

## IN-SERVICE AND STAFF DEVELOPMENT POLICY

Professional development is a term used which includes workshops, conferences, in-services, 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.

### 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 POLICIES

Code of Conduct Policy Child Protection Policy	Curriculum (Pedagogy) and Educators Training Policy Record Keeping and 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 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 Regulations and their individual professional development plan
- a budgeted amount is allocated and available to provide relevant training to educators and staff
- 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
- all professional development completed by educators and staff is recorded in individual staff records 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
- 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.

#### **THE NOMINATED SUPERVISOR/ RESPONSIBLE PERSON WILL ENSURE:**

- 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 ACECQA approved first aid, qualification and ACECQA approved emergency asthma and anaphylaxis management qualifications at all times
- ensure CPR refresher training is completed annually
- provide documentation of all qualifications to the Approved Provider
- 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

**EDUCATORS WILL:**

- keep up to date with Child Protection training ensuring currency and compliance
- 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
- seek assistance and direction from the Service's Educational Leader regarding options for in-services and other professional learning training

**EXAMPLE 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	Conferences
Visitors from local areas	Meeting discussions
Reading professional publication and websites	Viewing professional DVD's
Engage in professional reflection (journals)	Reading recently published ECE texts
Subscribing to professional newsletters	Inquiry conversations

**SOURCE**

Australian Children's Education & Care Quality Authority. (2014).

Australian Government Department of Education, Skills and Employment. *My Time, Our Place- Framework for School Age Care in Australia*. (2011).

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. (2020)

Revised National Quality Standard. (2018).

## REVIEW

POLICY REVIEWED	MAY 2020	NEXT REVIEW DATE	MAY 2021
MODIFICATIONS	<ul style="list-style-type: none"> <li>• re-wording of some sentences to improve flow of text</li> <li>• additional content added</li> <li>• additional regulation related to Child Protection law and FDC qualifications</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
May 2019	New policy drafted for Out of School Hour Care		May 2020