

In-Service & Staff Development Policy

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 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	
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

RELATED POLICIES

Code of Conduct Policy Curriculum (Pedagogy) & Educators Training Policy	Record Keeping & Retention Policy
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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, 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 reflection, ongoing professional learning and support research that builds knowledge and that of the profession.

Management will ensure:

- The roster supports at least one educator who holds a recognised and current first aid qualification including CPR, child protection, asthma and anaphylaxis management training.
- A budgeted amount is available to provide relevant training to educators and staff.

- All professional development completed by educators and staff is recorded and relevant materials and information to enhance skills and knowledge is passed on to colleagues.
- The Nominated Supervisor undertakes professional development in accordance with National Regulations and the individual professional development plan.
- A variety of professional development for educators and staff is provided which includes current research and readings, team meeting discussions, in-house training, networking, conferences, etc.
- 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.
- 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 12-18 months to maintain skills and knowledge required by National Regulations and best practice.
- 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.
- 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.

Educators will:

- Keep up to date with Child Protection training ensuring currency and compliance.
- 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 Educational Leader regarding the in-services and training.

Example of professional development resources and experiences

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
Knowledge and skills sharing	Conferences
Visitors from local areas	Meeting discussions
Reading professional publication & websites	Viewing professional DVD's
Engage in professional reflection (journals)	Reading recently published text books
Subscribing to professional newsletters	

Sources

- Australian Children's Education & Care Quality Authority. (2014)
- 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	May 2019	NEXT REVIEW DATE	May 2020
MODIFICATIONS	<ul style="list-style-type: none"> • Additional information added to points • Sources/references alphabetised • Minor formatting for consistency throughout policy 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
May 2018	<ul style="list-style-type: none"> • Minor grammatical changes made to content (Not critical to its delivery) 	May 2019	
October 2017	<ul style="list-style-type: none"> • Updated references to comply with the revised National Quality Standard 	May 2018	
May 2017	<ul style="list-style-type: none"> • Added the importance of professional development • Added responsibilities and different meanings of professional development 	May 2018	