

CURRICULUM, PEDAGOGY & EDUCATION TRAINING POLICY

The contribution of professional development to developing practice can be a source of deep professional satisfaction, for both individual practitioners and Out of School Hours Care 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	
84	Awareness of child protection law
118	Educational Leader
126	Centre-Based services- general educator qualifications

136	First Aid qualifications
168	Education and care service must have policies and procedures.

RELATED POLICIES

Code of Conduct Policy In-Service and Staff Development Policy	Work Health and 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 OSHC 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 OSHC Service.

IMPLEMENTATION

Working with young children and families is complex and challenging work. Current research in the field of brain science, the developments in theoretical perspectives and approaches to early childhood education and school age primary 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 OSHC Service, 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 agency or trainer (training organization must through an approved RTO)
- external workshops, seminars and conferences
- online training through e-modules and webinars
- on-the-job training (e.g. through changes in role or through exchange of information between educators/staff)
- educator and management exchanges between OSHC Services
- provision of appropriate resources (books, movies, documentaries etc.),

MANAGEMENT/NOMINATED SUPERVISOR WILL:

- encourage professional growth for all staff to improve the learning outcomes for children
- implement best practice to ensure all staff develop their own professional learning plan
- support Educators to further their professional growth and achieve accreditation under the Australian Professional Standards for Teachers
- link professional development to areas identified in the Quality Improvement Plan
- facilitate reflective practice as a form of ongoing professional learning for all staff
- ensure, as a minimum, that all staff update their Child Protection training every 12-18 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 OSHC 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:

- develop a professional learning plan identifying their needs and areas for development
- undertake ACECQA approved First Aid qualifications every three years and supply the Service with current certificates
- ensure ACECQA approved Asthma and Anaphylaxis management training is kept up to date every 3 years
- ensure CPR refresher training is completed 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.

SOURCE

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

Australian Institute for Teaching and School Leadership, aitsl. (2017).

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

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

Early Childhood Australia Code of Ethics. (2016).

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2020)

Guide to the National Quality Standard. (2017).

Revised National Quality Standard. (2018).

REVIEW

POLICY REVIEWED	April 2020	Next review date	April 2021
MODIFICATIONS	Additional regulations added Inclusion of Educational Leader Additional content related to Australian Professional Standards for Teachers Additional content added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
April 2019	Additional information added to points. Duplicated information deleted. Sources checked for currency – deleted inactive URL. Sources/references corrected, updated, and alphabetised.	April 2020	
April 2018	Minor terminology and grammatical adjustments made to further support understanding and implementation Included the list of related policies	April 2019	
October 2017	Updated the National Quality Standard references to comply with revised standard	April 2018	
April 2017	Minor changes and additions made	April 2018	