

## **Guide to empowering Leadership Goal Development process (appraisal).**

This is the one you use when you are conducting the 1st appraisal to Educators and Teachers.

Woodlands values:

1. We respect and trust each other, that is our foundation stone. We honour and acknowledge the traditional owners of the land.
2. We are good humans, always. It costs nothing and everyone gains.
3. We give to get. We ask "how can I be helpful?"
4. We take responsibility. We solve problems creatively.
5. We use it responsibly, we care wholeheartedly. We are the custodians of our environment for the next generation.
6. Communication solves all. We listen to hear and seek to understand. We use our words honestly, openly and respectfully.
7. We make people feel seen and understood. It is the greatest gift we can give.
8. We lead with humility, empathy and curiosity. It never fails us
9. We don't waste a mistake, we learn from it. Growth is on the other side of discomfort.

**"To plant trees under whose shade we do not expect to sit."**

The Woodlands performance appraisal program plays a vital role in linking staff performance goals and expectations through balanced feedback and reviews to help staff thrive and meet organisational objectives. It is not a pass/fail situation but rather goal setting and performance and growth opportunity that align with your values and with Woodlands values. Employees will participate in a Performance appraisal every 6 months. The appraisals will be conducted by the Campus manager and then leased with the Educational leader. The process will allow all Woodlanders to reflect on achievements and plan goals to accomplish performance outcomes and expectations. At all times of the Woodlands performance review process, confidentiality and sensitivity should be maintained to a high standard.

A copy of the empowering staff and Goal Development process (appraisal) is kept on the employee's Xplor Profile. The employee is able to obtain a copy from the Leadership.

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**Purpose:** The purpose of Woodlands conducting an empowering goal Development process is to offer a supportive and safe environment where individual Teacher, or Educator and their Campus Manager can have open and honest conversations about successes and areas for improvement. It is a way to scaffold a grown development plan that empowers Teachers and Educators to be the best they can be in their required roles. This is also a way to offer

upskilling opportunities and to engage in ongoing critical reflection of practice and to receive regular unbiased feedback on their performance.

Woodlands is committed to:

- Supporting employees to achieve their career development aspirations with appropriate resources and professional development opportunities.
- Supporting ongoing effectiveness of employees in their roles and fostering the overall effectiveness of the service.
- Building a workforce of highly skilled employees.

The leadership team will:

- Assess work performance against written performance criteria which is linked to the appropriate job description, our code of ethics and the National Quality Framework.
- Clarify performance expectations for the position.
- Recognise the skills of individual staff/educators.
- Receive feedback about staff performance, skills and strengths from.
- Discuss current and future career goals
- Raise areas of concern and plan appropriate strategies which support educators/staff to reach the required standard.

All Woodlands staff members have a significant role to play, including:

- Regularly engaging in professional conversations with the leadership team.
- Creating individualised goals and identifying areas for professional development.
- Being open with participating openly in critical reflection and self -assessment and taking ownership of and being accountable for their professional development.

**Professional learning and development plan:**

It is important to support educators and staff to play an active role in the process of developing their goals and professional learning plans. Investing in the professional growth of educators and staff at all levels of the service, and at various stages of their careers, requires a time and/or financial commitment. Developing a cycle of learning with team members can cultivate a culture of continuous improvement and lifelong learning that ultimately facilitates continuous improvement within the service.

Investing in the professional growth of Leaders and staff at all levels of the service, and at various stages of their careers, requires a time and/or financial commitment. Developing a cycle of learning with team members can cultivate a culture of continuous improvement and lifelong learning that ultimately facilitates continuous improvement within the service. Professional learning can be face-to-face or online courses in an area of professional interest, or where a training need has been identified through the performance review. When setting goals for employees you may want to refer to the QIP, this will allow you to self assess their performance in delivering quality education and care and to plan future improvements that will also ensure educators have a clear understanding of the Campus QIP.

- Consider the NQF reflective questions.
- Setting goals through inquiry questions. This will allow them to critically think, analyse and embed.

<b>Campus Name:</b>	
<b>Employee Name:</b>	
<b>Position:</b>	
<b>Qualifications:</b>	

Is the employee nominated as any of the following? (Please tick the appropriate box)

Person with management authority.

Nominated Supervisor

Educational Leader

OHS Officer

Person conducting Appraisal:	
Position Title:	

**To be completed by the Appraiser in consultation with the Appraisee Strengths Summary.**

1. How have you mentored your team through embedding elements on the Woodlands philosophy? How did this go?
2. How have your strengths and skills from the 1st appraisal continued to contribute to your performance?
3. What new skills have you gained or how have you scaffolded the current skills and strength to the staff you currently mentor and support?
4. What new strategies or techniques have you tried with your team, and what was the result?
5. Outline any areas that require further improvement and support needed (PD/coaching/guidance)?
6. Were there any significant challenges that impacted upon your performance during the last 6 months ? If so, include descriptions of the challenges.

7. What and how have you modelled alongside your team practices that support

- National Quality Framework (NQF).
- Child Safe Standards (CSS).
- Quality Improvement Plan (QIP).
- Early Years Learning Framework (EYLF V2.0) and Victorian Early Years Learning + Development Framework (VEYLDF).
- Code of ethics and rights of the child.

8. Peer feedback (appraisee to seek feedback form their peers alongside them in the room/or were appropriate)

9. Leadership will provide feedback based on their observations.