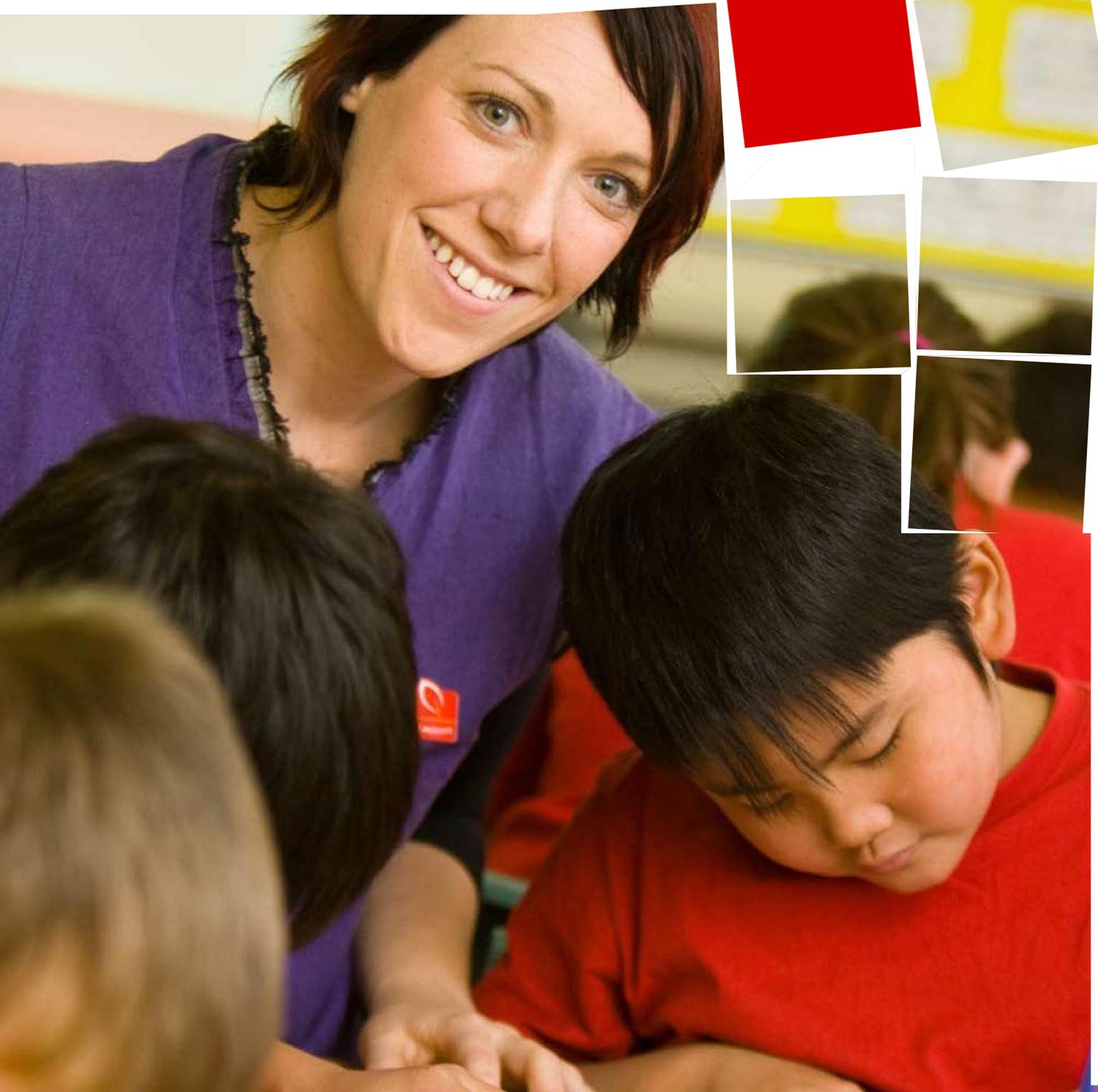




Education  
and Training

# Performance and Development Guidelines 2016

for education support  
class



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<https://edugate.eduweb.vic.gov.au/Services/Schools/SchoolStaffPerformanceDev/Pages/Education%20Support%20Staff%20Performance%20and%20Development.aspx>

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# Introduction

Education support class employees contribute to the provision of a high quality school environment for students by providing operational, professional or para-professional support.

Education support class employees have a significant role in the delivery of a wide range of support services, including:

- student/teacher support (e.g. classroom assistance to teachers, careers counselling, student health and wellbeing)
- administration/operations (e.g. human resources, finance, facilities, grounds maintenance)
- technical (e.g. library, laboratory, information technology, canteen)
- professional services (e.g. Koorie Education Support, clinical professional services such as speech pathology, occupational therapy).

In performing work essential to the functioning of the school, all education support roles contribute to improvements in the learning environment and operations of the school.

The approach outlined in this document promotes a consistent process and a common language for supporting the Performance and Development of all education support class employees. It is developmentally-focused, and is designed to enable individual accountability and collective responsibility, to support collaborative learning and to improve the quality of practice in every Victorian government school. Importantly, it encourages the development of thriving school cultures where improving skills and continuous development are the norm.

The expectations of education support class employees are made explicit in this approach, which builds on best practice processes already in place for teachers and principals. Flexibility at the local level is available so that the circumstances of individual schools, career stages of staff, and individual role responsibilities can be reflected, while the core elements of the system-wide approach are maintained.

The approach:

- promotes the development of thriving school cultures where continuous development of knowledge, practices and engagement are the norm, and are based on collaborative and mutually supportive workplaces
- encourages school staff to set high expectations and establish clear accountabilities for their practice in a collaborative environment which values high quality, meaningful, and developmentally-focused feedback
- acknowledges the role that education support class employees play in creating high-quality school environments that lift student outcomes
- builds on the excellent practices that already exist in many Victorian government schools and across relevant practices.

This document describes the approach to Performance and Development as it applies to education support class employees. Key elements of the approach and what education support class employees and reviewers need to do at each stage of the Performance and Development cycle are also described. This includes advice on goal-setting, collection of evidence and the provision of effective feedback.

It is important to recognise the complexity of the education support role, and the diversity of work that an education support class employee may undertake in their school. The impact of education support work can be seen throughout the school regardless of the varying levels of interaction with students.

The Performance and Development approach for education support class employees can be used to share and acknowledge achievements within and between schools, and seeks to promote a culture of continuous improvement and growth. It has the potential to empower individuals to make meaningful and deliberate changes to improve their practice and build capacity, and plays an important role in enhancing both individual and school capability.

To complement the approach the Department of Education and Training (the Department) has developed a set of tools and resources to assist schools/regions and employees to advance their professional practices. The Department will work collaboratively with education support class employees, and other stakeholders to ensure these tools remain relevant and useful.

## Diversity of education support class roles

The education support class covers a wide range of positions, roles and responsibilities within and across Victorian government schools.

The Performance and Development approach is designed to support this diversity within the education support class.

The Dimensions of Work as set out in the Victorian Government Schools Agreement 2013 (VGSA 2013), provide general statements relating to the typical duties undertaken at each work level, and detailed statements relating to four broad areas of work that cover the span of educational support roles in schools, which are:

- student/teacher support
- administration/operations
- technical
- professional services.

Education support class positions may involve duties and responsibilities across more than one of the four broad areas of work. For further information on the Dimensions of Work, see page 23 of this guide.

## Alignment to the Framework for Improving Student Outcomes

The Framework for Improving Student Outcomes (FISO) provides a cohesive approach to school improvement, ensuring schools concentrate their efforts on strategies with the highest impact on student learning outcomes. There is a strong link between the FISO and the Performance and Development approach as the learning needs of students should drive the goal-setting of school staff, and this is what should be monitored and appraised through Performance and Development.

## Linking Performance and Development, School Strategic Plan and Annual Implementation Plans

The School Strategic Plan (SSP) outlines school improvement strategies for the next four years, while the AIP provides a detailed plan encompassing actions, roles, responsibilities, timelines and success criteria for the next 12 months.

Ensuring explicit links between the SSP, the Annual Implementation Plan (AIP) and all education support class employees Performance and Development Plans (PDPs) creates a line of sight from school improvement priorities and initiatives to the work of each individual in the school. This ensures that each school harnesses the efforts of all of its employees towards the shared goal of school improvement, and that each person understands their role in working towards the priorities.

For more information, please refer to:

<https://partner.eduweb.vic.gov.au/sites/schoolppp/Pages/takingaction.aspx>

## Participation in Performance and Development approach

As of 1 January 2016, all education support class employees of Victorian Government schools should participate in the new Performance and Development approach that is aligned to principal and teacher P&D processes.

Education support class employees include Student Support Services Officers (SSSOs) and other education support roles based in regions or networks such as Koorie Education Support Officers (KESOs) who are employed in the education support class structure.

It is important to note that some SSSOs are employed in the Victorian Public Service (VPS) and are required to participate in the VPS Performance and Development process.

## Importance of role clarity

Employees need to know what is expected of them in order to be effective and productive in the workplace. Principals/Senior Education Improvement Leaders (SEILs)/Regional Directors (RDs) must ensure that all education support class employees have a current position description that clearly outlines the scope of their role and responsibilities in the context of the school or region/network, aligned with the level and range of their position and consistent with the Dimensions of Work.<sup>1</sup>

Role clarity leads to greater engagement, job satisfaction, commitment and productivity. Effective Performance and Development supports ongoing role clarity through the provision of regular feedback and opportunities for professional learning and growth.

## Conditions supporting effective Performance and Development

**'An effective Performance and Development process encourages and supports staff development at all career stages' (Hay Group 2012).**

Principals/SEILs/RDs have an interest in and are expected to support Performance and Development by establishing a culture of effective job-embedded professional learning that is developmentally focused and supports improved practice and, ultimately, improved student and school outcomes.<sup>2</sup>

Effective Performance and Development practices involve:

- setting clear expectations of performance, agreeing what success looks like and how it will be measured
- fostering of a strong professional learning culture
- the provision of appropriate development opportunities for all employees.

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<sup>1</sup> SEILs/RDs may be responsible for the Performance and Development of regionally-based education support class employees.

<sup>2</sup> SEILs/RDs may be responsible for the Performance and Development of regionally-based education support class employees.

## A holistic and aligned approach

Performance and Development planning, goal-setting, conversations, and feedback should encompass all elements of an education support class employee's work in the context of their school or network/region and their PDP.

At the beginning of each Performance and Development cycle, education support class employees, in consultation with their reviewer, will formulate goals for their PDP. This should take into account the entirety of their role and responsibilities, and be closely aligned with the school (or network/region) priorities. Where appropriate, education support class employees should align their PDP plan to relevant professional standards.

It is also recommended that staff collaborate in Performance and Development through:

- sharing best practices
- giving and requesting informal feedback
- 'road-testing' PDPs and supporting evidence with peers prior to formal conversations with reviewers.

## Performance and Development planning

**'Seeking self-knowledge is a prerequisite for and motivation of growth and improvement' (London 2003).**

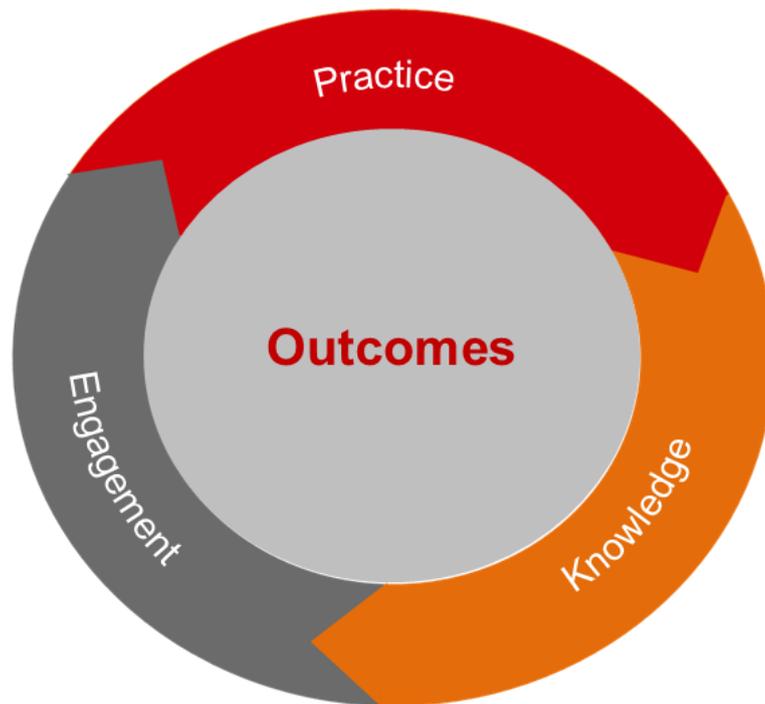
Education support class employees will set four goals, one in each of the Domains of Education Support Practice (Knowledge, Practice and Engagement) and one outcomes goal, taking into account the Domains of Education Support Practice and their role and responsibilities (see Figure 1). Each of these goals may reference elements of the others. This approach acknowledges the holistic nature of education support class employees' practice.

The PDP documentation comprises:

- four Performance and Development goals
- strategies that will be used to support the achievement of each goal
- evidence that will be collected to demonstrate achievement of each goal.

The PDP documentation also functions as a record of the formal review conversations that will be held between education support class employees and reviewers at mid-cycle and end-cycle points. Supporting these formal discussions, ongoing Performance and Development conversations across the school staff should continue through the cycle.

Figure 1 Performance and Development Approach for Education Support Class Employees



# Goal-setting

## Domains of education support practice

The Domains of Education Support Practice are designed to incorporate all aspects of education support work practice. The following provides a full outline of each Domain.

### Knowledge

The Knowledge Domain promotes the expectation that all education support class employees maintain accurate and current knowledge in their relevant area/s of work, and develop and expand this in line with changing roles, school circumstances and best practice.

#### **Knowledge goal example: Classroom aide in a specialist school**

Maree provides support in classrooms for students with autism in a specialist school in regional Victoria. Maree has been in this role for over 15 years and during this time the research literature on educating and supporting students with autism has grown significantly. Maree's goal in the Knowledge Domain is about ensuring she and others in the school access and are up to date with the latest research in this field, so they can consistently provide the best support to their students.

### Practice

The Practice Domain outlines the expectation that all education support class employees demonstrate high quality practice in their relevant work area/s, engage in self-reflection, seek feedback to identify areas for improvement and support and contribute to the creation of a safe and supportive learning environment and the effective and efficient operations of a school.

#### **Practice goal example: Reception/Office manager in a regional secondary school**

Fatima manages the administration team in the school reception office at a large secondary school in a large regional centre. All of the office staff are part-time and are rostered across the week. Fatima's goal in the Practice Domain is about ensuring that administration processes (including record management, accounts, customer service etc.) are documented and that all staff know and follow clear processes and reporting so that all tasks are completed in accordance with regulations and in a timely and efficient manner.

### Engagement

Engagement focuses on the importance of teamwork. Collaboration with colleagues is helpful to identify strategies to improve practice, and learn from and with each other through joint planning, problem solving and exchange of feedback. Engagement also extends to communication and working with (as appropriate) the school community to support school outcomes.

#### **Engagement goal example: IT support in a rural P-12 school**

Rob provides IT support in a rural P-12 school. The school is implementing a digital learning strategy in which students will use their own devices where they have them. Rob will provide access for students without personal devices. Rob's goal in the Engagement Domain is about how he will work with leadership, staff, students and the school community to support the implementation of the strategy.

These Domains of Education Support Practice are informed by the Dimensions of Work described in Schedule 3 of the VGSA 2013, but are defined broadly enough to encompass all education support roles.

## A focus on outcomes

Improving outcomes for the school is at the core of an education support class employee's work. Given the holistic nature of education support class employees' practice, the Performance and Development approach includes the setting of a goal focused on outcomes, taking into account the Domains of Education Support Practice. This goal should be set within the context of the individual's role and should reflect the outcomes (project, process, or other work-related) they are responsible for.

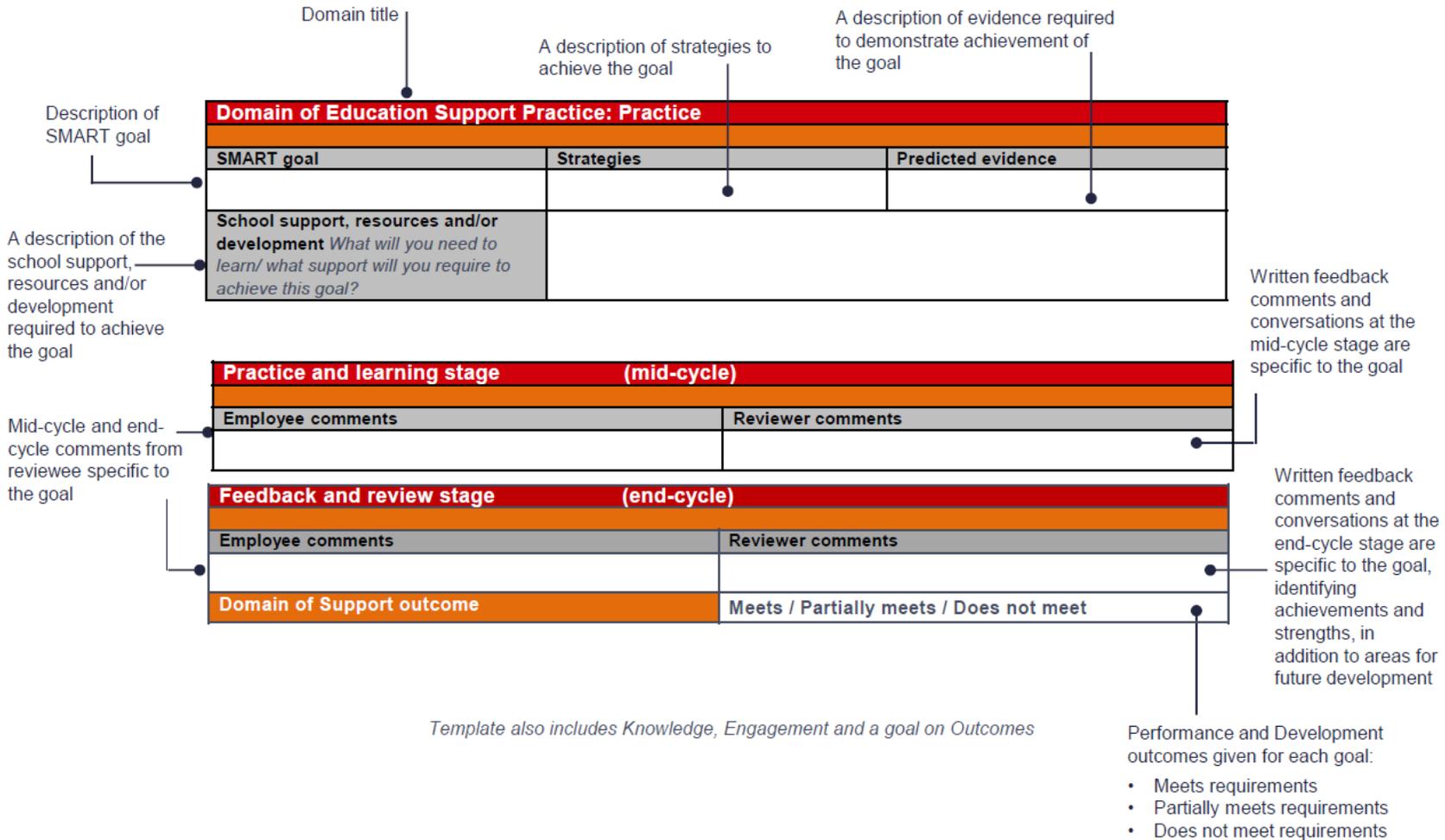
Education support class employees work across a diverse range of roles within a school, many of which do not involve direct contact with students, and do not have a demonstrable impact on student outcomes. However, the work undertaken by every education support class employee impacts the school's learning environment. As such, education support class employees should align this Performance and Development goal to the overarching strategic priorities and vision of the school, as outlined in the annual implementation and SSPs.

### **Outcomes goal example: Maintenance and gardening role in a metropolitan primary school**

Greg provides maintenance and gardening services at a large primary school in Melbourne. The school has recently become a Stephanie Alexander Kitchen Garden school. Greg has a role supporting the teaching staff and students in setting up and maintaining the garden beds used in the program. Greg will align his outcomes-focused goal with the objectives of the Stephanie Alexander Kitchen Garden program as his role and responsibilities relate to them.

Further examples of goals under each of the three Domains and outcomes can be found on the [Department's website](#). For an annotated version of the PDP template, see Figure 2.

Figure 2 Annotated PDP Template for education support class employees



# The Performance and Development approach

**The following section provides a step-by-step guide through each stage of the Performance and Development process.**

## Reviewer

The principal is ultimately responsible for the Performance and Development process for all employees. However, the principal may delegate the role of reviewer to an appropriate member of their leadership team or the broader staff (particularly in larger schools). Reviewers should be members of staff who work with or have the capacity (through their own role) to observe education support class employees in their practices. It is essential that they understand the nature of education support class employee roles.

For some education support class employees who work across several schools and/or are based in a network or region, the person ultimately responsible for their Performance and Development may be the network Executive Chair, or a coordinator or manager based in the network or region. Similarly, the role of reviewer may be delegated to an appropriate person who understands the role of the education support class employee and has the opportunity to observe and provide feedback to support the employee's Performance and Development over the course of the cycle.

Nominees will make recommendations about staff Performance and Development to the principal (or Executive Chair/ coordinator/ manager) who is responsible for making the final decision in relation to each stage.

## Annual performance cycle

As of 1 January 2016, the Performance and Development cycle will operate on a calendar year cycle, while the salary progression cycle will continue to operate from May to April.

Schools may opt out of the calendar year cycle by exception only. The principal must discuss this with their SEIL, who will consider the individual circumstances of the school, and seek approval from their RD.

The key dates and requirements for the salary progression cycle are as follows:

- before **1 March**: notification requirement (in writing) for education support class employees who may not achieve a successful Performance and Development outcome
- by **30 April**: all eligible education support class employees should be advised of their final salary progression outcome
- **1 May to 30 April**: education support class employees with less than 6 months eligible service between this period at a particular salary range and subdivision will not be eligible for salary progression for that cycle
- on **1 May**: Salary progression occurs for eligible employees who achieve a successful Performance and Development outcome.

See also Other Information on page 23.

Figure 3 Performance and Development cycle for education support class employees

### 1 Reflection and goal-setting

- Reflect on practice
- Develop performance and development goals
- Identify evidence, strategies, school support and learning
- Discuss and agree on performance and development plan (PDP) with reviewer



### 2 Practice and learning

- Reflect on practice
- Identify and reflect on multiple sources of evidence
- Discuss progress with reviewer and receive personalised feedback and support
- Reviewer to provide written feedback
- Identify further opportunities for capacity building or learning

### 3 Feedback and review

- Reflect on practice
- Formal discussion with reviewer to discuss progress
- Evidence collected to be considered
- Overall Performance and Development outcome to be determined and written feedback provided
- Opportunities for development to be considered and will form part of PDP for next cycle

## 1. Reflection and goal setting (start of cycle)

**Figure 4 Roles and responsibilities**

Education support class employee		Reviewer
1	Reflect on practice and past Performance and Development (where relevant)	Provide support as required
2	Develop annual Performance and Development goals, short-term strategies, and evidence required to demonstrate goal achievement	
3	Develop draft PDP	
4	Meet with reviewer to discuss and agree on PDP	Meet with education support class employee to discuss and agree on their PDP

### 1.1 Reflection and discussion

Education support class employees will meet with their reviewer at the beginning of each cycle. Education support class employees should come to the meeting having reflected on the previous year, their work and how they approach it, areas for development and what they hope to achieve in the coming year.

This initial meeting will be used to discuss and refine the education support class employee's draft PDP which will incorporate their proposed goals, strategies and supporting evidence, and clear expectations for Performance and Development. Expectations for Performance and Development must be established during the planning stage so every education support class employee clearly understands what is required. It is important that the education support class employee and the reviewer both have a sound understanding of the employee's position description and employment level and range requirements. During this meeting, the PDP will be finalised and agreed on by the education support class employee and reviewer. Figure 4 above describes the roles and responsibilities of the education support class employee and reviewer.

### 1.2 Goal setting

Building on an understanding of their role and the school priorities, education support class employees will develop, through discussion with their reviewer, goals in relation to each of the Domains of Education Support Practice and a goal focused on outcomes, which takes into account the Domains of Education Support Practice. These goals should follow the SMART goal methodology (Specific, Measurable, Achievable, Relevant and Time-Bound).

Goal-setting enables employees to focus on what they want to achieve, how they will go about it and what they might need to support them. It ensures that employees understand and agree to what is expected of them over the course of the Performance and Development cycle. It

also ensures that education support class employees have significant input into decisions about how their Performance and Development will be appraised.

Performance and Development goals should support employee growth and should be job-embedded, based on the projects, processes and/or strategies relevant to the employee's role, and be linked to school priorities and employee developmental needs.

It is important that the education support class employee and their reviewer discuss what the achievement of a goal requires in the context of their role in the school and career stage. When drafting their Performance and Development goals, education support class employees should consider:

- their role description, classification level and range
- relevant industry standards – e.g. as set by the Australian Health Practitioner Regulation Agency (AHPRA)
- the SSP and AIP
- evidence and research about effective practice relevant to the employee's role
- relevant school data and information.

In developing goals, education support class employees can ask:

- What do I want to achieve?
- In order to achieve this:
  - What do I need to know?
  - What do I need to do?
  - What do I need to learn?

Goal setting allows all education support class employees to think about relevant development they can undertake to build on their knowledge and skills and enhance the contribution they make to the school community.

In summary, Performance and Development goals should be:

- SMART (Specific, Measurable, Achievable, Relevant and Time-bound)
- evidence-based
- aligned with school priorities
- appropriate to the employee's employment level, range and role
- 'stretch goals' – they should be developmental, based on areas or skills that are yet to be achieved (within the employee's applicable dimensions of work), rather than those already consolidated
- agreed between employee and reviewer, and regularly reviewed and adjusted if required.

### **1.3 Strategies**

Education support class employees will document short-term strategies that will directly support them to achieve their Performance and Development goals over the course of the cycle. These may include capacity building, collaboration and/or professional learning.

## 1.4 Evidence

Evidence selected should be 'adequate, authentic, appropriate and accurate' (Griffin, 2008).

Education support class employees will also need to clearly nominate appropriate evidence that will demonstrate the achievement of their Performance and Development goals. An agreement between the employee and reviewer should be reached about what will constitute success (and what the evidence will look like to demonstrate this) at the end-cycle.

Evidence selected should be realistic and accessible. It should be the information or data collected as part of everyday practice, and should not be 'extra'. In consultation with their reviewer, and colleagues as appropriate, education support class employees should select quality evidence that enables them to demonstrate progress towards achieving their goals. Evidence should demonstrate the impact of the employee's actions, not simply that they have acted. The collection of evidence should also be an exercise in collation, not creation.

As a minimum, it is expected that evidence of outcomes (of projects/tasks relevant to the employee's goals) will be provided across each goal set.

When selecting evidence, education support class employees should ask themselves the following questions:

- How will I know I have achieved my goal and had the desired impact?
- How could I demonstrate that I have achieved the goal?
- Who will benefit from me having done this?
- Can I ask those who benefit from my work for feedback?

## 1.5 Collection and Analysis

Education support class employees should be evaluators of their own practice and collection of evidence should be part of their everyday practice. There should be systems in place where education support class employees receive feedback on their effectiveness and progress – from peers, teachers, leaders and students (as appropriate) – and use it to inform their practice.

Meaningful discussions around evidence and analysis of impact will help all employees to link the improvement of their practice with the effect of this on the school and school community. Some guiding questions include:

- Have I achieved my goal? How do I know?
- What areas are there for further improvement?
- How do I use this evidence to guide further development goals?

Multiple sources of evidence can be used to demonstrate achievement of Performance and Development goals. Examples to evaluate education support class employees Performance and Development include:

- self-reflection – what did I do? how did it go? what could I do differently to do better next time?
- feedback
- team-based professional learning
- collaborative planning, with other education support class employees, teachers and school leaders (where appropriate)
- workplace artefacts (documents, emails, photos etc.) and assessments against relevant standards/processes/key performance indicators.

The Department will provide tools and resources to assist with identifying and collecting appropriate evidence.

### 1.6 Professional Standards

Due to the diverse nature of the education support class workforce, there are no universally applicable professional standards guiding Performance and Development. There are some members of the education support class workforce who will have professional standards that apply to their work and their ongoing registration in their field of practice, such as those providing professional services.

If this is the case, the relevant professional standards should be taken into account to inform the development of the employee's Performance and Development goals. The approach can support employees in maintaining their registration through providing a process for documenting professional learning strategies, achievements and evidence that may be required by the registration authority.

## 2. Practice and learning (mid-cycle)

'Feedback has no effect in a vacuum; to be powerful in its effect, there must be a learning context to which feedback is addressed' (Hattie & Timperley, 2007).

**Figure 5 Roles and responsibilities**

Education support class employee		Reviewer
1	Reflect on practice	Provide support as required
2	Meet with reviewer to discuss progress towards achieving Performance and Development goals	Consider evidence presented. Provide quality verbal and written feedback, indicating progress to date and identifying support options or developmental opportunities as required
3	Refine PDP (if required)	Assist education support class employee in refining PDP (if required)

### 2.1 Professional conversations about practice

A mid-cycle discussion will be scheduled between the education support class employee and their reviewer to discuss progress against agreed Performance and Development goals. The mid-cycle discussion provides an important and formal opportunity for education support class employees to receive feedback and, where required, support to ensure Performance and Development goals will be achieved by the end of the cycle. However, feedback and support can be provided at any stage of the Performance and Development cycle.

Discussion at this stage of the cycle enables both education support class employees and reviewers to redefine goals and evidence in the PDP and identify professional learning and development opportunities. Any changes are to be agreed between the education support class employee and the reviewer.

The formal mid-cycle review is also an opportunity for concerns about performance to be raised, and a discussion of expectations for improvement prior to the end-cycle review. This

may include identifying further opportunities for collaboration, capacity building and/or professional learning. It is important to note that concerns about performance should be raised as soon as they have been identified and discussed in the context of how the education support class employee can work towards meeting their goals. Figure 5 above describes the roles and responsibilities of the education support class employee and reviewer.

The primary purpose of the mid-cycle discussion is for the education support class employee to receive quality feedback and identify any opportunities for improvement. Figure 5 describes the roles and responsibilities of the education support class employee and reviewer at this stage of the cycle.

## 2.2 Self-assessment

Education support class employees should monitor progress against their Performance and Development goals, focus on achieving their goals and collect evidence of their practice throughout the Performance and Development cycle in preparation for the mid-cycle and end-cycle discussions.

Ongoing analysis and discussion about practice with colleagues is encouraged. Education support class employees should reflect on and evaluate their practice and how it benefits (impacts on) the school, and should undertake a self-review against their Performance and Development goals to prepare for the performance discussions.

## 2.3 Feedback

Performance and Development processes are effective when they provide staff with meaningful feedback so they can improve their practice. Provided with effective feedback, employees learn what they need to know and what they can do to improve. For feedback to be constructive and effective, it is important that it is timely and actionable, supported by examples, and provides opportunities for improvement.

Learning and collaboration to support the achievement of Performance and Development goals will be an expectation for all staff. Education support class employees and their reviewers can discuss opportunities for capability building and learning appropriate to their school's context throughout all stages of the Performance and Development cycle.

Effective feedback must address three major questions (Hattie and Timperley 2007, Timperley 2011):

- Where am I going?
- How am I going?
- Where to next?

There should be systems in place for education support class employees to receive regular feedback from a range of sources (which may include peers, principal, leadership team, teachers, students, parents/carers, and self-reflection) in order to answer these questions.

When providing feedback to education support class employees, reviewers should support them to become self-regulators – evaluators of their own practice. Feedback should aim to motivate, empower and support education support class employees to identify where their practice could be more effective and how necessary adjustments could be made. Equally as important, they should enter feedback sessions with an open mind, and be willing and receptive to meaningful and constructive feedback.

## 2.4 Learning and development

**'If you're oriented toward learning, you need accurate information about your current abilities in order to learn effectively' (Dweck 2006).**

Learning should have a demonstrable impact on an employee's development and their performance. For learning to be effective, it must be relevant, collaborative and future-focused. An education support class employee and their reviewer should choose appropriate

professional learning that is related to their annual performance goals and developmental needs.

At the end-cycle review discussion, an education support class employee should be able to indicate ways in which they are applying their learning to their role.

### 3. Feedback and review (end of cycle)

**Figure 6 Roles and responsibilities**

Education support class employee		Reviewer
1	Consider the evidence collected. Self-assess Performance and Development against goals	Provide support as required
2	Meet with reviewer for Performance and Development review, prepared to describe achievements, professional growth and areas for future focus	Meet with the education support class employee for their Performance and Development review. Consider evidence presented. Consider whether they have met their Performance and Development goals. Provide an outcome with verbal and written feedback for each goal
3	Receive final Performance and Development review outcome	If reviewer is principal's nominee, provide performance recommendation to principal to determine final outcome <b>OR</b> if reviewer is principal/Executive Chair/coordinator/manager, determine performance outcome and provide written feedback

A formal end-cycle Performance and Development review will be undertaken annually. Performance and Development reviews will be based on evidence related to PDP goals. Improvement of practice and the impact of this within the school/across the network or region (on processes, colleagues etc.) will be recognised in the review process.

#### 3.1 Preparation for formal review

The end cycle Performance and Development review, at a minimum, will comprise a formal meeting where the reviewer and the education support class employee will reflect on the evidence collected by the employee throughout the year, discuss the goals outlined in the employee's PDP, recognise achievements and identify areas for further development.

Education support class employees should prepare for the formal end-cycle review by:

- collating and analysing evidence collected over the course of the Performance and Development cycle
- reflecting on their performance and growth over the cycle, with reference to their Performance and Development goals
- preparing to describe their achievements, how they have grown and areas for further development they have identified for the future (supported by evidence)

- preparing to have a constructive professional conversation with their reviewer and receive feedback regarding their progress and growth in all areas of their practice.

### **3.2 Formal review – professional judgement**

Performance and Development reviews require reviewers to make informed, professional judgements about employee practice and improvement using multiple sources of evidence and with consideration to the circumstances surrounding an employee's growth throughout the cycle. Data should not be considered in isolation, and no single piece of evidence should determine the Performance and Development outcome.

Principals/SEILs/RDs are responsible for determining the overall Performance and Development outcome for each education support class employee, and this must be recorded.<sup>3</sup> As well as providing verbal feedback during the end-cycle discussion, reviewers must provide education support class employees with written feedback. The final Performance and Development reviews should be completed by the end of Term 4. All eligible education support class employees should be advised of their final salary progression outcome by **30 April**.

### **3.3 Personalised feedback**

Feedback sessions will focus on specific areas for improvement, and will assist education support class employees in developing an appropriate PDP for the next performance cycle, including development actions and goals.

In order to facilitate the formal provision of meaningful, detailed and actionable feedback to education support class employees, reviewers are required to determine Performance and Development outcomes at the goal level across three levels of achievement, provide feedback explaining each outcome (Figure 7) and provide guidance for further development.

This type of feedback:

- recognises and celebrates achievement
- recognises and records professional growth
- identifies new or renewed areas for focus in the next Performance and Development cycle
- identifies strategies and support that can be implemented to support growth in these areas for the future.

Reviewers will then exercise their professional judgement to determine a final assessment outcome. Figure 8 provides a description of the final Performance and Development outcomes that can be received.

In this way the formal feedback and review stage marks the formal close of one Performance and Development cycle and serves as the foundation for the next cycle by providing education support class employees with precise feedback on what they have achieved and where they can continue to learn and grow.

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<sup>3</sup> SEILs/RDs may be responsible for the Performance and Development of regionally-based education support class employees.

**Figure 7 Definitions of Performance and Development outcomes at the goal level**

Descriptor	Definition
Meets Requirements	The performance of the employee has been evaluated as meeting the goal set in their PDP, which demonstrates the required performance and professional growth and improvement of practice at this stage of career development.
Partially Meets Requirements	The performance of the employee has been evaluated as partially meeting the goal set in their PDP, which partially demonstrates the required performance and/or professional growth and improvement of practice at this stage of career development.
Does Not Meet Requirements	The performance of the employee has been evaluated as not meeting the goal set in their PDP, which does not demonstrate the required performance and/or professional growth and improvement of practice expected at this stage of career development.

**Figure 8 Definitions of final Performance and Development outcomes**

Descriptor	Definition
Meets Requirements	The performance of the employee has been evaluated as meeting the requirements of effective performance, professional growth and improvement of practice at this stage of career development.
Does Not Meet Requirements	The performance of the employee has been evaluated as not meeting the requirements of effective performance and/or not meeting the expectations for professional growth and improvement of practice at this stage of career development.

## Support and resources

System-wide support is essential in building a positive Performance and Development culture in a school.

Through the Department's Performance and Development website on eduGate, support and resources are provided, including:

- PDP templates
- PDP examples for education support class employees in a variety of roles
- SMART goal tips
- PDP writing advice
- possible sources of evidence lists
- activity checklists
- feedback tools and protocols.

Further tools and resources to support effective professional learning can be found on the Department's website.

See page 25 for useful links and relevant research.

## Other information

### Dimensions of Work

The Dimensions of Work in the VGSA 2013 are the mechanism for determining the classification level and range of an education support class position. This is commonly referred to as 'work value' and is delineated into two levels (Level 1 and Level 2). Level 1 is further divided into five ranges.

Within the Dimensions of Work there are four categories of work that broadly cover the support roles that operate in schools. These are:

- student/teacher support
- administration/operations
- technical
- professional services.

The above categorisations of work are included to assist in determining the classification of a position. A position may carry aspects that fit into more than one of the above categories.

The classification level and range of a position, position description and the expectations of the role will guide the PDP and review.

For further description of education support class roles and responsibilities see:

[Dimensions of Work](#) and [Roles and responsibilities](#).

### Salary progression

Consistent with the VGSA (2013), salary progression is not automatic. Salary progression is subject to a successful Performance and Development review.

In order to achieve salary progression (where eligible), an education support class employee must demonstrate that they have achieved an overall Performance and Development outcome of Meets Requirements.

Salary progression for all eligible staff will be processed centrally in the first pay period on or after **1 May** of each year based on the outcomes of the Performance and Development review.

### Eligible service for salary progression

Consistent with the VGSA 2013, an education support class employee with less than six months eligible service at a particular salary subdivision in any particular progression cycle will not be 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 six-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.

### Non-progression

Consistent with the VGSA (2013), where an education support class employee is eligible for progression but has not met the requirements for salary progression in that year, the employee will not receive salary progression for that cycle provided that they have been notified in writing, **before 1 March**, of:

- the standards of performance that are expected
- the areas of the employee's performance that do not meet the required standards

- the consequences of continued or repeated failure to meet these standards.

In addition, the education support class employee must be given the opportunity to improve their performance to reach the required standard.

If notice is issued on or after **1 March**, salary progression in that cycle must be granted.

Principals/SEILs/RDs need to enter staff performance outcomes on the Performance and Assessment tool on eduPay. If this is not done all eligible staff will progress.

### **Other circumstances**

In the case where an education support class employee works across two or more schools within the Performance and Development cycle, the base principal is expected to consult with the principal(s) of the other school(s) regarding the employee's performance.

Where an education support class employee changes schools/regional networks within the performance cycle, appropriate regional staff should liaise to discuss the education support class employee's performance.

It is recommended that the education support class employee meets with their principal (or principal's nominee) to discuss the requirements and expectations of their new/returning role. Education support class employees and their principal (or principal's nominee) may wish to update the employee's PDP goals and evidence to ensure it remains relevant.

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 they have six months' eligible service at or above the higher level.

### **Non-agreement/non-participation**

Where the education support class employee does not participate in the Performance and Development process or agreement cannot be reached on a PDP (i.e. the employee does not have a PDP), the employee's performance will be assessed against the expectations of the employee as defined by their position description and the applicable Dimensions of Work, at the relevant classification level and range. This review will be based on a consideration of all relevant information in relation to the employee's Performance and Development against the Dimensions of Work.

### **Unsatisfactory performance**

The Performance and Development process is not designed to manage unsatisfactory performance. Where it is considered that an education support class employee's performance is unsatisfactory, the unsatisfactory performance procedures (set out in Schedule 5 of the VGSA, 2013) should be implemented. An education support class employee is not eligible for salary progression during any period that he/she is the subject of unsatisfactory performance procedures provided the notification requirements have been met.

See unsatisfactory performance procedures at:

[www.education.vic.gov.au/hrweb/workm/Pages/conduct.aspx](http://www.education.vic.gov.au/hrweb/workm/Pages/conduct.aspx)

### **Grievances**

Education support class employees may be eligible to lodge a grievance in accordance with the relevant Ministerial Order under the *Education and Training Reform Act 2006* in relation to the Performance and Development review.

Information can be obtained from the Registrar of the Merit Protection Board at <http://www.mpb.vic.gov.au>

## Useful links

Bastow Institute of Educational Leadership

[www.bastow.vic.edu.au](http://www.bastow.vic.edu.au)

Dimensions of work

<http://www.education.vic.gov.au/hrweb/workm/Pages/dimensSSO.aspx>

DE&T Core Values

[www.education.vic.gov.au/hrweb/workm/pages/deecd-core-values.aspx](http://www.education.vic.gov.au/hrweb/workm/pages/deecd-core-values.aspx)

HR Web

[www.education.vic.gov.au/hrweb/Pages/default.aspx](http://www.education.vic.gov.au/hrweb/Pages/default.aspx)

Dardee Boorai: The Victorian Charter of Safety and Wellbeing for Aboriginal Children and Young People

<https://www.eduweb.vic.gov.au/edulibrary/public/govrel/Policy/thecharter/DardeeBooraicharter.pdf>

Garrin Garrin: A strategy to Improve Learning and Development Outcomes for Aboriginal Victorians

<http://www.education.vic.gov.au/about/programs/aboriginal/Pages/garringarrin.aspx>

Merit Protection Board

[www.mpb.vic.gov.au](http://www.mpb.vic.gov.au)

Principles for Health and Wellbeing

[www.education.vic.gov.au/Documents/about/department/principlesforhealth.pdf](http://www.education.vic.gov.au/Documents/about/department/principlesforhealth.pdf)

Protecting the safety and wellbeing of children and young people 2010

[www.education.vic.gov.au/Documents/school/principals/spag/safety/protectionofchildren.pdf](http://www.education.vic.gov.au/Documents/school/principals/spag/safety/protectionofchildren.pdf)

Roles and responsibilities

<http://www.education.vic.gov.au/hrweb/workm/Pages/rolesTS.aspx>

School Performance Approach

[www.education.vic.gov.au/school/principals/management/Pages/schoolperformance.aspx](http://www.education.vic.gov.au/school/principals/management/Pages/schoolperformance.aspx)

Student Support Services Guidelines

<https://edugate.eduweb.vic.gov.au/collaboration/SSS/default.aspx>

Unsatisfactory procedures

[www.education.vic.gov.au/hrweb/workm/Pages/conduct.aspx](http://www.education.vic.gov.au/hrweb/workm/Pages/conduct.aspx)

Victorian Government's Human Rights Charter

<http://www.humanrightscommission.vic.gov.au/index.php/the-charter>

Victorian Government Schools Agreement 2013

<http://www.education.vic.gov.au/hrweb/Documents/VGSA-2013.pdf>

## Relevant research

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