

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.

## Purpose

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.

## Implementation

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 varying amounts of experience to support implementation of 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
- Observing each other's practice through peer observation
- In-house workshops run by an external agency or trainer (training organization must through an approved RTO)
- External workshops, seminars and conferences
- Online training through e-modules and webinars
- Formal TAFE, college or University courses (check with [ACECQA for list of approved qualifications](#))
- 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/ Educational Leader/ Nominated Supervisor will:*

- Encourage professional growth for all staff to improve the learning outcomes for children
- Implement best practice to ensure all staff develop their own professional learning plan
- Support Educators to further their professional growth and achieve accreditation under the Australian Professional Standards for Teachers
- Link professional development to areas identified in the Quality Improvement Plan
- Facilitate reflective practice as a form of ongoing professional learning for all staff
- Ensure all staff, educators and management attend a minimum of 4 in-service training events each year
- Ensure, as a minimum, that all staff undertake Child Protection training every 12 months or as legislative changes are made 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



- Support Educators in furthering their professional skills and knowledge by paying for required training requested by management (travel will be at the staff and educator’s own expense)
- Approve all in-services prior to booking (for events which are paid for or subsidised by the Centre).
- Approve any additional professional development cost requested above the minimum expected training on an individual basis

*Educators will:*

- Develop a professional learning plan identifying their needs and areas for development
- Attend a minimum of 4 in-services events each year
- Undertake ACECQA approved First Aid qualifications every three years and supply the Centre with current certificates
- Ensure ACECQA approved Asthma and Anaphylaxis management training is kept up to date every 3 years
- Ensure CPR refresher training is completed annually
- Attend any required training set by management to enhance Educator’s skills and knowledge
- Present their newly acquired skills and knowledge gained with their colleagues
- Monitor and document their own record of Pedagogy reflection showing their commitment to reflective practice and ongoing professional development, embracing it as life-long 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). Australian Institute for Teaching and School Leadership, aitsl. (2017). Australian Government Department of Education, Skills and Employment. *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*. (2009). Australian Government Department of Education, Skills and Employment. *Leading Learning Circles for Educators Engaged in Study*. (2016). Early Childhood Australia Code of Ethics. (2016). Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2020) Guide to the National Quality Standard. (2017). Revised National Quality Standard. (2018).

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**Review Completed:** 29/03/2021

**Schedule for Review:** 29/03/2022

**Authorised by COM:** Nov 2020

National Quality Standard – NQS		
Quality Area 7: Leadership and Management		
7.1	<b>Governance</b>	Governance supports the operation of a quality service
7.1.1	<b>Service philosophy and purposes</b>	A statement of philosophy guides all aspects of the service’s operations
7.1.2	<b>Management Systems</b>	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	<b>Roles and Responsibilities</b>	Roles and responsibilities are clearly defines, and understood and support effective decision making and operation of the service
7.2	<b>Leadership</b>	Effective leadership builds and promotes a positive organisational culture and professional learning community
7.2.1	<b>Continuous improvement</b>	There is an effective self-assessment and quality improvement process in place
7.2.2	<b>Educational leadership</b>	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle
7.2.3	<b>Development of professionals</b>	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		
84	Awareness of child protection law	
118	Educational Leader	
126	Centre-Based services- general educator qualifications	
136	First Aid qualifications	



