

Guide to Performance Appraisal, Goal Development and Review for chefs and cooks.

Vision:

“To plant trees under whose shade we do not expect to sit.”

When you “plant trees” you passionately understand the little, well planned, and guided experiences of the children now, and they will grow into lifelong attitudes, skills, and behaviours – ‘the shade’. Most probably you will not be around to see your work mature but continue to work with children and their families because you see the greater good and the bigger picture for them and the world.

Mission:

The Woodlands Performance review program is designed to support lifelong learning and professional development. The Woodlands staff performance review provides a systematic structure to build and ensure a culture of professional learners committed to supporting the educational needs of all children to thrive and succeed in current and future environments.

It is expected that all employees participate in the program to the best of their abilities and to work towards achieving the goals set. All goals set are expected to be SMART goals (Specific, Measurable, Achievable, Realistic and Time specific), this ensures the best chance for growth and development.

<i>To Thrive</i>	When we use “thrive” when speaking of educating children we mean we are not content with just dotting “i’s” and crossing ‘t’ s. We create environments for children to flourish, to be set up for success, to grow strong and healthy, to make progress, to expand their learnings – to thrive.
<i>Respect</i>	You must have conviction. Respectfully challenge when you disagree, even when doing so is uncomfortable or exhausting; do not compromise for the sake of social cohesion. But once a decision is mad, we will commit to it wholeheartedly and leave ego at the door. Values are not about what you want to get or achieve; they are about how you want to behave or act on an ongoing basis.
<i>Relate</i>	We know time is valuable, time for your family, time for fun, time for Woodlands. We need to communicate and ensure each team member understands the pressure of time and time management. Clearly communicating goals, actions, and evaluations each day is of prime importance.
<i>Reflect</i>	Our reflections embrace the concept of our professional and personal growth. Self-reflection is the foundation of critical reflection. It requires us to stand back from an experience or situation and view it from a different perspective. This will allow us as professionals to be more aware of a range of aspects of our own learning and teaching that are effective, but at times may need adjustments, reflecting on, or strengthening and this isn't to be looked at in a negative way at all. Reflection on ourselves is honest, respectful, agile and is outcome driven, as well as builds on our growth mindset.

Purpose

What do we want out of a Performance appraisal?

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 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 Performance appraisal development plan is given to the employee. The original form is kept on the employee’s Xplor Profile.

Woodlands is committed to:

- Supporting employees to achieve their career development aspirations with appropriate resources and professional development opportunities no matter what your role is with Woodlands.
- 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.
- Discuss current and future career goals
- Raise areas of concern and plan appropriate strategies which support educators/staff to reach standards.

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.
- Participating openly in critical reflection and self-assessment.
- 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.

What is a goal?

How can we set measurable goals?

- Do they align with Woodland's values and missions?
- When setting goals for employees you may want to refer to the QIP (cooking based projects or intentions) – this will allow you to self-assess your performance in delivering nutritious and balanced meals and to plan future improvements that will also ensure educators have a clear understanding of the Campuses expectation and the importance of healthy eating, as well as encouraging and mentoring children to foster healthy eating habits through a range of strategies (QIP, gardening, role modelling).
- Consider the NQF reflective questions.
- Setting goals through inquiry questions, this will allow them to critically think, analyse and embed.

Examples of individual learning:

- Face-to-face or online courses in an area of professional interest, or where a training need has been identified through the performance review.
- Mentoring (room food projects/sustainability) within the service, or with an external mentor who might provide different perspectives.
- Participating in a professional network to gather with peers and generate new ideas through sharing and collaboration.
- Participating in team training that allows collective upskilling on a shared goal/purpose
- Opportunities for project work or practical leadership development within the service.
- Research and share food expectations and any updates during team meetings (feedback from families, or on meal rituals etc.)
- Individual support provided by the Leadership team.

The professional development plan will be documented and reflect the team member's individual learning goals. You should also reflect on how the goals align with the service philosophy, vision, and mission. It should be developed collaboratively by the team member, the Campus leader and the educational leader and reviewed regularly to monitor the team member's progress against their performance goals and assess further support they may require.

Guide to Performance Appraisal, Goal Development and Review

Campus Name:		
Employee Name	Campus name:	
Qualifications	Appraisal date:	
Is the employee nominated as any of the following? (Please tick the appropriate box) <input type="checkbox"/> Person with management authority <input type="checkbox"/> Nominated Supervisor <input type="checkbox"/> Educational Leader <input type="checkbox"/> OHS Officer		
Person Conducting Appraisal:	Position Title:	

To be completed by the Appraiser in consultation with the Appraisee

Strengths Summary

Questions:

1. What do you bring/add to the Woodlands? Highlight your strengths and skills that have contributed to your performance in the first half of the year?
2. How do you incorporate these strengths into your daily kitchen practices and/or routines?
3. How do you demonstrate teamwork and distribution of tasks with your colleagues in the kitchen?
4. Upon reflection, what is an area/s that you would aim for further improvement on?
5. Were there any significant challenges that impacted upon your performance during the last 12 months? If so, include descriptions of the challenges.
6. What strategies do you implement to reduce daily food wastage?
7. How would you feel about parents having the ability to book in parent partnership meetings with you for any food or healthy eating related questions?
8. Leadership's feedback based on observations.

Learning and Developmental Plan	
<p>Think about what your individual future growth or learning needs are over the next 6 months. What projects and/or professional development would you like to undertake in the incoming year? Consider different types of relevant learning which will help improve your knowledge and skills.</p>	
<p>What do you want to do and why? (List 1- 2 goals)</p>	<p>Goal 1:</p> <p>How will this be achieved / measured and evidenced?</p> <p>By When?</p> <p>What support might be included?</p> <p>The Leadership to support professional development that will support you and your learning.</p> <p>Goal 2:</p> <p>How will this be achieved / measured and evidenced?</p> <p>By When?</p> <p>What support might be included?</p> <p>The Leadership to support professional development that will support you and your learning.</p>

I agree that the goals and strategies set are fair and reasonable. I agree to commit to contributing to continuous improvement during the performance cycle and undertaking any relevant and approved PD.

Review date: _____

Employee Name: _____ Signature: _____ Date: _____

Employer Name: _____ Signature: _____ Date: _____