

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 **4 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 **4 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 training 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

Date Implemented: 16/04/2012

Review Completed: 29/04/2019

Schedule for Review: 29/04/2020

Authorised: June 2019

National Quality Standard – NQS		
Quality Area 7: Leadership and Management		
7.1	Governance	Governance supports the operation of a quality service
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service’s operations
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defines, and understood and support effective decision making and operation of the service
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle
7.2.3	Development of professionals	Educators, co-ordinations and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.
Education and Care Service National Regulations		
168	Education and care service must have policies and procedures	

