

Professional development is a term used which includes workshops, conferences, in-service training sessions, formal studying, readings, and professional research. 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 individual educator's areas of strengths and areas requiring improvement.

Purpose

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.

The Early Childhood Education sector continues to grow and change. These changes impact on licensing and assessment requirements as well as our interactions and documentation of individual children. To comply and improve we implement procedures 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.

Implementation

The Early Childhood Australia (ECA) Code of Ethics suggest that in relation to being professional, educators will take responsibility for reflecting on and assessing 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 nominated supervisor and administration staff are aware of Family Assistance Law legislation, enrolment processes and management of Child Care Subsidy as detailed in the *Child Care Provider Handbook*
- the roster supports at least one nominated supervisor and person in day-to-day charge of the Centre, who holds the following qualifications is in attendance at all times at the centre when children are being educated and cared for and immediately available in an emergency:
 - ACECQA approved and current first aid qualification including CPR
 - ACECQA approved and current emergency asthma management training
 - ACECQA approved and current anaphylaxis management training
 - Child protection training
- The Nominated Supervisor undertakes professional development in accordance with National Law and Regulations, Family Assistance Law, Child Care Subsidy and their individual professional development plan
- A budgeted amount is allocated and available to provide relevant training to educators and staff
- Approve all professional development prior to booking (for events which are paid for or subsidised by the Centre). Only professional development which are beneficial to the Centre and other educators will be approved for payment, at the discretion of the Nominated Supervisor / Educational Leader
- All professional development completed by educators and staff is recorded in individual staff records via the Professional Development Record and relevant materials and information to enhance skills and knowledge is shared with colleagues
- A variety of professional development for educators and staff is provided
- Educators and staff have the opportunity to experience different rooms. This will be achieved through rotation of educators and staff at the discretion of management but will not have adverse effects on the continuity of care experienced by children. 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. Where possible, one person familiar to the children will remain in the room.



- Mentoring programs and management support networks are implemented for educators and staff to receive guidance and inspiration
- Opportunities are provided for educators to work closely with more experienced colleagues to assist skills in observations, questioning, critiquing and responding to children's experiences
- They are positive role models for educators and staff
- Educators are supported to attend professional development by committing time and resources in order to develop new skills and knowledge that can be shared within the Centre.

A Nominated Supervisor will:

- Ensure Child Protection training is valid and updated every 12 months, and whenever significant changes are made to the child protection law or reporting requirements, to maintain skills and knowledge required by National Regulations and best practice
- Keep up to date with changes and additions to the administration of Child Care Subsidy as detailed in the Child Care Providers Handbook (Australian Government Department of Education, Skills and Employment)
- Hold a current ACECQA approved first aid, qualification and ACECQA approved emergency asthma and anaphylaxis management qualifications at all times
- Ensure CPR refresher training is completed annually
- Complete annual adrenaline auto injector training through ASCIA
- Provide documentation of all qualifications to the Nominated Supervisor
- Attend a minimum of 4 professional development/ in-service training events 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
- Ensure strategies are implemented by educators to make practical use of the information gained from professional development
- Develop a culture of learning through reflective practice within the centre to drive continuous improvement

The Educational Leader will:

- Review the Professional Development cycle with Nominated Supervisor for the centre
- Maintain the Professional Development Record for each educator following the completion of training and workshops
- Complete a Professional Development Plan with each educator and discuss with the Nominated Supervisor
- Source and schedule in-services, webinars, workshops and other professional development opportunities as per educator Professional Development Plan taking into consideration the centre training budget
- Facilitate educators to share new knowledge and skills learnt at training and workshops

Educators will:

- Keep up to date with Child Protection 'refresher' training ensuring currency and compliance
- Hold a current ACECQA approved first aid qualification and ACECQA approved emergency asthma and anaphylaxis management qualifications (as required)
- Ensure CPR refresher training is completed annually
- Complete annual adrenaline auto injector training through ASCIA
- Attend a minimum of 4 professional development/ in-services training over a 12-month period
- Seek assistance and direction from the Centre's Educational Leader regarding options for in-services and other professional learning opportunities
- Participate in professional learning about Family Assistance Law and Child Care Subsidy if required
- Engage in the Professional Development Plan activities and completing in the Professional Development Plan with the Nominated Supervisors
- Following the attendance of training and workshops and complete a Professional Development Review form
- With the assistance of the Educational Leader, share skills and knowledge learnt from professional development with other team members



Source: Australian Children’s Education & Care Quality Authority. (2014). 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 Child Care Provider Handbook <https://www.education.gov.au/child-care-provider-handbook-0> Early Childhood Australia Code of Ethics. (2016). Education and Care Services National Law Act 2010. (Amended 2018). [Education and Care Services National Regulations](#). (2011). Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017). Guide to the National Quality Framework. (2017). (Amended 2020). Revised National Quality Standard. (2018).

Date Implemented: 16/04/2012

Review Completed: 11/04/2021

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National Quality Standard – NQS		
Quality Area 7: Leadership and Management		
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
7.2	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		
84	Awareness of child protection law	
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	

