

In-Service and Staff Development Policy

A commitment by Early Childhood Educators to ongoing professional development is the key to effective continuous improvement and the provision of quality childcare. Engaging in professional development helps to identify areas of strengths and area requiring improvement.

Professional development allows individuals to build and improve their knowledge and skills within the early childhood industry whilst keeping up to date with current research and recommended practice.

We believe in continuous improvement, implementing a process for identifying areas in which our educators and staff can enhance skills and knowledge in the early childhood industry through relevant and effective professional development and training. We aim to review and update individual professional development plans based on performance appraisals detecting strengths, interests and goals.

The ECA Code of Ethics suggests that in relation to being professional, educators will take responsibility for articulating their professional values, knowledge and practice and the positive contribution to the early childhood profession. Educators will engage in critical reflection, ongoing professional learning and support research that builds knowledge and that of the profession.

Management will ensure:

- The roster supports at least one educator who holds a current first aid qualification including CPR, child protection, asthma and anaphylaxis management training
- A budgeted amount is available to provide relevant training to educators and staff
- To record all professional development completed by educators and staff and pass on relevant material to enhance skills and knowledge
- The Nominated Supervisor undertakes professional development in accordance with National Regulations and the individual professional development plan
- Provide a variety of professional development for educators and staff which includes: current research and readings, team meeting discussions, in-house training, networking, conferences etc
- Educators and staff have the opportunity to experience different rooms. This shall be achieved through rotation of educators and staff at the beginning of each calendar year. However, rotation may occur at other times of the year when deemed necessary. Individual needs will be considered when rotation occurs but the final decision should not hinder other staff members from the opportunity to develop their skills and knowledge.
- Continuity of care for the children will be the primary consideration when moving staff to different rooms/Centres. Where possible, one person familiar to the children will remain in the room.
- Mentoring programs and management support networks are implements for educators and staff to ensure guidance and inspiration
- They are positive role models for Educators and staff

A Nominated Supervisor will:

- Ensure Child Protection training is valid and updated every 12-18 months to maintain skills and knowledge required by National Regulations and best practice.
- Hold a current first aid (including CPR), asthma and anaphylaxis training at all times
- Attend a minimum of 4 professional development courses over a 12 month period
- Be a positive role model for Educators and Staff
- Collaborate with the Educational Leader to identify training needs across the centre and source appropriate training and mentoring for educators

Educators will:

- Keep up to date with Child Protection training ensuring currency and compliance
- Hold a current first aid (including CPR), asthma and anaphylaxis training at all times
- Attend a minimum of 4 professional development courses over a 12 month period
- Permanent-part time and casual staff (other than relief staff) are to attend a minimum of 2 in-service per calendar year.



- Seek assistance and direction from the Centre's Educational Leader regarding the in-services and training.

Performance Management/Appraisal

The Nominated Supervisor will complete a performance appraisal for all educators and staff every 12 months. In addition the Nominated Supervisor will complete a performance appraisal for new educators and staff after they have completed 3 months at the centre.

The appraisal process will be used as a tool:

- To ensure educators and staff are aware of their duties and responsibilities.
- To discuss the level of performance expected. (The appraisal process is the best way to show evidence of continued poor work performance and allows formal written warnings to occur if necessary.)
- For identifying professional development and training needs.

The appraisal meeting will be linked to the educator's job description and will include:

- An appraisal of the educator's performance in relation to their job description.
- Review and if necessary clarification of the job role and its expectations.
- Self assessment of performance by the educator or staff member.
- Two way feedback between the Nominated Supervisor and educator or staff member.
- Discussion of future opportunities within the position.
- Discussion on an action plan for further training.
- Feedback about how the appraisal process could be improved.

Educators need to respect the knowledge, experiences and skills of all educators. It is important not to criticise each other but rather work together so the Centre's runs to the best of each educators' combined abilities.

Training

- All educator shall have the opportunity to develop their skills and knowledge through the provision of training opportunities, whether this is in the form of external training courses, internal in-centre sessions or visits to other centres.
- The management Committee, via the Coordinator, is responsible for ensuring the development of educator member's.
- The Coordinator shall make available information about relevant training sessions and encourage educator to attend.
- The Management Committee will ensure the allocation of a nominal amount of money at the beginning of each financial year for the provision of Relief Educator so as to free educator for training sessions.
- The Nominated Supervisor will ensure that funds are set aside for training and development needs in the annual budget. Training will be provided on an equitable basis 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 of University courses.
 - On-the-job training (eg through changes in role or through exchange of information between educators/staff).
 - Provision of appropriate resources (books, movies, documentaries etc).

Specific Course Requirements:

- All educators must hold a current first aid certificate which is renewed when it becomes necessary.
- Educators must attend Child Protection Training and Development.



Recognising the Diverse Skills of Educators:

The centre will actively celebrate the diverse skills and achievements of our educators using the following methods:

- The Nominated Supervisor will use Educator Meetings as an opportunity to provide verbal feedback to all educators.
- Regular verbal communication and appraisal will occur from the Nominated Supervisor and Room Leaders with all educators.
- Positive reinforcement of the achievements of educators will be shared with families and the centre community through notices and newsletters.
- The centre will inform the centre community about the professional development, training and qualifications of educators throughout their time at the centre.

Source: Education and Care Services National Law and the Education and Care Services National Regulations 2015, National Quality Standard, Australian Children's Education & Care Quality Authority. (2014). ECA Code of Ethics, Professional Childcare Standard 2010.

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

4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing
4.2	Educators, coordinators and staff members are respectful and ethical
4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships
4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Quality Area 7: Leadership and Management

7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.
7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
7.2	There is a commitment to continuous improvement.
7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement
7.3	Administrative systems enable the effective management of a quality Service.
7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements
7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.

Education and Care Service National Regulations

118	Educational Leader
126	Centre-Based services – general educator qualifications
136	Approval of qualifications
138	Application for qualification to be assessed for inclusion on the list of approved qualifications
170	Policies and procedures to be followed
171	Policies and procedures to be kept available

