

CURRICULUM (PEDAGOGY) & EDUCATORS TRAINING POLICY

The contribution of professional development to developing practice can be a source of deep professional satisfaction, for both individual practitioners and services collectively. Through developing our capacity to link theory to practice, we deepen our understanding of the value and significance of our work. In turn, this sustains our commitment and enthusiasm and capacity to keep growing professionally and personally.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
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 defined 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 SERVICES NATIONAL REGULATIONS	
168	Education and care service must have policies and procedures.

RELATED POLICIES

Code of Conduct Policy In-Service & Staff Development Policy	Work Health & Safety Policy
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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 service.

We aim to implement a process for providing effective professional development opportunities based on employees’ strengths, interests, and goals.

SCOPE

This policy applies to staff and management of the service.

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 services, 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
- 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)
- Educator and management exchanges between services,
- Provision of appropriate resources (books, movies, documentaries etc.),

Management/ Nominated Supervisor will

- Ensure all staff, educators and management attend a minimum of 4 in-service training events each year.
- Ensure as a minimum that Primary Contact Educators update their Child Protection training every 18 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 service). Only in-services which are beneficial to the service and other educators and approved by NESAs will be approved for payment, at the discretion of the Educational Leader.
- Approve any additional professional development cost requested above the minimum expected training on an individual basis.

Educators will

- Attend a minimum of 4 in-services events each year.
- Keep their First Aid Training current and supply the service with current certificates.
- Ensure Asthma and Anaphylaxis training is kept up to date every 3 years.
- Ensure CPR 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 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.

Sources

Australian Children’s Education & Care Quality Authority 2014
 Belonging, Being and Becoming: The Early Years Learning Framework for Australia 2009
 Child Care Central. Learning and Growing Through Professional Development. (No longer available)
 Early Childhood Australia Code of Ethics 2016
 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2017
 Guide to the National Quality Standard 2017
 Revised National Quality Standard 2018

REVIEW

POLICY REVIEWED	April 2019	NEXT REVIEW DATE	April 2020
MODIFICATIONS	<ul style="list-style-type: none"> • Additional information added to points • Duplicated information deleted • Sources checked for currency – deleted inactive URL • Sources/references corrected, updated, and alphabetised 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
April 2018	<ul style="list-style-type: none"> • No significant adjustments required • Added the ‘related policies’ list 	April 2019	
October 2017	<ul style="list-style-type: none"> • Updated references to comply with the revised National Quality Standard 	April 2018	
April 2017	<ul style="list-style-type: none"> • Minor changes and additions made 	April 2018	