

Performance Appraisal and Development Planning

Name of Educator: Ruby

Position: Room Leader

Date of Appraisal: 14/12/2015

Implemented by: Lisa

Key Responsibilities and Duties for Lead Educator (Diploma)

Plan and Implement a Quality Education Program – Quality Area 1: Educational Program and Practice

<u>Responsibility/Duties</u>	<u>Performance Review</u>	<u>Educator Comments</u>
Lead the team to plan, implement, assess and review a high quality and diverse educational program based on appropriate curriculum frameworks and with reference to the NQS, considering the developmental needs, interests and abilities of all the children attending the service.	Examples: Children engaging in activities consistent with outcomes - Engaging with families about learning and development of their child - Having records of info from family	Documentation that identifies goals set by families and plans that demonstrate incorporations of these goals - Planning experiences to develop a child's learning and development
Actively support every child to participate in the program and ensure that the program promotes children's agency, choices and influence.	Encouraging children to make choices and decisions. -Support play initiated by children	Supporting children's efforts, assisting and encouraging as appropriate
Deliver and guide team to deliver effective and valuable documentation of children's learning in accordance with the centre philosophy and the Learning Outcomes.	Evidence of the cycle of planning, documenting and evaluating - Making informed decisions	Using knowledge to evaluate and reflect on programming -
Model and support team to utilise a variety of teaching strategies including intentional teaching and reflective practice in daily work.	Uses strategies to extend on children's thinking and learning - Scaffold children's learning	Document and reflect on experiences and learning - Plan for intentional teaching

Promoting Health and Safety of Children and Educators – Quality Area 2: Children's Health and Safety - Quality Area 3: Physical Environment

<u>Responsibility/Duties</u>	<u>Performance Review</u>	<u>Educator Comments</u>
Ensure staff and children utilise effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, risk management plans, policies and procedures.	Ensuring each child's health and comforts are met - Effective hygiene practices and in place within the room - Supporting health and hygiene practices	Safe and hygienic handling and serving of food and drinks consumed by children - Supporting children to learn hygiene practices
Ensure that all children have access to nutritious food and fresh drinking water.	Engage in meal times that are relaxed and enjoyable	Encourage healthy eating and nutrition practices with children
Promote health, wellbeing and physical exercise in the service.	Implementing movement and physical exercise on the program	Provide support to children for physical development activities
Ensure a safe and stimulating physical environment where all staff and children are protected from hazards or harm.	Indoor and outdoor areas are setup in ways to promote safe physical play and activities for individual children	Supervising children at all times - Implementing safety checks - Removing identified hazards

Build Positive Relationships – Quality Area 4: Staffing Arrangements - Quality Area 5: Relationships with Children - Quality Area 6: Collaborative Partnerships with Families and Communities

<u>Responsibility/Duties</u>	<u>Performance Review</u>	<u>Educator Comments</u>
Work cooperatively, ethically and respectfully with other educators, and support each other's professional development.	Offering assistance to each other - Acting promptly to support other team members	Sharing tasks and responsibilities - Support and mentor each other - Having positive relationships
Develop and maintain respectful, supportive, collaborative and responsive relationships with children and their families.	Demonstrate in practice of care, empathy and respect for children, colleagues and families	communicating respectfully and sensitively with all families - Sharing info with families
Establish and maintain links with the service sponsor or governing body (as appropriate), local networks, resource agencies, local prep programs/schools (where applicable) and other relevant organisations.	Providing information about community services and resources in conversations with families	Assisting families to locate, contact and/or access local community services.
Supervise workplace students and volunteers, as directed.	Provide support and assistance - Provide encouragement	Role model, reinforce best practices - Answer questions
Ensure an effective induction and orientation process for new families, children and educators, including workplace students and volunteers.	Encouraged to visit and become familiar with the room - Answer questions - Go through routines	Communicating responsibilities and expectations - Offer support when needed

Contribute to the Effective Management of the Service– Quality Area 7: Leadership and Service Management

<u>Responsibilities and Duties</u>	<u>Performance Review</u>	<u>Educator Comments</u>
Ensure all practices are in accordance with the NQS and reflect the philosophy, policies and procedures of the service.	Understanding of the service's statement of philosophy	Philosophy underpins everyday practice and decision making
Attend professional development opportunities and network meetings as appropriate or as directed by director/coordinator.	Attends workshops, professional development courses regularly.	Takes part in staff meetings - Attends courses then relates back to educators
Lead and promote understanding of the NQS, the NQF and the curriculum framework documents within the team/room.	Shows understanding of the NQF through documentation - Support other educators in NQF	Collaborates and promotes policies and procedures within the service.
Contribute to the continuous improvement of the service through reflective practice and as directed by the director and educational leader.	Provides examples and needs for improvement within the service through feedback, surveys etc.	Takes part in reflecting and understands what the service does well, what needs to be changed
Complete any collection of data, medical or other records required in a timely manner, and in accordance with the service's policies and procedures and the NQS.	Fills out forms with correct details.	Refers forms to Director for keeping.
Assist the director in matters relating to leadership, support, etc. and service administration, as directed.	Provides support to the director as needed.	Able to take on more Director related tasks.

Performance Evaluation

1. What are the individual goals that the educator is working towards?

Discuss with the educator any future goals they have such as updating qualifications, aiming for a higher position etc.

2. How can we support the educator to achieve these goals?

For example - flexible working hours, a rostered RDO, off the floor time etc.

3. In what areas has the educator progressed well/achieved?

Discuss within the performance review what the educator has achieved well over these past months.

4. In what areas does the educator require further development and support?

Where does the educator need more help and support. What can you offer to develop the educator's understanding for further development?

5. What additional support/training does the educator require from us to perform their responsibilities and duties?

Does the educator want specific training or workshops to attend if so, what are they?

I, Ruby McKinsley (educator's name) agree that the Key Responsibilities/Duties and any goals and strategies set are fair and reasonable and I will continually improve my performance through the goals and strategies mentioned above.

Employee Name: Ruby McKinsley **Signature:** _____

Employer Name: Lisa Dermott **Signature:** _____