Making integration of the framework a priority
Developing Performance Framework — case studies from the pilot program

To ensure all employees in schools or work units continue to learn and do the very best job they possibly can, it is important to make integration of the framework a priority. This can be achieved by outlining strategies to integrate the framework in the Annual Operational Plan or Business Plan. These strategies will demonstrate a commitment to the ongoing learning and development of all employees, by highlighting an annual cycle of integrating, monitoring and improving on the Developing Performance process. Within this cycle, it is important to set timelines and identify key actions that allow teams and individuals to frequently engage with the Developing Performance process, helping to ensure that the framework remains at the forefront of employee’s thinking.

The case studies that follow demonstrate some of the reflections and resulting key actions team leaders in pilot schools and work units undertook to effectively ensure integration of the framework was a priority.

**Case study: Building on a school’s high performance culture**

Over a number of years, the members of the senior leadership team at Redcliffe State High School have developed and refined a process for monitoring and supporting the school’s high performance culture. With the triennial school review, Annual Operational Plan and each faculty’s Annual Action Plan at its core, the process has evolved to include individual high performance culture plans for each Head of Department that outline the actions they will undertake to contribute to the achievement of school outcomes.

For Principal Shona McKinlay, the introduction of the Developing Performance Framework represented an excellent opportunity to formalise and build on this process. The school’s Annual Operational Plan has been expanded to incorporate a range of strategies related to integrating the Framework, and the process now features in the school’s operational timelines and annual planning guidelines. The leaders have decided to continue to adhere to an annual cycle for the Developing Performance process, and have committed to meeting on a regular basis to monitor the integration.

At a faculty level, teams must now commit to implementing a range of Developing Performance strategies which link to the school-level strategies, as identified through their Annual Action Plans. Tri-weekly faculty meetings now provide dedicated time for teams and individuals to engage in the Developing Performance process, helping to ensure that the Developing Performance Framework remains at the forefront of people’s thinking.

The senior leadership team, including the Heads of Department, continues to promote the process at Redcliffe State High School. As an outcome of the successful application and communication of the Developing Performance process, team members can now clearly link their improved capacity as individuals and teams to the broader development of the school.
Case study: Redefining the vision of a school and its people

Prior to the introduction of the Developing Performance Framework, the newly formed senior leadership team at Windaroo Valley State High School recognised a need to enhance the school’s performance and image. Principal Dennis Irvine believes that the framework presented a timely opportunity to hone in on these areas, aligning well with the culture and values that the leaders were re-establishing. Additionally, the Framework’s focus on individuals and teams, and the impact of their performance on the school’s performance overall, was supportive of key messages delivered on previous occasions. Dennis strongly asserts, ‘the framework gave us the process we were missing’.

Prior to introduction of the framework, there were no consistent systems or processes across the school in relation to developing performance. Various faculties had informal and ad hoc processes that had been developed independently to provide access to support and professional development. The Framework offered a strong structure for Heads of Department and their team members to begin engaging in more focused conversations about continuous improvement.

Therefore, team leaders in the school were identified based on their positions within the current faculty team structure. This was to take particular advantage of team leaders’ knowledge and established rapport with their teams. As a result, Heads of Department could plan tailored actions to integrate the framework.

With the support and commitment of the new leadership team, teams have begun to construct a shared vision for their future, and the future of their teams and the school. Twelve months on, the Developing Performance Framework is positioned as one of the key strategic frameworks within the school.

Case study: Highlighting the links between individual and school priorities

Mudgeeraba Special School Principal Colleen Hope saw integrating the Developing Performance process as an opportunity to make the link between school-level planning and individual development more explicit.

Colleen and her leadership team began this integration by working with team leaders to review current Developing Performance practices. Discussions focused on the Annual Operational Plan and the school-level planner used to identify professional development needs. They found that not all team members could see how their day-to-day work linked to the Annual Operational Plan. This meant they were not fully engaged in the writing process of the Annual Operational Plan. As a result, they were not using the school-level planner as intended, that is to indicate the professional development they would need to undertake their key work tasks or work toward their career goals.
Taking this feedback on board, Colleen and the team planned explicit actions that refocused the attention of team members on the Annual Operational Plan and how it supported them to identify their key work tasks and professional development opportunities.

After six months, the intent of annual school planning and the Developing Performance Framework are understood more clearly by all. Discussions that focus on the performance of key work tasks, steps towards career aspirations and professional development opportunities are becoming a part of everyday practice within the school. As one teacher observed, “Individuals now realise that they should reflect on what they want to do and share it with people who are empowered to support them to move in that direction”.

Colleen continues to promote the framework and describes it as supporting the school team by focusing conversations on ‘your job, my job, our job’. She plans to further embed the Framework by including strategies in the Annual Operational Plan each year. Thinking ahead, she is already considering how the information that is collected through Developing Performance conversations will inform the Triennial School Review and preparation of the school’s Partnership Agreement.

Case study: Developing performance to achieve better outcomes

Assistant Director-General of Strategic Human Resources Gary Barnes believes that ‘better people lead to better outcomes’. He consistently shares his vision that leaders must work on three premises: ‘Get the right people, commit to developing them and their performance, and look after them’.

While Gary already had a process for discussing performance development with his directors, he recognised that beyond these discussions and sharing his expectations of the Strategic Human Resources team at branch meetings, Developing Performance processes were inconsistent and ad hoc among each of the teams in the branch.

So at a branch meeting, Gary acknowledged the quality of existing practice, but shared his expectation that the team build consistency of opportunity for all employees. He introduced the framework as a way of achieving this consistency by giving each team member the opportunity to engage in Developing Performance conversations.

At his next meeting with each director, Gary reinforced the integration of the Framework as a priority by discussing current practices and clarifying his expectations of them in continuing and enhancing these practices.

Directors then focused on the support and professional development they would require to build their capabilities so that they could conduct successful Developing Performance conversations with their team members.

During progress updates with directors, Gary reinforces these messages on a one-to-one basis and continues to advocate for the Developing Performance Framework with all employees through informal discussions and formal meetings.