

EDUCATOR APPRAISALS

Educator appraisals have a variety of aims including but not limited to improving the quality of the service, increasing individual educator work capacity and efficiency, and making work more rewarding and enjoyable. Appraisal processes should engage employees through ongoing professional learning, shared practice and professional relationships. They should promote workplace behaviour consistent with the Code of Ethics for the South Australian Public Sector. Appraisals look to inspire performance improvement and build professional capacity and establish and maintain systematic recognition, feedback and accountability mechanisms. They also allow timely and reasonable intervention by service leaders to manage instances of unsatisfactory performance.

Procedure:

- All appraisal processes must comply with Australian Government and State Government legislative requirements and industrial instruments (*see appendix 32, Policy HR 32 DECD Performance and Development Policy*).
- The appraisal process should be underpinned by:
 - Fairness, equity and trust.
 - Mutual respect, understanding and responsibility.
 - Openness to learning and change.
 - Performance processes that are integrated into day-to-day workplace practices.
 - Accountability through professional conversations and authentic feedback.
 - Recognition and reward.
 - Work-life balance.
 - Supportive and safe working environments.
 - Access to effective and relevant professional development.
 - Commitment to improve outcomes for children and families.
- The steps involved in a formal appraisal process include:
 - Using a self-evaluation tool to assess past performance.
 - A peer appraisal tool.
 - Ongoing educator observations conducted by the Director or nominee.
 - A formal interview between each employee and the Director (or Principal or nominee for the Director's appraisal) at least annually.
- The formal interview must:
 - Clearly state the expectations of the employee's position based on the job description and identify key performance measures for each position.
 - Have a positive focus geared towards future improvement.
 - Include an agreed action plan written and signed by both parties to be implemented over the next year.
- The appraisal process will be reviewed at least every two years by all parties undertaking that process



NATIONAL QUALITY STANDARD

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

Policy reviewed	Previous modifications	Next review date
March 2021	No changes	2022