



Valuing Performance

Policy statement



130189



Our mission

The skills and dedication of all employees are fundamental to achieving the purpose of the Department of Education, Training and Employment — to give Queenslanders the knowledge, skills and confidence to effectively engage in the community and the economy.

Our values

By valuing and respecting the professionalism, contributions and aspirations of each employee, we seek to promote and maintain a motivated, client focused workplace culture, based on quality conversations about workplace practices, continuous improvement and innovation.

This culture is based on our values:

- **Trust and respect**
We trust and respect each other and value our diversity.
- **Productive relationships**
We foster productive partnerships with families, community and industry and collaborative relationships in our schools, TAFEs and workplaces.
- **Excellence and equity**
We provide positive client experiences and have high expectations of our people, and for all children and students.
- **Leadership and accountability**
We promote innovation and leadership, efficiency and effectiveness and are focussed on achieving our objectives.
- **Health, safety and sustainability**
We promote health and well-being by creating safe and sustainable work and learning environments.



Introducing *Valuing Performance*

High-performing organisations achieve success through developing motivated, engaged employees who know the value of their work and how it contributes to organisational success.

In valuing the performance of its employees, the Department of Education, Training and Employment (DETE) is building a high-performing organisation where all employees take responsibility for their performance development. Moreover, employees are supported to contribute, to the best of their ability, to delivering world-class education, training and childcare services to the Queensland community.

This policy statement embodies the department's strategy for developing the performance of its employees. It brings together the department's performance management and development processes and resources.

The *Developing Performance Framework*, which provides the department's process for developing the performance of employees, is articulated within the *Valuing Performance policy* statement, along with the department's Managing Unsatisfactory Performance policies.

In adopting *Valuing Performance*, employees help create positive, supportive workplaces where they feel motivated, are committed to the goals of the team and the organisation, and find innovative ways to deliver high-quality services.

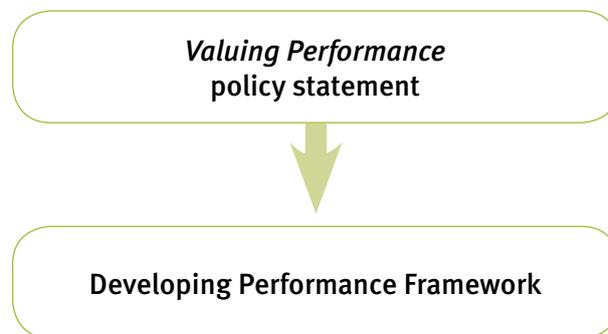


Figure 1: Performance development across DETE



A commitment to valuing the performance of our people

Valuing Performance includes all departmental employees, from senior executives to new recruits, and recognises that the needs and approaches of different employees will vary depending on their particular work context.

The department is committed to:

- creating a dynamic culture of performance development to build an innovative and creative workforce
- providing timely, consistent, contextualised and phased induction for new employees, and for those appointed to new positions either through transfer or promotion
- fostering an environment where employees have regular, quality, focused conversations about expectations of them at work, their performance, capability development, career aspirations and goals
- supporting employees to undertake professional development that builds their capabilities, enabling them to perform at their best and grow in that role, or move on to other rewarding work roles
- encouraging employees at all levels to adopt leadership behaviours
- recognising individual contributions to work achievements
- embedding a reflective and supportive culture that prioritises continuous improvement in workforce capability and service delivery.

Building a supportive workplace culture through *Valuing Performance*

Valuing Performance is the department's vision for a workplace culture in which every employee understands how their work contributes to departmental achievements, takes ownership of their own performance, feels valued, and is provided with opportunities and resources to grow as a professional and as a leader in their various fields.

Essential aspects of such a workplace culture include:

- supportive induction processes for new employees and those new to a position or business unit
- regular interactions between colleagues, team members and team leaders, both informally and as scheduled
- employee understanding of, and contribution and commitment to, the vision and goals of the organisation
- recognition of the contributions made by each employee to achieving team and organisational goals



- respect for, and use of, diversity and diverse opinions
- supported challenges that stretch employees and enable them to innovate
- opportunities for career planning and capability development for all employees
- talent and succession management
- leaders who model the behaviours expected of team members
- mentoring and coaching — sharing skills and knowledge with colleagues
- employees who enjoy their work.

Taking the lead in *Valuing Performance*

In recognising that leadership is demonstrated at all levels of the organisation, the department provides opportunities for employees to lead performance development. All employees are responsible developing and maintaining a supportive workplace culture. By encouraging their team to use all their talents and skills, communicating a compelling vision of shared goals, and modelling open, honest and respectful communication, leaders find that benefits flow to the team and the organisation.

Team leaders who make the time to get to know their team members understand:

- the strengths each person brings to the team
- the preferences they bring to their work (e.g. works best alone/with a colleague/in groups)
- what motivates and engages individual team members
- the importance of recognising when a colleague needs support or development opportunities
- the value of challenging or stretching the team or an individual
- the importance of acknowledging small and great achievements in a timely, equitable way.

Such leaders are respected by their teams, and work to maintain their positive workplace relationships. They are keenly aware that engaged employees are more productive, more innovative and more likely to stay with the organisation. They appreciate that creating and embracing opportunities to develop an understanding of their team members has a positive impact on performance management.

Leaders who know the capabilities of their team members are able to focus clearly on workforce planning to achieve future deliverables. They are able to nurture talent in a supportive workplace, leading to positive outcomes for the team and the organisation.



Engaging our employees

An employee's level of engagement is often related to how they see themselves contributing to the success of government and departmental strategies designed to improve outcomes for the community.

Through conversations with team leaders, they can make these connections, understanding how their individual work contributes to the achievement of local operational plans, the strategic plans of the department, and government objectives.



Figure 2: Line of sight



Developing Performance Framework — a four-phase process

All employees should be engaged in the Developing Performance process. However, the process may vary according to the employee group and workplace context in which it is conducted.

Phase	Actions
1. <i>Clarifying expectations and work focus</i>	<p>Team leaders and employees work in collaboration to discuss the key work priorities of their school, institute, work unit and team for the coming work period. Employees ensure they understand the requirements and expectations of their roles. They identify the tasks they will undertake to contribute to these key work priorities. Conversations also focus on identifying the capabilities employees need to undertake each of these tasks, and support or professional development they require.</p> <p>This is an opportunity for employees to explore their career aspirations, whether in relation to their current role or career progression, and set appropriate goals for the coming work period.</p>
2. <i>Reaching an agreement</i>	<p>Employees reflect on the discussions from phase 1 and reach an agreement with their team leader around key work tasks, development and career goals and the support or development they need to build their capabilities during the coming work period. As deemed appropriate, agreements may be written or verbal. A written performance agreement ensures that both parties have an accurate record of the goals and development options decided on during the conversation.</p>
3. <i>Performing and ongoing support, including coaching and feedback</i>	<p>Through ongoing conversations, both formal and informal, employees provide regular updates on key work tasks and developing performance. They also give and receive positive and constructive feedback on work-related practice and performance. Agreements may need to be altered as team and personal priorities change, and developing new capabilities may require longer than one work period.</p>
4. <i>Reviewing progress and recognising achievement</i>	<p>Employees focus on how their capabilities have developed as a result of completing key work tasks, undertaking development opportunities and achieving development and career goals.</p> <p>Team leaders are able to recognise employees who make every effort to achieve their goals. Recognition can include special duties or responsibilities, commendation at team meetings, nomination for departmental or external awards, or a simple certificate or email of appreciation.</p> <p>If an employee is struggling to achieve work outcomes, and shows no sign of improvement after appropriate support and training have been provided, team leaders may need to consider using the processes in the <i>Managing Unsatisfactory Performance Policy</i> until the employee's performance improves and they can return to the Developing Performance process.</p>

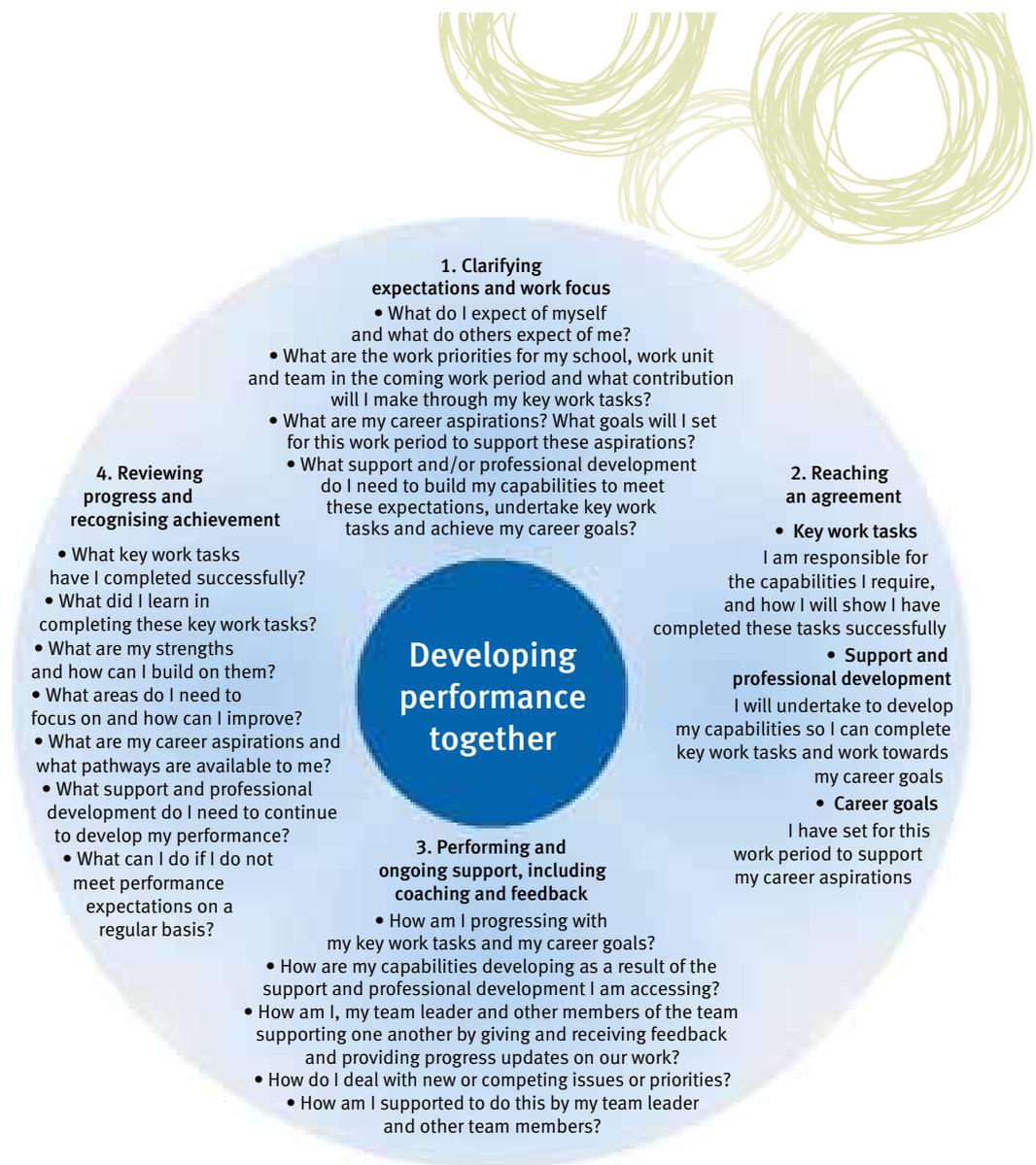


Figure 3: Developing Performance process

Processes for managing unsatisfactory performance

In the event that an employee's performance is unsatisfactory, they will be asked to engage in a managing unsatisfactory performance process. The department has a number of procedures for managing unsatisfactory performance, each relevant to a particular employee group:

- *Managing Unsatisfactory Performance procedure* (excluding teachers and school leaders)
- Managing Unsatisfactory Performance — principals
- Managing Unsatisfactory Performance — classroom teachers, heads of program and deputy principals.

These procedures aim to improve unsatisfactory performance where possible. For assistance, contact Workforce Relations in the Human Resources Branch.

By engendering a supportive, innovative workplace culture, the Developing Performance process helps to ensure issues that may have led to employees engaging in a managing unsatisfactory performance process will be addressed before this becomes necessary.



Our most valued resource

Our people are our most valued resource. Through this policy, the department aims to ensure that every employee understands the value they bring to their workplace.

Related links

A number of policy documents, industrial agreements, guidelines and resources are important in adopting the Developing Performance process.

These include:

- Developing Performance Framework and associated tools
- DET/LHMU Joint Statement
- DET/LHMU Joint Communiqué
- EQ/QTU Joint Statement
- EQ/QTU Joint Communiqué
- *Developing Performance: an implementation guide for schools*
- *Developing Performance: an implementation guide for public servants*
- capability frameworks and standards including:
 - *QPS Capability and Leadership Framework* — for all public service employees
 - *Principals' Capability and Leadership Framework* — for school leaders
 - *Education Queensland Professional Standards for Teachers* — for school teachers
 - TAFE institute capability frameworks — for TAFE teachers
 - Public Service Commission *Executive Performance and Development Framework*