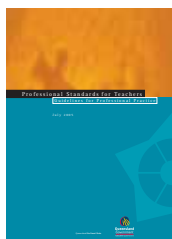


How are the department's capability documents used in Developing Performance conversations?

The department's capability documents for each specific employee group provide a point of reference when discussing the capabilities you require to complete key work tasks, and those capabilities you are developing to work toward your career aspirations. Please refer below for the capability document that applies to you.



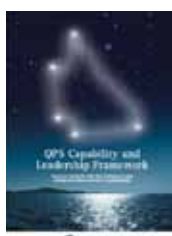
Professional Standards for Teachers

www.education.qld.gov.au/staff/development/pdfs/profstandards.pdf



Principals' Capability and Leadership Framework

<https://learningplace.eq.edu.au/cx/resources/items/ae65cf7e-6489-a578-43f3-4e77f234dc94/1/index.html?hb=true>



Queensland Public Service Capability and Leadership Framework

<http://www.psc.qld.gov.au/page/developing-people/capability-frameworks-and-providers/capability-leadership-framework.shtml>

How are other departmental frameworks linked to the Developing Performance Framework?

The following departmental plans and planning frameworks used by your school or work unit support you to identify your key work tasks, determine your career aspirations and understand how your work contributes to the overall objectives of the department.

- *Department of Education, Training and the Arts Strategic Plan 2010-2014:*
<http://deta.qld.gov.au/publications/strategic/pdf/strategic-plan-10-14.pdf>
- *Workforce Strategic Plan 2009-11:*
<http://deta.qld.gov.au/publications/strategic/other/workforce09-11.html>
- *School Planning, Reviewing and Reporting Framework:*
<http://education.qld.gov.au/strategic/accountability/performance/sprpf.html>

Work unit plans, school strategic and annual operational plans, and position descriptions also assist you to clarify expectations, and identify key work tasks and career development opportunities.

How does the Developing Performance Framework take account of differences in the workplace and the work of employees of the Department?

People from each employee group across a variety of Queensland state schools and departmental work units have piloted the Developing Performance Framework. The Framework proved to be effective in supporting them to develop their performance.

While the four phases that make up the process are to be used in the order described, the Framework provides flexibility in:

- defining a work period
- defining team leaders as either supervisors or colleagues who facilitate Developing Performance conversations
- the timing of each phase to align with key timelines associated with the range of school and work unit planning cycles and/or operating plans
- the time that is dedicated to each phase
- who is involved in the discussions in each phase
- the tools and resources selected for use.

When making decisions in relation to these flexibilities, you and your team leader need to consider how to build on the positive on-the-job interactions and conversations that already occur in your workplace.

How does the Developing Performance Framework align with the PSC Directive No. 21/10 Employee performance management?

The Developing Performance Framework provides the process that satisfies the department's obligations under section 7.2.2(c) of the Public Service Commission Directive No. 21/10 Employee performance management – a performance review and development process.

- *Public Service Commission Directive No. 21/10 Employee performance management*
<http://www.psc.qld.gov.au/library/document/directive/2010/2010-21-employee-performance-management.pdf>

The department's Valuing Performance Policy Statement embodies the department's strategy for developing the performance of its employees in line with Directive 21/10. It brings together all of the department's performance and development processes and resources.



Developing Performance Framework



What is the Developing Performance Framework?

The Developing Performance Framework provides you, your colleagues and your team leader with a process, capability documents and online tools to clarify work priorities, discuss career aspirations and plan support and professional development to continue to build your capabilities. It aims to promote and maintain a positive workplace culture based on quality conversations about work-related practice and performance.

The Developing Performance Framework was developed by the department in partnership with employee unions and education associations and demonstrates a joint commitment to supporting you to keep learning and doing the best job you can. It covers all Department of Education and Training staff.

The diagram below details the four-phase Developing Performance process. All of the phases are important as they provide the focus for conversations that occur between you, your colleagues and your team leader in relation to developing performance throughout a work period.



To support you, a range of tools and resources are available from:
www.education.qld.gov.au/staff/development/performance

How is the Framework to be used?

You, your colleagues and your team leader are actively involved in the Developing Performance process. In the following descriptions of each phase, roles and responsibilities are explained in more detail.

Phase 1 – Clarifying expectations and work focus

In collaboration with your team leader and colleagues, you discuss the key work priorities of your school or work unit and team for the coming work period. You also work with your team leader and colleagues to clarify the expectations of you in your role and identify those tasks that you will undertake to contribute to these key work priorities.

Once your tasks are identified, the discussion focuses on the capabilities you and/or the team require to undertake each of these tasks. These capabilities include the behaviours, attitudes, skills and knowledge needed to complete tasks and meet priorities. As a result, you and your team leader identify any support or professional development you require to develop your capabilities and successfully complete your work tasks. You also identify support and professional development that you can provide to your team leader or other members of your team.

You share your career aspirations. These may be in relation to your current role, moving into a similar role or career progression. You and your team leader determine goals for the coming work period that support you to take steps toward your career aspirations.

Where your line manager is not involved in initial discussions, information from these discussions is shared with them to confirm that you and they have the same understandings and expectations.

Phase 2 – Reaching an agreement

You reflect on the discussions from phase 1. You and your team leader and/or colleagues reach an agreement on your key work tasks, your career goals and the support or professional development you will access to build your capabilities during the coming work period. If you have agreed to support or provide professional development for others, this is also included.

Your agreement may be written or verbal. In particular cases, it is necessary for a written agreement to be made to fulfil the requirements of legislation or enterprise agreements. Your line manager will let you know if this applies to you.

Phase 3 – Performing and ongoing support, including coaching and feedback

You carry out the agreed work tasks, work toward your career goals and provide or access any support or professional development included in your agreement.

Through ongoing conversations, you, your team leader and colleagues provide each other with regular progress updates on key work tasks and your developing performance. You also give and receive positive and constructive feedback on work-related practice and performance.

It may be necessary to make adjustments to your agreement if new issues or priorities arise. Any modifications are made in consultation with your line manager, team leader and colleagues.

Phase 4 – Reviewing progress and recognising achievement

You meet with your team leader to review the work tasks you completed during the work period and the progress you made toward your career aspirations. The impacts of agreed support and professional development options in developing your capabilities are discussed.

You and your team leader focus on how your capabilities have developed as a result of completing key work tasks, achieving career goals and undertaking professional development. By focusing on your learning, you and your team leader identify your strengths as well as areas for further improvement. Strategies that will assist you to continue to develop, meet the challenges of the changing nature of your work, successfully complete work tasks and continue to work towards your career aspirations are also identified.

You, your colleagues, team leader and line manager acknowledge the accomplishments of the team and individual team members through a range of agreed reward and recognition options.

In the unlikely instance of repeated unsatisfactory performance occurring, your line manager will be required to implement the Department's formal process for 'managing unsatisfactory performance'.