



Employee performance, professional development and recognition

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Version: 1.2

Audience

This policy applies to all employees of the Department of Education.

Purpose

This policy outlines the principles which apply to managing employee performance, professional development and recognition.

Policy statement

The department recognises that employees will be successful when they have an opportunity to discuss priorities and workload in an environment where innovation is celebrated and opportunities to achieve new goals are encouraged.

The department is committed to promoting a constructive and supportive workplace culture where employees and supervisors have regular and meaningful (informal and formal) performance exchanges about standards of conduct, performance expectations and opportunities for developing capability.

We encourage employees to take ownership of their performance and career aspirations, understand how their work aligns to departmental objectives and act on opportunities for professional growth.

Principles

- Meaningful performance exchanges are a shared responsibility between an employee and their supervisor.
- All employees and their supervisors commit to participating in annual performance and development reviews. These conversations will provide:
 - clarity and focus on the expectations of the employee and how their role contributes to the department's strategic direction.
 - constructive, timely and regular feedback exchanges between employees and supervisors on performance against agreed objectives/standards. This may include recognition and acknowledgement for high quality performance or performance improvement conversations where performance is not meeting agreed objectives/standards.
 - opportunities for reflection, goal setting and identification of professional development opportunities.



- The department recognises employees who demonstrate outstanding performance, model public service values and/or reach significant career milestones in their employment.
- Employees are encouraged to undertake professional development which aligns with their role requirements and builds professional capability for future likely roles. Professional development may involve coaching and mentoring opportunities, on the job training, relief in higher duties, formal job training, teacher placements in industry or interchange arrangements.
- The department provides supportive performance and capability improvement strategies to improve and meet agreed performance standards.
- All performance related processes are to be managed in a fair and confidential manner.

Requirements

All employees

- To be responsible for their own individual performance.
- To engage in discussions with their supervisor to plan the most effective way to achieve agreed objectives, review performance, identify work and career goals and develop plans to meet these needs.
- Identify and manage their professional capability development, in conjunction with their supervisor/manager.
- Clarify tasks, set priorities and organise self to meet expectations.
- Discuss with their supervisor any potential delays or issues which may impact on meeting performance expectations.
- Regularly participate in meaningful, timely and honest two-way feedback and adjust their approach to improve performance.

Additional requirements for managers, principals and supervisors

- Convey the department's vision, strategy and objectives for their area in a meaningful way and describe how their work, and the work of their team, contributes to the department's objectives.
- Ensure all employees are made aware of their responsibilities relevant to their role under any position description, legislation, policies and procedures and clearly communicate if responsibilities and expectations vary.
- Ensuring employees hold the requisite qualification and/or competencies to perform their role safely and effectively and for working with employees to develop capability and improve performance.
- Regularly review the performance and development needs of employees and assist in the development of plans to meet these needs.
- Regularly participate in meaningful, timely and honest two-way feedback and modify their approach to enhance performance leadership effectiveness.
- Provide appropriate support and resources to enable professional development opportunities for employees.
- Support employees in the application of new skills and support career progression and advancement opportunities where possible.



- Ensure reasonable consideration of circumstances when assigning tasks to employees (such as: sufficient resources, skill and capability needed to perform work, inclusion, diversity, creativity and collaboration).
- Recognise outstanding performance, conduct and significant career milestones as appropriate to the situation.

Definitions

Employee	References to employee in this policy include permanent employees, temporary (through direct engagement) and casual employees.
Outstanding performance	Employee performance which exceeds expectations in achieving a significant goal or result that contributes to organisational priorities in a measurable way.
Career milestones	Includes significant anniversaries, events or advancements throughout the employee lifecycle.
Performance management	The informal and formal continuous process of establishing, accessing, developing and supporting an employee's performance in the workplace.
Performance agreement	A documented record of what was discussed and agreed during the formal and informal performance exchange.
Recognition	Appreciation or acclaim for an achievement, service, or ability.
Professional development	Professional development activities intended to help employees improve their professional knowledge, competence, skill, capability and effectiveness. This may include, but is not limited to mandatory training, on the job training, mentoring, coaching, relief in higher duties, project work or off the job training.

Legislation

- [Public Service Act 2008 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [Public Records Act 2002 \(Qld\)](#)
- [Appeals - Directive 03/17](#)
- [Managing employee complaints – Directive 02/17](#)
- [Crime and Corruption Act 2001 \(Qld\)](#)
- [Temporary employment – Directive 08/17](#)

Delegations/Authorisations

- [Human Resources Delegations Manual](#) (DoE employees only)

Related policies

- [Code of Conduct for the Queensland Public Service](#)
- [Standard of Practice](#)



Related procedures

- [Managing unsatisfactory performance – principals](#)
- [Managing unsatisfactory performance – excluding school based teachers and principals](#)
- [Managing unsatisfactory performance – state school teachers](#)
- [Managing unsatisfactory performance – heads of program, heads of school, assistant principals and deputy principals](#)

Guidelines

- [Performance and development](#) (DoE employees only)

Supporting information/websites

- [Performance reviews](#) (DoE employees only)
- [Employee performance and development resources](#) (DoE employees only)
- [General retention and disposal schedule \(GRDS\)](#)

Contact

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Superseded versions

Previous seven years shown. Minor version updates not included.

1.0 Employee performance professional development and recognition policy

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