# 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.

Performance evaluations involve:

* review – of position description, philosophy, previous plan, achievements, and contributions
* planning and improvement – identifying opportunities, building on strengths, setting clear goals and timelines, professional learning and support strategies.

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| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| Please give an example of the way you assess your performance. | Please discuss how the performance review process consistently supports you and your team to achieve your professional development goals and continually improve your practice. |
| Performance assessment is integral to professional growth and maintaining high standards. We reflect on our practices against the job description, service philosophy, NQS, and regulations. For example, we evaluate if educators actions align with the philosophy's values like inclusivity and relationships. We review the NQS to identify areas to improve or exceed. Additionally, We ensure compliance with regulations and use feedback to identify gaps in communication, planning, or leadership. | Our performance review process consistently supports our team in achieving professional development goals and improving practice. For example, rather than relying solely on annual reviews, we engage in regular performance discussions to provide timely feedback. This includes identifying pathways for career growth, such as supporting team members to transition into leadership roles like room or group leaders, ensuring ongoing development and succession planning. |
| Please give an example of some professional learning or training you completed as a result of your performance review. | Please discuss how you and your team regularly reflect on performance against the NQS, issues identified in the Quality Improvement Plan, and teaching/learning goals to ensure the service is achieving high-quality outcomes and continually improving. |
| As a result of performance reviews, we have engaged in various professional learning opportunities. For instance, we participated in workshops on intentional teaching to enhance our curriculum planning and documentation. We also completed child protection training to strengthen our understanding of reporting obligations and legal responsibilities, ensuring we can effectively safeguard children’s wellbeing. | We regularly reflect on our performance against the NQS, QIP priorities, and teaching/learning goals to drive improvement and high-quality outcomes. For example, weekly professional development sessions provide opportunities for reflection. Our staff meetings include the QIP as a standing agenda item. Additionally, our educational leader collaborates with each educator to align individual goals with broader service objectives, ensuring consistent progress and improvement. |
| Please give an example of ongoing feedback you receive about your performance (apart from during performance reviews.) | Please give an example of community partnerships that strengthen professional learning at the service and support continuous quality improvement. |
| We receive ongoing feedback from leaders on areas such as communication, planning cycles, and reflective practices. For example, our educational leader has provided strategies to improve family engagement by sharing daily updates on children’s learning. Feedback on critical reflection has helped us refine routines to better meet children’s needs. Leaders also encourage us to extend learning by leveraging our strengths, such as integrating creative activities to support developmental goals. | Our community partnerships play a vital role in strengthening professional learning and supporting quality improvement. For example, we collaborate with health professionals, including occupational therapists and paediatricians, to implement tailored plans. Partnerships with cultural organisations and local community groups enhance our curriculum. Regular outings with businesses and venues provide experiential learning, while links with Red Nose and other organisations support health and safety education. |
| Please give an example showing how you’re always willing to try new things to improve practice, and that you value feedback or coaching from others. | Give an example showing how the professional development process allows for discussion, critical reflection, and input by all educators. |
| We are always willing to try new approaches to improve practice and value feedback or coaching from others. For example, we implemented new outdoor learning schedules based on feedback about the importance of nature in development. We introduced loose parts play, moving away from single-use toys to encourage creativity. Adjustments to room layouts have improved transitions, and trialling risky play activities has helped build children’s resilience and motor skills, which we refine based on feedback. | Our professional development process encourages discussion, critical reflection, and educator input. For example, all educators assess their strengths and identify training needs as part of the process. Team discussions focus on individual and service-wide goals, fostering collaboration. Educators are also encouraged to provide feedback on the appraisal process itself, ensuring continuous improvement in how professional development is planned and delivered across the team. |
| Please discuss how professional development is provided regularly and in a meaningful way. | Give an example showing professional development activities that are connected to the unique environment or community of the service. |
| We demonstrate respect and collaboration by valuing and incorporating diverse perspectives. For example, during curriculum planning, we actively seek input from team members to embed cultural elements and ensure inclusivity. We share resources, such as templates for planning and observations, to support each other’s goals. Professional discussions help us challenge ideas constructively, model reflective practices, and strengthen relationships. Team-building activities encourage open communication and mutual respect. | Our professional development activities are tailored to our unique environment and community. For example, we focus on training to support children with additional or medical needs, reflecting our commitment to inclusion. We also engage in child protection training to meet community needs. Other activities include sustainability practices, integrating families’ cultural backgrounds into the curriculum, and improving communication strategies to strengthen relationships with families and the wider community. |