

# Curriculum (Pedagogy) & Educators Training Policy

The contribution to developing practice through professional development can be a source of deep professional satisfaction - for both individual practitioners and Centres collectively. Through developing our capacity to link theory and practice, we deepen our understanding of the value and significance of our work. In turn, this sustains our commitment, our enthusiasm and capacity to keep growing professionally and personally.

It is vital for staff and educators to be involved in professional growth in the early childhood sector to allow greater efficiency in the operation of our Centre. We aim to implement a process for determining significant and effective professional development opportunities based on employees strengths, interests and goals.

Working with young children and families is complex and challenging work. Current research in the field of brain science and the developments in theoretical perspectives and approaches to early childhood education are rapidly expanding the knowledge and theory base that we draw on to guide our practice.

Whilst the amount of change and growth in the early childhood sector presents us with great opportunities for increasing the quality of our centres, adapting to and working positively with change and trying to keep up to date with theory and research is indeed a challenge. Professional development, when planned and implemented effectively, is a key tool that can be used to support us.

We employ compassionate, dedicated and proficient educators who bring a high skill level, appropriate qualifications and a varying amount of experiences to help implement our curriculum and philosophy. To maintain our commitment to quality education and care, we will implement a performance appraisal procedure.

*Professional Development will be provided on a justifiable foundation to all educators and staff and may include:*

- Mentoring by appropriate educators/staff
- In-house workshops run by an external trainer
- External workshops, seminars etc.
- Formal TAFE, college or University courses.
- On-the-job training (e.g. through changes in role or through exchange of information between educators/staff).
- Provision of appropriate resources (books, movies, documentaries etc).

*Management/Nominated Supervisor will:*

- Ensure all staff, educators and management attend a minimum of 2 in-services
- Ensure as a minimum that Primary Contact Educators update their Child Protective training course every 18 months as a minimum to ensure knowledge is current.
- Support Educators to undertake WHS training as a part of their in-service training.
- Ensure funds are set aside for training and development needs in the annual budget.
- Approve all in-services prior to booking (which are paid for or subsidised by the Centre). Only in-services, which are beneficial to the Centre and other Educators, will be approved for payment, at the discretion of the Educational Leader.

*Educators will:*

- Attend a minimum of 2 in-services
- Keep their First Aid Training current and supply the Centre with valid certificates.
- Ensure Asthma and Anaphylaxis training is kept up to date every 3 years
- Ensure CPR is kept up to date annually
- Attend any required training set by management to enhance educator's skills and knowledge.
- Present their newly acquired skills and knowledge during team meetings to share information gained with their colleagues.



- Monitor and document their own record of Pedagogy Analysis showing their commitment to reflective practice. Embracing it as ongoing learning that involves engaging with questions of philosophy, ethics and practice and their influence on the learning environment

**Source:** Australian Children’s Education & Care Quality Authority. (2014), Education and Care Services National Law and the Education and Care Services National Regulations 2015, ECA Code of Ethics, National Quality Standard, Early Years Learning Framework, Learning and Growing Through Professional Development  
[http://www.cscentral.org.au/Resources/PSCAPD\\_Resource.pdf](http://www.cscentral.org.au/Resources/PSCAPD_Resource.pdf)

**Date Implemented:** 16/04/2012

**Review Completed:** 16/01/2017

**Schedule for Review:** 16/01/2018

### National Quality Standard – NQS

#### Quality Area 4: Staffing Arrangements

<b>4.2</b>	Educators, coordinators and educators are respectful and ethical.
<b>4.2.1</b>	Professional standards guide practice, interactions and relationships.
<b>4.2.2</b>	Educators, coordinators and educators work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
<b>4.2.3</b>	Interactions convey mutual respect, equity and recognition of each other’s strengths and skills.

#### Quality Area 7: Leadership and Management

<b>7.2.2</b>	The performance of educators, coordinators and educators is evaluated and individual development plans are in place to support performance improvement.
<b>7.3.2</b>	Administrative systems are established and maintained to ensure the effective operation of the service.
<b>7.3.4</b>	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.

### Education and Care Service National Regulations

<b>168</b>	Education and care service must have policies and procedures
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