PROFESSIONAL DEVELOPMENT POLICY

Professional development is a term used which includes workshops, conferences, in-service training sessions, formal studying, readings, and professional research. The contribution of professional development to developing practice can be a source of deep professional satisfaction, for both individual practitioners and the early childhood education and care service collectively. 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.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
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 SERVICES NATIONAL REGULATIONS	
84	Awareness of child protection law
118	Educational Leader
126	Centre-Based services – general educator qualifications
136	First Aid qualifications
138	Application for qualification to be assessed for inclusion on the list of approved qualifications

168	Education and care service must have policies and procedures.

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Family Assistance Law – Incorporating all related legislation for Child Care Provider Handbook in Appendix G https://www.dese.gov.au/resources-child-care-providers/resources/child-care-provider-handbook

RELATED POLICIES

CCS Governance Policy CCS Personnel Policy Code of Conduct Policy Enrolment Policy First Aid Policy	Payment of Fees Policy Record Keeping and Retention Policy Recruitment Policy Staffing Arrangement Policy Work, Health and Safety Policy

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.

SCOPE

This policy applies to educators, staff, approved provider, nominated supervisor and management of the Service.

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

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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 Service, who holds the following qualifications is in attendance at all times at the service 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

- all educators and staff are provided with professional learning for the Child Safe Standards

- a budgeted amount is allocated and available to provide relevant training to educators and staff

- approval of all professional development prior to booking (for events which are paid for or subsidised by the Service). Only professional development which are beneficial to the Service and other educators will be approved for payment, at the discretion of the 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

- professional development is linked to the Quality Improvement Plan

- 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.

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- 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 Service.

A Nominated Supervisor will:

- ensure Child Protection training is valid and updated every 12-24 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 Approved Provider
- 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 service 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 service to drive continuous improvement
- review Job descriptions as part of the Professional Development Agenda before establishing the Professional Development Plan
- facilitate educators to complete the *Ambitions and Reflections Plan* to assist with allocation of training and development.
- once completed review *Ambitions and Reflections Plan* with Educational Leader to gain an understanding of each team members personal goals and aspirations.

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The Educational Leader will:

- review the Professional Development cycle with Nominated Supervisor for the Service
- support educators to further their professional growth and achieve accreditation under the Australian Professional Standards for Teachers
- meet with educators and discuss outcomes of the *Ambitions and Reflections Plan*
- complete the simple SWOT analysis for each educator (Strengths, Opportunities, Weaknesses and Threats).
- 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 service training budget
- facilitate educators to share new knowledge and skills learnt at training and workshops
- facilitate reflective practice as a form of ongoing professional learning for all staff
- support educators to undertake WHS training as a part of their in-service training.

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 for full time staff
- seek assistance and direction from the Service'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 with the Educational Leader as per the Professional Development Agenda, including completing the Ambitions and Reflections form, and completing in the Professional Development Plan with the Educational Leader
- following the attendance of training and workshops, complete a Professional Development Review form

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- with the assistance of the Educational Leader, share skills and knowledge learnt from professional development with other team members.

Examples of professional development and in-service opportunities

Networking with other services and professionals	Mentoring and coaching programs
In-house or external training (workshops, courses)	Self-paced training packages
Sharing information gained from formal studies	Hands-on job training
Knowledge and skills sharing	e-learning modules
Conferences	Webinars
Visitors from local areas	Meeting discussions
Reading professional publication and websites	Inquiry conversations
Viewing professional DVD's	Reading recently published ECE texts
Engage in professional reflection (journals)	Subscribing to professional newsletters

Formal TAFE, college or University courses (check with ACECQA for list of approved qualifications)

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.dese.gov.au/resources-child-care-providers/resources/child-care-provider-handbook

Australian Government Department of Education, Skills and Employment. *Leading Learning Circles for Educators Engaged in Study.* (2016).

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).

REVIEW

POLICY REVIEWED BY	TRACEY DAVEY	OPERATIONS MANAGER	MAY 2022
POLICY REVIEWED	MAY 2022	NEXT REVIEW DATE	MAY 2023
MODIFICATIONS	• policy maintenance - no major changes to policy • minor formatting edits within text		

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POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
	• hyperlinks checked and repaired as required	
AUGUST 2021	• Update of Related Legislation • Update of Related Policies • Check of links within policy	
MAY 2021	• merged *Curriculum (Pedagogy) and Educators Training Policy* into this policy to prevent duplication of information/policy • sources checked for currency	MAY 2022
NOVEMBER 2020	• Additional information related to Family Law and CCS training for all staff • Update of Policy Name • Removal of requirement of professional development to be NESA approved • Additional references to Professional Development resources • Addition of Educational Leader content	MAY 2021
MAY 2020	• re-wording of some sentences to improve flow of text • additional content added • additional regulation related to Child Protection law	MAY 2021
MAY 2019	• Additional information added to points. • Sources/references alphabetised. • Minor formatting for consistency throughout policy.	MAY 2020
MAY 2018	• Minor grammatical changes made to content. (Not critical to its delivery)	MAY 2019
OCTOBER 2017	• Updated references to comply with the revised National Quality Standard	MAY 2018
MAY 2017	• Added the importance of professional development, • Added responsibilities and different meanings of professional development	MAY 2018

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