



4.08 Professional Learning & Development Policy

POLICY STATEMENT

Professional Development is a term used which includes, workshops, conferences, in-services, training sessions, formal studying, readings and research. A commitment by Early Childhood Educators to ongoing professional development is the key to effective continuous improvement and the provision of quality early education. Engaging in professional development helps to identify areas of strengths and area requiring improvement.

ECA Code of Ethics (2006) suggests that that in relation to being a professional, educators will see themselves as learners who undertakes reflection, critical self-study, continuing professional development and engages with contemporary theory and practice (ECA, 2006, v.2.0).

This principle supports educators as active learners and promotes educational leadership. A commitment to this professional responsibility assists our educators to employ the collaborative, effective and reflective practice principles for learning and development outlined in the Early Years Learning Framework to support children in achieving outcomes which support their learning and wellbeing.

AIM

We aim to implement a process for determining relevant and effective professional development opportunities and reviewing and updating professional development plans based on an evaluation of staff's professional strengths, interests and goals.

STANDARDS AND PROCEDURES

The 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. A re-fresher course will be organised as an in-service
- Hold a current first aid (including CPR), asthma and anaphylaxis training at all times. A re-fresher CPR & Auto-Injector course will be organised as an in-service at the beginning of each year
- 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 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.
- Allocate a budgeted amount is available per month 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
- Mentoring programs and management support networks are implements for educators and staff to ensure guidance and inspiration
- A yearly professional development plan for the Centre, considering the Centre's aims and objectives, will be developed at the beginning of each year to identify the learning goals of the educators, and will be evaluated during the course of the year.

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- A staff resource file will be developed and maintained. This will include evidence of participation by the Centre Director, educators and staff members in professional development activities to update their knowledge and skills.

Educators will:

- Keep up to date with Child Protection training ensuring currency and compliance and complete a re-fresher course every 2 years.
- 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 1 in-service per calendar year.
- Seek assistance and direction from the Service’s Educational Leader regarding the in-services and training.
- Identify their own needs and pursue areas that will further their personal and professional development. They are also encouraged to attend appropriate in-service programs and share information gained at these with other staff members.

Example of professional development resources and experiences

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| • Networking with other services & professionals | Mentoring & Coaching programs |
| • In-house or external training (workshops, courses) | Self-Paced training packages |
| • Sharing information gained from formal studies | Hands on job training |
| • Learning & skills sharing | Conferences |
| • Visitors from local areas | Meeting discussions |
| • Reading professional publication & websites | Viewing professional DVD’s |
| • Engage in professional reflection (journals) | Readings |

Multi-skilling

- All staff will have the opportunity to experience each of the rooms operating across both age groups. This will be achieved via the rotation of staff at the beginning of each calendar year. Staff 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. Where possible, one person familiar to the children will remain in the room.
- All staff members shall have the opportunity to undertake higher duties, giving them greater access to skills development.
- The Nominated Supervisor will ensure that any programming sessions maximise the exchange of knowledge, ideas and experiences among staff and that all efforts are made to invite outside professionals, where necessary or desirable, to further support staff development.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

Children (Education and Care Services) National Law NSW

- 126 - Centre-based services – general educator qualifications
- 136 - First Aid Qualifications
- 137 - Approval for Qualifications
- 138 - Application for qualification to be assessed for inclusion on the list of approved qualifications
- 147 - Staff members

SOURCE LIST

This section contains websites, industry bodies, or Legislation that have been used to assist in sourcing the information for this policy. It also acts as a guide to sourcing further reading on each relevant policy.

- [Education and Care Services National Regulation](#)
- [National Quality Standard](#)
- [Revised National Quality Standard](#)
- [Child Care Staff: Learning and Growing Through Professional Development](#)
- [Newsletter of the National Childcare Accreditation – Issue 22 - Professional development for staff, carers and managers](#)
- Raban, B., Nolan, A et al (2007), Building Capacity Strategic professional development for early childhood practitioners. Thomson Social Science Press. Melbourne.
- Waniganayake, M., Harrison, L., et al (2008) Practice Potentials: Impact of participation in professional development and support on quality outcomes for children in childcare centres. Canberra: Professional Support Coordinators Alliance, Access Macquarie and Department of Education, Employment and Workplace Relations. (p128)

RELATED POLICIES

- 1.01 Educational Curriculum Policy
- 4.05 Educational Leader Policy

POLICY REVIEW

The review schedule has been developed using a risk assessment methodology with consideration given to sector, industry, and legislative changes.

Date reviewed	Policy changed		Modifications	Next Review Date
July 2018	Yes	No	None	July 2019