

7.2.3

Development of professionals

Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.



Week 40
9.12.2024

Section 2. Evaluation and Reflection (Room Leaders and Educators)
Conducted by the room leader along with their educators.



Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/room leader who should teach/coach you how to do it. This process uses the **summative assessment process** from the **new EYLF and MTOP**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

The checklist keys to use.

E = Embedded I do that **ALL** the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

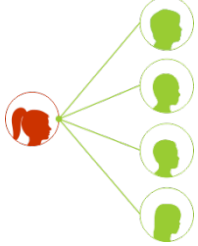
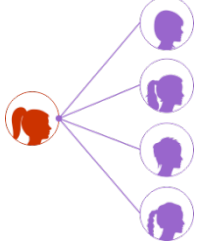
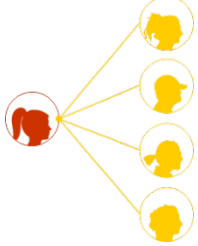
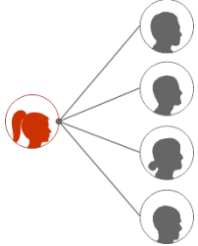
	ED1	ED2	ED3	ED4	ED5
Can you confidently explain how the performance review process works at your service and how it contributes to the ongoing improvement in your practice?					
Do you regularly participate in professional development/training to improve practice, regardless of your current knowledge and skills?					
Are you always willing to try new ways of doing things to continually improve practice?					
Do you take the time to share knowledge and practice with team members?					
Do you value and act on any feedback, coaching or mentoring you receive from others (Educational Leader, Room/Group Leader, team members) about better ways to do things?					
During your performance review do you:					
• review and if necessary clarify your job role and expectations?					
• assess your own performance?					
• discuss your strengths, the contributions you've made, and practice areas you feel could be improved?					
• review any previous professional development/training Plan and actively contribute to an updated or new Plan based on your goals and identified practice needs?					
• ensure your professional development/training Plan has enough detail to ensure actions achieved eg dates to start and complete training ?					

Week 40, 9-13 December 2024 – 7.2.3 Development of Professionals



The EYLF and MTOP says. “Evaluation practices involve educators’ critical reflection on the effectiveness of their planning and implementation of curriculum for children’s learning as part of the planning cycle, both for and with children’. Pick one of the following reflection points to complete the table below:

- Does the performance review process work effectively at the Service? Why or why not?
- **Effective performance reviews include objectively assessing performance to date, and planning for the future eg planning goals and professional development, building on strengths. Are these both done well at your Service? Why or why not? (Used below)**
- Are there any professional learning topics not currently included in educators’ training plans you think should be included? What are they?

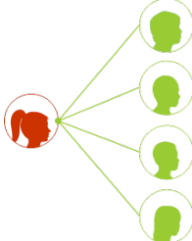
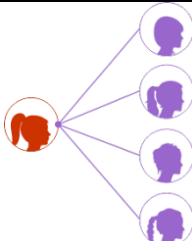
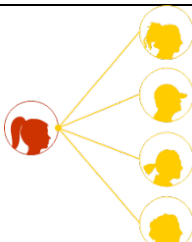
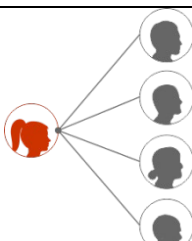
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>Children may not directly notice the impact of performance reviews, but they benefit greatly when educators are more skilled, reflective, and confident. Professional growth in educators leads to more engaging learning experiences and creative teaching approaches that directly enhance a child’s development.</p>	<p>Align educator goals with practices that directly improve outcomes for children, integrating professional learning into curriculum planning.</p> <p>Include age-appropriate feedback from children about their learning experiences to help assess the success of educators’ professional growth.</p>
 <p>an educator</p>	<p>At our service, while reviews are conducted, there is room to make them more objective and focused on future development. Goals and professional development plans can sometimes be too broad, missing opportunities to build on individual strengths and address specific areas of need.</p> <p>There is also an opportunity to strengthen the link between performance reviews and the planning cycle by aligning educator goals more directly with curriculum outcomes and service-wide objectives.</p>	<p>Introduce a structured performance review process with clear, measurable criteria and tailored feedback. Provide opportunities for educators to set individual goals and create professional learning plans that align with their strengths and curriculum priorities.</p> <p>Schedule regular follow-ups between formal reviews to track progress and make adjustments.</p>
 <p>your families</p>	<p>Families appreciate knowing that educators are skilled and supported in their roles. At our service, families are not always made aware of the steps taken to support educators’ professional growth, which could lead to a lack of understanding about the service’s dedication to quality education.</p>	<p>Provide families with general updates about professional development initiatives and performance reviews through newsletters or parent meetings, ensuring confidentiality.</p> <p>Seek feedback from families about their experiences with educators to gain additional insights that can inform the review process.</p>
 <p>theorist and current research</p>	<p>Theorists like Donald Schön highlight the importance of reflective practice, emphasising that professional growth requires critical self-assessment and a commitment to ongoing learning. Research supports this view, showing that structured performance reviews linked to professional development improve educator satisfaction and result in better outcomes for children.</p>	<p>Incorporate reflective practice models, such as those proposed by Schön, into the performance review process to encourage deeper self-assessment.</p> <p>Use evidence-based practices to design professional development plans that address both individual and service-wide goals. Introduce peer observations and feedback as part of the review process to provide a well-rounded assessment of educator performance.</p>

Week 40, 9-13 December 2024 – 7.2.3 Development of Professionals



The EYLF and MTOP says. "Evaluation practices involve educators' critical reflection on the effectiveness of their planning and implementation of curriculum for children's learning as part of the planning cycle, both for and with children'. Pick one of the following reflection points to complete the table below:

- Does the performance review process work effectively at the Service? Why or why not?
- Effective performance reviews include objectively assessing performance to date, and planning for the future eg planning goals and professional development, building on strengths. Are these both done well at your Service? Why or why not?
- Are there any professional learning topics not currently included in educators' training plans you think should be included? What are they?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		

Week 40, 9-13 December 2024 – 7.2.3 Development of Professionals