Background

The performance and development process for non teaching staff in schools supports our commitment of developing a skilled, engaged and professional workforce to ensure better outcomes for our students. Feedback provided by non teaching staff during recent listening sessions highlighted:

• They would like to feel valued and recognised for their contribution.
• The experience of performance and development today needs to be more consistent.
• They wanted to have meaningful conversations about performance and development.

The feedback received from the listening sessions, a design workshop with key stakeholders and ongoing consultation has informed the performance and development process for non teaching staff in schools.

The process

There are three phases in the performance and development process for non teaching staff: Plan, Implement and Review. The annual cycle aligns with the performance and development cycle for teachers.

The three key participants in the process are:

• The individual - takes ownership of their performance and development.
• The PDP supervisor - supports individuals to create a performance and development plan (PDP) and achieve their goals and meet development needs.
• The principal - enables and supports the process, and provides overall leadership (the principal may be the PDP supervisor in some circumstances).

At the core of the process are three ongoing actions: conversations, feedback and recognition.

Contact us

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Additional information

• Resources will be available on the intranet during Term 4, 2016 and Term 1, 2017.
• Training for PDP Supervisors will be provided during 2017. Principals will be asked to nominate staff to attend.
• Performance ratings will not be used in the PDP.
• Further communications will be provided during Term 4, 2016 and Term 1, 2017.

The benefits

• Builds a stronger sense of purpose, focus and commitment to school outcomes.
• Provides information for principals that can inform planning, budgeting and decision making for development and continuous improvement in schools.
• Ensures school plan and priorities are front of mind in the day-to-day work of individuals in schools.
• Recognises the value of collaboration and working as a team to achieve goals.
• Fosters a continuous learning and development mindset and a more engaged workforce.