

Acorn Child Care Centres

Policies and Procedures



4.7 Performance Review and Management

Background

One of the ways educators achieve job satisfaction and improve the quality of their work with children is through the feedback and guidance received from peers and leaders. Positive, constructive feedback and guidance gives professionals a clear idea of what they are doing well and where they can improve practice.

When feedback and guidance in the workplace is formalised and targeted, it is often referred to as “performance review and management”. Effective performance review and management supports and lifts the standards of practice of educators which in turn improves the quality of care for children and their families.

Policy statement

Acorn understands that an appropriate performance management and review system will recognise educator’s skills and confirm they are fulfilling their duties; and identify their training and development needs.

The outcomes of effective performance review and management are improved performance, communication, workplace practices, and attitudes towards the job role, improved self esteem and team spirit created because educators are open to feedback and supported in their role. Fewer conflicts arise as issues are addressed and managed in an ongoing manner. In addition to these benefits educators feel valued and appreciated as their skills are recognised and they are supported to further develop their professional expertise.

Strategies and practices

- To manage performance, it is useful to use an appropriate review and management process that allows for goal setting, self-reflection and action planning. It is important to build on the positive performance of the educator and show an awareness of, and clearly address negative performance issues.
- Educators are made aware of the performance and review process during orientation and the service expectations around code of conduct and job descriptions.
- Performance management is to discuss issues around not meeting job description, policies, practice and Acorn Code of Conduct. This is to be conducted as individual issues arise and set goals and outcomes to meet required expectations. (This step is to be done prior to any written warnings are issued)
- Performance review is conducted twice a year on a set schedule to give opportunity for reflection, feedback and goal setting to improve and continue educator performance.
- Performance reviews and management are conducted in a confidential environment between the educator and the Director.
- Allow reflection, review and discussion of past performance with input from both parties.

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- Recognise the contributions made by the employee through genuine praise and positive reinforcement.
- Address any performance problems clearly and constructively and set outcomes and goals in achieving allocated job description.
- Be put in writing and agreed upon by both parties.
- Identify the date for the next performance review.

Educators and managers can contribute positively to a performance review or management by

- Positive communication strategies are used and a non-threatening atmosphere is created for discussion with the educator.
- Listening to the thoughts, feelings and ideas of others.
- Positively and clearly expressing their own feelings and ideas, even when these conflict with those of the other party.
- Expressing views in a polite and constructive manner.
- Accepting that performance can be improved by willingness to take the lead as well as by following the lead of others.

Links to other policies

- Educator Professionalism and Ethics Policy
- Staffing
- Students, Volunteers and Visitors Policy

QA	4.2.1	Professional standards guide practice, interactions and relationships
	4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn for each other to further develop their skills, to improve practice and relationships
	4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills
	7.1.1	Appropriate governance arrangements are in place to manage the service
	7.1.2	The induction of educators, co-ordinators and staff members is comprehensive
	7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service
	7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning
	7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper

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	7.2.3	An effective self-assessment and quality improvement process are in place
	7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements
	7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service
	7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly

- Acorn Code of Conduct
- Privacy and Confidentiality

Links Education and Care Services National Regulations 2011, National Quality Standard 2011

Regs	125-128	Educational qualifications for educators
	137-143	Approval and determination of qualifications
	145-152	Staff and educator records- centre based services
	168-172	Policies and procedures
	181-184	Confidentiality and storage of records

Sources

- Education and Care Services National Regulations 2011.
- Guide to the National Quality Standard 2011.
- Putting the 'people' into performance management and appraisals, extract from putting people first magazine NCAC

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Further reading and useful websites

- Australian Children’s Education and Care Quality Authority – <http://www.acecqa.gov.au/>
- Department of Education and Communities NSW. (2013). *Frequently asked questions on the National Quality Framework and the current NSW Regulation.*
<http://www.dec.nsw.gov.au/what-we-offer/regulation-and-accreditation/early-childhood-education-care/faqs> accessed 24 November 2013
- Office for Early Education and Care (Queensland) – <http://deta.qld.gov.au/earlychildhood/>
- NCAC http://ncac.acecqa.gov.au/educator-resources/pcf-articles/putting_people_into_performance_mgt_June2010.pdf
- <http://www.cscentral.org.au/Resources/managing-for-good-performance-a-guide-for-managers.pdf>

15/03/2016							
15/05/2017							
28/02/2019							

Next review Date: 28/02/2020