performance, their skills and strengths
- recognise and appreciate specific contributions made by an educator/employee
- 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 the education and care service and will be of benefit to the employee
- look at each educator/employees current and future career goals
- raise areas of concern and plan strategies to support educators/employees to reach the required standards

Page	1	Review Date:	27/11/2019
P:\Centre Operation\MSS - New 2015\01 Policies\Word\MSS.P18 Educator & Employee Appraisal, Training And Development.Docx			
Hard copies are uncontrolled, refer to P:\Centre Operation for current controlled copy			



MSS & WAABINY OSHC EDUCATOR & EMPLOYEE APPRAISAL, TRAINING AND DEVELOPMENT



- provide opportunity for educators/employees to be fairly assessed by their peers and to be involved in their work colleagues peer reviews

CHILDREN'S NEEDS

Educators with appropriate knowledge and skills to provide educational learning programs and developmentally appropriate routines.

FAMILIES' NEEDS

Educators/employees that embrace opportunities to build relationships with families and that their primary influence in their children's lives is respected and supported. That educators have a comprehensive understanding of early childhood and/or middle childhood theory and practice and issues related to children's learning, health, safety and wellbeing.

EDUCATOR/EMPLOYEE NEEDS

Job satisfaction; recognition and appreciation for good work performance with support to improve skills and enhance job performance. They require assistance in accessing relevant training and professional development with performance issues to be addressed in a supportive and professional manner.

MANAGEMENT NEEDS

To assist employees to perform to their optimum capability and provide opportunities for advancement within the workplace. To further motivate employees to provide quality education and care, and to promote a positive and professional organisational culture.

INFORMAL PERFORMANCE MANAGEMENT

Informal appraisal happens any time educators/employees receive feedback about their performance from their work colleagues, room leader nominated supervisor or management.

MSS aims to provide an environment in which employees value and support each other and give constructive feedback to their work colleagues as part of normal everyday practice.

The nominated supervisor will give positive feedback to employees as a means of showing appreciation of each employee's efforts.

Issues or concerns will be addressed straight away thus preventing the development of conflict or major problems.

FORMAL PERFORMANCE MANAGEMENT

New educators/employees will be introduced to the formal performance management system during orientation.

Performance appraisal will take place every 12 months, generally in April and May.

Page	2	Review Date:	27/11/2019
P:\Centre Operation\MSS - New 2015\01 Policies\Word\MSS.P18 Educator & Employee Appraisal, Training And Development.Docx			
Hard copies are uncontrolled, refer to P:\Centre Operation for current controlled copy			



MSS & WAABINY OSHC EDUCATOR & EMPLOYEE APPRAISAL, TRAINING AND DEVELOPMENT



A mutually agreed date for the performance appraisal will be set at least 2 weeks prior to the performance appraisal interview.

Each employee is provided with an appraisal form (MSS.F49 Employee Performance Review) that details performance criteria for a self-assessment of their performance.

Each performance appraisal will be conducted by management, and the nominated supervisor.

Both the employee and management will independently complete the appraisal form prior to the appraisal interview and be ready to discuss their assessments at the interview.

Appraisal interviews are given priority. They will be conducted in an appropriate location that ensures privacy and no interruptions. Management will ensure that sufficient time has been allocated and everyone is prepared before the appraisal begins.

The appraisal process will be appropriately linked to the employee's performance criteria and will include:

- appraisal of the job description and clarification of expectations of their role;
- self-assessment
- two-way feedback
- highlight future opportunities within the position
- be positive and constructive
- determine an action plan for further training and/or development
- feedback about how the appraisal process could be improved

When giving feedback to the employee, management will be professional and objective, and ensure all feedback directly relates to performance criteria and employees code of conduct.

DETERMINING THE PERFORMANCE APPRAISAL OUTCOMES

Together the employee and management will compile a list of agreed goals which are entered onto the employee's professional development plan, along with agreed dates of completion.

Employees may appeal any outcome of the appraisal process either directly with management, or in writing to the approved provider.

Performance appraisal may be used to substantiate a formal warning for continued poor work performance. Employees will be encouraged through the appraisal process to identify career plans, and the service will work with them to explore options for career advancement within the service. MSS will support employees to achieve their career aspirations and to develop skills that will help the service to achieve its long-term goals.

Page	3	Review Date:	27/11/2019
P:\Centre Operation\MSS - New 2015\01 Policies\Word\MSS.P18 Educator & Employee Appraisal, Training And Development.Docx			
Hard copies are uncontrolled, refer to P:\Centre Operation for current controlled copy			



MSS & WAABINY OSHC EDUCATOR & EMPLOYEE APPRAISAL, TRAINING AND DEVELOPMENT



The performance management system will be evaluated every 2 years to determine ways it can be improved.

TRAINING AND DEVELOPMENT

Management will be responsible for coordinating training for MSS and ensuring that training opportunities are provided on an equitable basis to all educators/employees.

The educational leader/nominated supervisor will ensure that all employees are given adequate supervision and on the job training to enable them to work safely.

A training plan will be developed with input from management & the educational leader after the appraisal process each year, based on broad service professional development needs, and the professional development plans of each team member.

Training may be in one of the following formats:

- educators/employees share their expertise in training events held within MSS
- an outside presenter runs an in-service workshop for all educators/employees
- educators/employees attend external workshops, conferences and feedback to the rest of the team at meetings
- educators/employees complete short courses relevant to their professional development needs
- study towards nationally recognised qualifications
- educators/employees learn on the job through taking on new responsibilities within MSS
- relevant resources e.g. books, articles, DVDs etc. are accessible to employees

The educational leader/centre coordinator will encourage educators/employees to identify training or professional development that is:

- relevant to the employee's job description
- a requirement of their position
- linked to performance appraisals
- relevant to the forward planning needs of the service

All employees should discuss the relevance of the training to their position with management or the educational leader prior to enrolling.

Page	4	Review Date:	27/11/2019
P:\Centre Operation\MSS - New 2015\01 Policies\Word\MSS.P18 Educator & Employee Appraisal, Training And Development.Docx			
Hard copies are uncontrolled, refer to P:\Centre Operation for current controlled copy			



MSS & WAABINY OSHC EDUCATOR & EMPLOYEE APPRAISAL, TRAINING AND DEVELOPMENT



Where it is agreed by management that the training meets one or more of the requirements listed above, consideration will be given to, and negotiated (giving consideration to the budget) to meet the costs of the training.

Where relevant training is unavailable, experienced educators/employees who can commit to on-going employment with the service, may negotiate to have their skills assessed through an RPL process.

Employees will be required to regularly brief management and the educational leader on training they have attended. To accommodate this all general employee meetings will have training on the agenda as an on-going agenda item.

Study leave for further qualifications may be approved for a course relevant to the educator/employees employment, where this can be taken at a time which is convenient to the service. The granting of study leave MUST be applied for in advance and is not an automatic right of the employee. An educator/employee seeking study leave must apply in writing to management. Leave will be considered for the purpose of undertaking compulsory practicum, fulfilling course requirements, attendance at compulsory residential courses or compulsory examinations.

The approved provider will ensure provisions for educator/employee training and professional development are included in the annual budget.

Page	5	Review Date:	27/11/2019
P:\Centre Operation\MSS - New 2015\01 Policies\Word\MSS.P18 Educator & Employee Appraisal, Training And Development.Docx			
Hard copies are uncontrolled, refer to P:\Centre Operation for current controlled copy			