Implementation of Performance and Development for non-teaching staff in schools

Proposed action

Performance and development processes will be strengthened for non-teaching staff in schools in 2016.

One of the *Local Schools, Local Decisions* reforms is that performance and development processes will be strengthened for all school-based staff in 2016. Teaching staff commenced new performance and development processes in 2015 and non-teaching staff will be required to complete performance and development plans from term 3 in 2016.

The purpose of this document is to consult about the implementation process and timelines.

1. Background

The NSW Department of Education is committed to creating a high-performance culture in its schools and offices to ensure success for our students. Central to this is performance and development. A performance and development culture aligns with Section 67 of the *Government Sector Employment Act 2013*, which requires all public sector agencies to have a performance management system in place.

Results of a pilot program conducted from September 2013 to April 2014, for performance and development for non-teaching staff in schools, reflected that performance and development processes were well received by participants. It was also successfully implemented by staff members involved. The pilot program was run in 24 schools and was supported by the PSA.

The current performance and development process for principals, executives and teachers aligns closely with the performance and development process for non-teaching staff. The similarities and difference are identified in **TAB A**.

2. Implementation proposal

During terms 1 and 2 in 2016, principals and staff will be provided with information and resources to support the implementation of performance and development for non-teaching staff. The supporting resources have incorporated feedback from staff in the pilot program, various groups including the PSA, and Learning High Performance and Accountability directorate. The implementation timelines are at **TAB B**.

From Term 3 2016, all non-teaching staff in schools will participate in performance and development processes. The performance and development cycle for non-teaching staff will be the same as teachers.

3. Benefits of a performance and development culture for all staff

Implementing performance and development for all school based staff:

- provides an opportunity to set clear guidance about what is expected of staff and align individual goals to team, school and organisational goals
- enables an ongoing process for acknowledging, encouraging, supporting and developing all staff.

4. Applicability

Non-teaching staff includes the following groups:

- School Administrative Managers (SAM)
- School Administrative Officers (SAO)
- School Learning Support Officers (SLSO)
- Aboriginal Education Officers (AEO)
- General Assistants
- Farm Assistants
- Community Liaison Officers
- Aboriginal Community Liaison Officers
- Technical Support Officers
- Student Support Officers
- Operational Paraprofessional Staff
- Business Managers
- Other public service non-teaching staff in schools

5. Responsibilities
5.1 The Principal

The principal has overall responsibility for the performance and development of all staff in their school. Principals can delegate the responsibility to facilitate the completion of Performance and Development Plans (PDPs) to appropriate staff in the school, identified as the 'PDP Facilitator'. The principal must ensure the PDP Facilitator has the relevant capabilities to undertake this role and support them in this process.

5.2 The PDP Facilitator

A PDP Facilitator is responsible for working collaboratively with a staff member to support them through the PDP cycle.

A PDP Facilitator is identified by the principal to undertake this role and may be a different person to the one who supervises a staff member's day-to-day work.

6. Implementation support

6.1 During terms 1 and 2 in 2016, the following support will be provided to principals:

- Online information sessions for principals will be offered.
- Face-to-face or online information sessions will be available for at least one staff member per school to provide information about performance and development for non-teaching staff.
- Principals will receive information sheets.
- Frequently asked questions developed and responses provided.
- Performance and Development Resource Kit will be given to principals and PDP Facilitators.
- Non-teaching staff in schools will receive Performance and Development Procedures.

6.2 During terms 1 and 2 in 2016, the following support will be provided to non-teaching staff in schools:

- Online information sessions for members of SASS Reference Groups and SASS Professional Association will be offered.
- Training for members of SASS Reference Groups and SASS Professional Association will be offered.
- eLearning modules to assist non-teaching staff to engage in self-paced learning about performance and development.
- Fact sheets and information sheets for non-teaching staff in schools.
- Face-to-face or online information sessions will be offered for one identified PDP Facilitator per school.
- Frequently asked questions developed and responses provided.
- Performance and Development Resource Kit for non-teaching staff in Schools.
- Performance and Development Procedures for non-teaching staff in schools.

7. Feedback

Should you have any enquiries please contact People and Services Directorate:

- Cynthia Wearne (Senior Manager, Quality Teaching) on 02 9836 9091, or
- Rita Prasad (Assistant Manager, Projects and Policy) on 02 9836 9251.

Similarities and Differences – Performance and development for teachers and non teaching staff

Issue	Same or Different	Teachers	Non Teaching staff
What is Performance and Development?	Same	Performance and development provides a framework to value staff, recognise their contribution and build organisation capacity. Effective performance and development at all levels is critical for a high-performance culture.	
Goals	Same	• 3-5 professional goals • 1 personal goal	
PDP cycle	Same	• PDP should be finalised by no later than mid Term 1 • Mid-year self assessment • Annual Review – Term 4	
Legislation	Same	*Government Sector Employment Act 2013* Section 67 requires the Department to implement performance and development processes that meet the essential elements and guidelines set within the NSW Public Sector Performance Development Framework	
Overarching Policy	Same	Performance Management and Development policy (currently being updated)	
Reference documents	Same	• Department's 5 Year Strategic plan • School plan	
	Different	• Australian Professional Standards for Teachers • Australian Teacher Performance and Development Framework • Australian Charter for the Professional Learning of Teachers and School Leaders	Statement of Duties as identified in the Non Teaching Staff in Schools Handbook
Framework	Different	*Performance and Development for Principals, Executives and Teachers in NSW Public Schools*	Performance and development procedures for non teaching staff in schools (currently being developed)

Implementation Timelines

Implementation Actions	Description
By end of Term 4, 2015	
Consult with Primary Principal's Association, Secondary Principal's Council, and Public Schools Executive Group.	Implementation paper circulated for feedback.
Consult with SASS Reference Group, SASS Professional Association, Public Service Association and the Teachers Federation.	- Implementation paper circulated to SASS Reference Group, SASS Professional Association. - Letters sent to Public Service Association and Teachers Federation and meetings held to discuss implementation.
By end of Term 2, 2016	
Email to principals about implementation.	Announcement of implementation of performance and development for non teaching staff in schools.
Online information sessions for principals.	Information will be provided to principals about the implementation and resources available to support the process.
Online information briefings for SASS Reference Groups and SASS Professional Association.	Information will be provided to SAS staff about the implementation and resources available to support the process.
Supporting resources and PDP template available on the intranet.	This includes a PDP template, fact sheets, FAQs and resource kits for staff and Supervisor PDP.
Training for SRG Learning Coordinators and members of SASS Professional Association.	Face to face to training.
eLearning resources available on the intranet.	Resources can be used for self-paced learning by non teaching staff.
Training for PDP Facilitators.	Face to face or online information sessions.
Term 3, 2016	
Non teaching staff in schools create PDP (condensed cycle for 2016).	