



Department of Education and  
Early Childhood Development

# Human Resources

Performance and  
Development Guide  
Teaching Service  
Education Support Class



# PERFORMANCE AND DEVELOPMENT GUIDE

## TEACHING SERVICE

### EDUCATION SUPPORT CLASS

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## OVERVIEW

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An effective school system provides all school staff, including principals, with feedback on their performance that is objective, constructive and can be acted upon and provides opportunities for staff to learn and grow. Within this context the Education Support Class [Agreement](#), provides that:

*Increasing the educational attainment of all Victorian children requires a commitment to employees to fulfil their responsibilities in the professional contexts in which they work. This will require all members of the workforce to maintain the currency of their knowledge base in order to continually adapt to the dynamic nature of the external environment and the diverse nature of the student cohorts who attend government schools.*

An explicit commitment in the Education Support Class [Agreement](#) is to system performance and development processes that recognise and affirm high performance, address underperformance and value continuous high quality professional learning.

The performance and development arrangements for all school staff are designed to:

- support the school in meeting its responsibilities to students, parents and to Government through linking staff performance with achievement of school, Department and Government policies and targets
- provide feedback on performance to support ongoing learning and development of staff, with a focus on ways in which student learning can be improved
- enhance the capacity of staff in promotion positions to apply the leadership and management competencies required in their positions
- recognise effective performance through salary progression
- provide a supportive environment for improving performance where the required standards are not met.

Employees have a significant role in the delivery of services that support educational strategies to improve student learning and directly impact on the achievement of Government education targets.

Consistent with the Education Support Class [Agreement](#) salary progression is not automatic. Eligible employees must demonstrate that all the performance standards (see below) have been met to receive salary progression. The performance standards apply to each position relative to the classification level and salary range.

Within the relevant salary ranges of classification levels 1 and 2 of the education support class, salary progression is from the appropriate minimum, through the sub-divisional range, to the maximum of the salary range. Progression cannot occur beyond the maximum of the salary range. Movement to a higher salary range within a classification level may only occur through a [salary range review](#) process.

The principal has ultimate responsibility for the performance and development assessment for each employee. However a principal may assign the process to a nominee with the exception of the final assessment decision. On this basis where the procedures refer to the principal, this is to be read as the principal or principal's nominee.

The performance and development arrangements for employees are generally unchanged but have been revised to reflect the common progression date and new eligibility requirements introduced by the Education Support Class [Agreement](#).

## ROLES AND RESPONSIBILITIES

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Employees support the delivery of the educational program of a school. All employees make a direct contribution to the school's capacity to achieve its educational objectives.

Performance planning and development is undertaken in the context of what can be required of an employee at their respective level within the career structure. The levels of responsibility and accountability that can be expected of an education support class employee are set out in the [Dimensions of Work](#) and in the employee's position description.

### *Performance standards*

Relative to the duties and accountabilities of their position employees are expected to perform at a level consistent with the performance standards, as set out below:

1. Be acquainted with, and effectively carry out, the responsibilities of the position as set out in the relevant position description
2. Seek feedback on, and improve, their knowledge and skills
3. Act in a professional manner with colleagues and, where appropriate, with students and parents/guardians
4. Promote a safe and supportive school environment
5. Understand and act in accordance with the school's code of practice
6. Be acquainted, and act in accordance, with the goals and priorities as set out in the school's strategic plan.

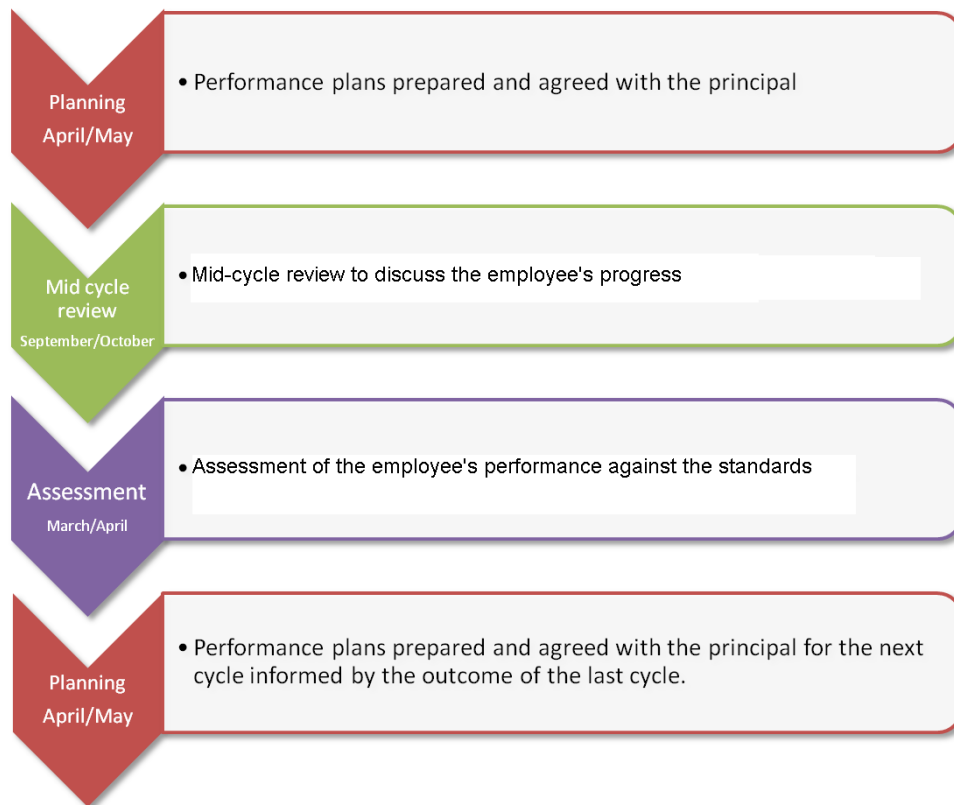
## PERFORMANCE AND DEVELOPMENT CYCLE

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The performance and development arrangements for employees provide a framework for:

- review of performance
- feedback that supports ongoing learning and development
- a supportive environment for improving performance where the required standards are not met.

Performance and development is a continuous cycle for all employees, commencing on 1 May each year and concluding on 30 April in the following year as illustrated below:



### Commencement of the cycle

Employees should develop their performance plans and reach agreement with the principal by the end of May each year. This process will involve feedback and discussion with the principal including:

- the performance standards in relation to the employee's role
- the standard of performance expected relative to the employee's position and experience
- how this expectation of performance relates to the employee's role for the performance and development cycle
- the identification of proposed performance requirements against each of the performance standards
- the employee's performance and development during the previous cycle
- identification of areas for improvement and professional development needs in the next cycle
- the school's progress in achieving school strategic plan goals and priorities as these relate to the employee's role.

### Proposed performance requirements

Employees should identify proposed performance requirements and reach agreement with the principal on these performance requirements. The proposed performance requirements specify the way in which an employee expects to demonstrate that the performance standards have been met. The proposed performance requirement for each standard should be determined in the context of the role and responsibilities of the employee.

In developing the proposed performance requirement for each standard, the employee should discuss with the principal:

- the employee's role and responsibilities
- the school context, i.e. locally determined priorities as they relate to the employee's role
- Government and Department policy and targets relevant to the employee's role in the school.

Employees are encouraged to seek advice and support from their principal, and members of the leadership team, in relation to the proposed performance requirements and appropriate professional development to support the achievement of these requirements.

In relation to an employee at the maximum salary of a salary range, the principal and the employee may agree to tailor the performance and development process to encompass the employee's career development needs, professional improvement goal/s that may involve undertaking a professional development program or course, or an agreed focus on an aspect of the employee's role that will support his or her ongoing learning and growth.

Performance plans for employees who move to a new school during the performance and development cycle should be reviewed and amended accordingly in the context of the new school. Performance plans for employees who commence in a position after 1 January in a year, and who do not have eligible service at that level in the performance and assessment cycle, should be developed from the date of commencement in the position through to 30 April of the following year.

### *Professional development*

Professional development is an integral part of an employee's performance and development cycle. Professional development undertaken by an employee is an important link between his or her individual performance and the school's commitment and capacity to operate as an effective organisation able to systematically improve the learning outcomes of its students.

As part of the performance and development process, professional development needs and proposed action for the next performance and development cycle should be identified to support the employee's ongoing learning and development and capacity to undertake his or her role effectively.

Discussion with the principal in relation to professional development planning may focus on:

- support that will assist the employee to meet the performance standards including any achievements identified in the performance plan
- school-based development opportunities and activities
- statewide and regional professional development initiatives specifically targeted to the role of a staff member at a particular stage of development
- accredited courses appropriate to the role of an employee
- the employee's perceptions of his or her level of knowledge and skills in relation to the role
- perceived areas of need in terms of knowledge, skills or behaviour.

Action proposed for professional development areas identified may encompass participation in appropriate programs and activities, leading or presenting at professional development programs or activities, opportunities for accessing support from a mentor or critical friend, whole-school improvement activities, online training and professional reading.

The professional development component of the performance and development process is the means by which employees focus on their own development needs in the context of their role and improved student learning within their school. In completing the professional development

achievements for the year, an employee should be able to indicate in which ways his or her learning is being applied to the role.

### **Mid-cycle review**

A formal mid-cycle meeting should take place that provides an opportunity for discussion about the employee's performance. Progress towards achieving the outcomes specified in the performance plan should be discussed. In the light of this discussion, there is an opportunity to refine expected outcomes identified in the performance and development plans. Any changes should be agreed between the principal and the employee.

Where there are concerns about the performance of an employee, the mid-cycle review is an opportunity to discuss these concerns and develop support strategies to assist the employee to improve his or her performance.

### **Notification requirements**

Where there are concerns about the performance of an employee and to ensure that the employee has an opportunity to improve performance, he or she must be advised in writing no later than 31 January (or 31 March if the employee has less than six months' eligible service) prior to the assessment of performance where it is considered that one or more of the performance standards may not be met and that salary progression may not occur if improvement does not take place.

### **Preparing for assessment**

Towards the end of April the following year, employees should complete the relevant sections of the performance plan setting out their achievements.

Evidence of achievements must be verifiable. Both quantitative and qualitative measures can be used to provide evidence of achievements.

Evidence to support the achievements should be attached to the plan as necessary. Some achievements will be able to be verified without the need for the employee to provide additional evidence. In some cases the principal may ask an employee to provide supporting evidence in relation to one or more achievements in the plan.

Professional development outcomes should be included in the 'statement of achievement' against the performance standards when the performance and development plan is completed each year.

### **Performance assessment**

The principal has ultimate responsibility for approving the assessment of each employee.

The principal will consider the achievements and other relevant information relative to each performance standard and make a decision, based on the balance of evidence, about whether the employee has satisfied all the performance standards.

Data will not be considered in isolation, and no one piece of data will determine the outcome. All measures for achievements will be considered in the context of the school's circumstances and priorities.

All performance standards must be met to achieve a satisfactory assessment.

Alternative arrangements for assessment can be agreed where an employee is absent at the time of assessment or where there has been insufficient time for an assessment due to factors such as movement from one school to another or resumption from extended leave.

Employees will be advised of the outcome of the assessment of their performance plan through a scheduled discussion with the principal at which they will be provided with comprehensive and constructive feedback on their performance and, where relevant, school performance.

This discussion should also focus on specific areas for improvement and appropriate outcomes for the next performance cycle and assist the employee in developing a new performance plan, including appropriate professional development action.

Where the employee does not participate in the performance and development process his or her performance will be assessed against the performance standards. This assessment will be based on consideration of all relevant information in relation to the employee's performance against the requirements of the position and whether that performance meets the performance standards.

### Outcomes

Towards the end of April each year, employees will be advised of the outcome of their performance assessment, either that:

- all of the performance standards have been met,
- or**
- one or more of the performance standards have not been met.

Employees will be advised of the outcome of their performance assessment through a scheduled discussion with the principal where the employee will be provided with comprehensive and constructive feedback on his or her performance. This discussion should also focus on specific areas of strength and areas for improvement and appropriate professional development to be undertaken in the next performance cycle.

Where an employee does not meet one or more of the performance standards, the principal and/or other designated staff will work with the employee to identify the factors affecting his or her performance. Action taken to support an employee to improve his or her performance should be tailored to the employee's particular circumstances, address the causes of the unsuccessful performance assessment and be determined in consultation with the employee.

Appropriate action may include implementing strategies such as providing a mentor for the employee, referral to appropriate professional development programs, or appropriate staff working with the employee to improve understanding in a particular area of school management or operations.

All employees, including those at the maximum salary of their salary range, must have a performance assessment outcome recorded.

## SALARY PROGRESSION

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### Eligible service

An employee with four or more months' eligible service in any particular progression cycle is eligible for salary progression. Eligible service includes all periods of paid leave and any periods of unpaid leave that have been approved to count as service.

An employee promoted within the four-month period prior to 1 May is not eligible for salary progression in that year. However where the employee had been in receipt of higher duties at the higher level within that year's performance cycle that higher duties period will be included as eligible service.

### Progression

Where an eligible employee progressing through their salary range is assessed as meeting all of the performance standards, salary progression will occur.

An employee acting in a higher position may progress at the higher level (in addition to progression at their substantive level if not at the maximum) provided the employee has four months' eligible service at the higher position.

The payroll system will automatically process salary progression for all eligible employees in the first pay period on or after 1 May of each year unless the notice requirements set out below are satisfied.

### Non-progression

An employee progressing through his or her respective salary range who is assessed as not meeting all of the performance standards will not receive salary progression in that year provided that the employee has been:

(1) notified in writing of:

- the standards of performance that are expected;
- the areas of the employee's performance that do not meet the required standards; and
- the consequences of continued or repeated failure to meet these standards.

The notice must be provided in writing no later than 31 January (or 31 March if the employee has less than six months eligible service).

(2) given the opportunity to enable improvement in performance to the required standard.

Where the performance of an employee commencing a period of extended leave or changing schools is considered not satisfactory the principal should provide that employee with the notice set out above prior to the commencement of leave or movement to the other school.

Failure to advise an eligible employee in accordance with the notification requirements will result in salary progression for that employee regardless of the outcome of that employee's performance assessment.

### UNSATISFACTORY PERFORMANCE

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When it is considered that an employee's performance is unsatisfactory, the [unsatisfactory performance procedures](#) should be implemented. The purpose of the unsatisfactory performance procedures is to improve the employee's performance to the required standards. It is important that an employee be given the opportunity and appropriate support to improve his or her performance. The performance and development arrangements, including any salary progression, will be suspended during any period that an employee is the subject of unsatisfactory performance procedures.

### GRIEVANCES

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Employees may lodge a grievance in accordance with the relevant [Ministerial Order](#) under the *Education and Training Reform Act 2006* against any aspect of the performance and development process.

Information can be obtained from the registrar, Merit Protection Boards, telephone 9651 0290 or at [www.mpb.vic.gov.au](http://www.mpb.vic.gov.au)