

I'm not robot!

Diagnosing Performance Issues: Analysis Synthesis Tool

Before concluding that Education and Training are the answer to a performance issue, further analysis may be needed.

Question	Findings	Gap Factor	Recommended Actions
INFORMATION			
1. Are expectations clearly communicated? a. Clear ly sent b. Clear ly received		<input type="checkbox"/> Lack of clarity In transmission In reception	<input type="checkbox"/> Clarify communication of expectations
2. Is there any conflict over expectations?		<input type="checkbox"/> Conflicting expectations <input type="checkbox"/> Conflicting priorities	<input type="checkbox"/> Resolve or eliminate expectation conflicts
3. Are expectations achievable given capabilities, resources, and constraints?		<input type="checkbox"/> Expectations unacceptable <input type="checkbox"/> Expectations unattainable	<input type="checkbox"/> Modify expectations
4. Are there adequate role models of desired performance?		<input type="checkbox"/> Lack of appropriate models <input type="checkbox"/> Inaccessible role models	<input type="checkbox"/> Provide role models
5. Are there performance standards? a. Clear and measurable b. Reasonable and attainable		<input type="checkbox"/> Lack of clear, measurable performance standards Immeasurable standards Unreasonable standards	<input type="checkbox"/> Specify or modify performance standards

2008/2009

Employee Performance and Development Plan

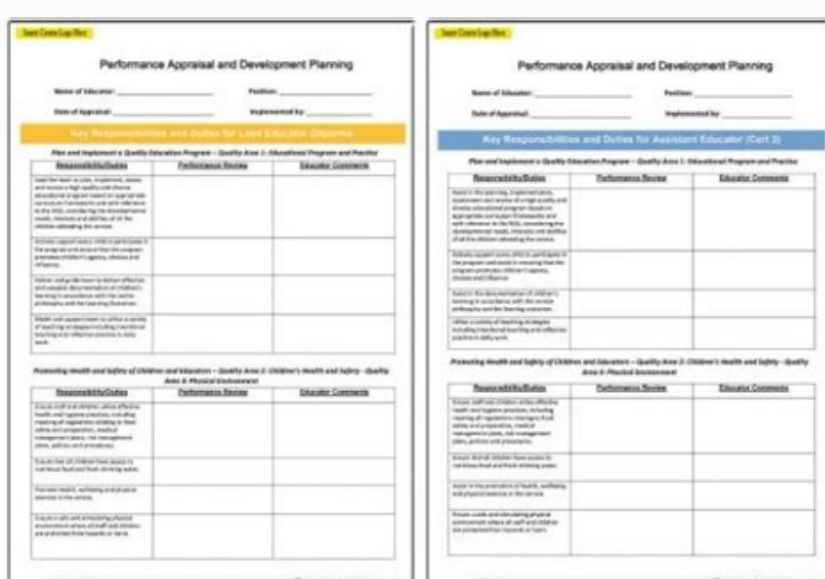
Employee Name:		Position:	
Supervisor Name:			
Period From/To:		Work Unit:	

Library Goals *(related to your work)*

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Key Work Goals <i>(page 1 to 8)</i> <i>(What you will do – goals and actions)</i>	Performance Measures <i>(What success will look like)</i>	Results Achieved <i>(Mid and year end results)</i>

Key Competencies <i>(How you will do it – behaviours key to success)</i>	Actions <i>(How you will demonstrate this)</i>	Results Achieved <i>(Mid and year end results)</i>



Performance Development Plan

Employees Name:	Managers Name:
Position:	Date:
Performance Period From:	Date of Review Session:
To:	

PERFORMANCE EXPECTATIONS

Governance As required

Committees:

Projects:

Operational Functions:

TRAINING AND DEVELOPMENT NEEDS

Developmental area	Activity to support this	Date
<i>Example: To ensure that communication styles are appropriate for the audience</i>		
<i>Example: To ensure sufficient understanding of work</i>		
<i>Example: Effective prioritisation of work and completing work</i>		

EXHIBIT E – PROJECT PERFORMANCE PLAN

Funding: EIAF	Name of Grantee: Phippsburg WW Treatment Maintenance	Route County: Phippsburg
Project Number: 9043	Name of Project: Engineering	
DESCRIPTION OF PROJECT:	The project consists of preparing an engineering plan and proposed improvements that address maintenance and regulatory compliance requirements for the Community of Phippsburg Water and Wastewater Treatment facilities.	
DLG Staff: Greg Winkler - Regional Manager (970) 668-6160 GW		
MILESTONES – Grantee shall...	By:	STATE ROLE- DLG shall...
Award and finalize subcontract(s) and/or sub-grant(s).	Within 30 days of the Effective Date of this Grant Agreement.	Review selection and award documentation, and copy of subcontract(s) and/or sub-grant(s) for project file. Provide feedback to Grantee identifying issues or concerns, if any.
Provide DOLA with Project Timeline.	Within 30 days of the Effective Date of the subcontract (s).	Review timeline to ensure timely completion of Project. Provide feedback to Grantee identifying issues or concerns, if any.
Consultant mobilization.	Within 60 days of the Effective Date of this Grant Agreement.	Monitor progress reports from the Grantee. Help Grantee identify if when a Grant Agreement amendment is needed. Provide feedback to Grantee identifying issues or concerns, if any.
Project Completion.	May 31, 2016	Review past quarterly reports and review final report.

Performance plan template example. Performance and development plan template nsw det. Performance development plan example.

The department is committed to supporting every teacher and school leader no matter what stage they are in their career. This aligns with the department priority to support success in learning, teaching and leading, ensuring our workforce is of the highest calibre and every student is engaged and challenged to continue to learn. A feature of all leading education systems is a clear and effective process to facilitate the professional growth of teachers and school leaders. These include opportunities for teachers and school leaders to keep learning and improving every year, and support colleagues to do the same bringing together the best people, ideas and information to the task at hand working collaboratively across the department developing practice using evidence-based research and data. Performance and Development The Performance and Development Framework (PDF) provides a process for teachers and school leaders to demonstrate a commitment to growing and developing their teaching and leadership practice. The NSW Department of Education and Communities is committed to attracting, inducting, developing and recognising a high performing workforce. Effective performance and development requires a collaborative and supportive workplace committed to a positive culture of ongoing learning by individuals and teams. All teachers have a right to be supported in their professional learning, as well as a responsibility to be involved in performance and development processes that facilitate their professional growth and the provision of quality teaching and learning, consistent with the NSW Department of Education and Communities' policies, aims and strategic directions and school plan. Performance and Development Framework for Principals, Executives and Teachers In NSW Public Schools, 2015. Click to access performance_development_framework.pdf All teaching and non teaching staff work collaboratively with their supervisor in in term one in the development of their yearly performance and development plan (PDP). The PDP is to be finalised by the middle of term one. Conversations about the PDP can be one on one or in small group settings such as stage or team meetings. The PDP reflects the Department's ideals, including 3-5 professional goals and a personal goal of their choice. Professional learning is discussed to support the established performance goals, build on strengths and support career aspirations. These professional learning activities are to be recorded on the PDP template. Each staff member's PDP is to be kept on the staff Google Drive in Staff Welfare: PDP The implementation phase is characterised by identifying evidence to assess progress towards goals as well as ongoing feedback, reflection and refinement. Throughout the year staff should work with their supervisor in working towards their identified goals. This includes selecting, participating in and reflecting on professional learning. This could also be lesson observations within school or at an external school. It is important in this phase that good documentation is kept, including in the PDP itself. The focus of this phase is to formally review the teacher's performance and development progress and achievement. The self assessment occurs through the team supervisor towards the end of term two. This assessment is usually done in small groups such as stage or team meetings. In some cases it can be completed one on one. Through the use of evidence, any re-focusing of goals can occur if needed. The self assessment is then written up by the teacher in the PDP. The annual review occurs in the first half of term four. This process is again led by the supervisor in a similar fashion to previous assessments. This process also involves articulating the goals achieved throughout the year as well as discussing possible direction in the following year. The review must be written up in the PDP template. A range of support resources are available to support development of school staff PDPs including goal setting guides and sample goals, reflection templates, video case studies and online modules. To access support resources, refer to: All school staff are encouraged to utilise Departmental tools and programs to support their practice. These should be considered when developing your PDP, including: Professional Practice Leadership resources For further information about the following resources, please email school.leadership@education.vic.gov.au Professional development for teachers Professional development for teachers Here you will find resources on professional development for teachers including: professional learning catalogue with information on courses, costs and FISO priorities performance and development intranet with guidelines, templates and tools to help teachers through the PDP cycle strategies to improve teachers' skills in the classroom recently advertised professional development (PD) opportunities and some information on professional learning theory. Professional learning catalogue Professional Learning Catalogue with information on courses, costs and FISO priorities: Teacher Professional Learning Catalogue (PDF) Professional development for casual relief teachers Professional development for casual relief teachers Here you will find information about: professional development opportunities for casual relief teachers, including webinars, face-to-face workshops and comprehensive programs registration, employment requirements and conditions Professional development for principals and administrators Professional development for principals and administrators Here you will find resources on professional development for principals and school administrators including: the catalogue of professional learning opportunities for principals run by the Bastow Institute performance and development intranet with guidelines, templates and tools to help staff through the PDP cycle other available programs Professional learning communities Professional learning communities Here you will find information about the principles behind implementing effective professional learning communities and the resources available to help you do so. Scholarships for current teachers and graduates Scholarships for current teachers and graduates Here you can find information about the current financial assistance available to recent graduates or teachers wanting to upskill. Professional development institutes Professional development institutes Here you will find information about professional development institutes for school staff including: the Bastow Institute of Educational Leadership Statewide Vision Resource Centre Victorian Deaf Education Institute Victorian Institute of Teaching VET Development Centre Communities of practice Communities of practice Here you will find: information about what a community of practice (CoP) is, how to create one and how they can assist schools to improve student outcomes Professional Practice Note 17 to support you in implementing purposeful collaboration within and across schools Professional practice elements Professional practice elements The professional practice elements help teachers allocate more time and more support to the continuing task of improving professional practice. Here you will find: information about the 3 professional practice elements the professional practice guide notes for teachers additional resources. Teaching staff Resources for Performance and Development for Teacher Class Employees Reviewed 16 May 2022

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