

IN-SERVICE AND STAFF DEVELOPMENT POLICY

Professional development is a term used which includes workshops, conferences, in-service 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 Curriculum (Pedagogy) and Educators Training Policy	Retention of Records 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 [as required in South Australia]
- 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 NESA 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
- 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
- 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.

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 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
- attend a minimum of 4 professional development/ in-service training events 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
- develop a culture of learning through reflective practice within the service to drive continuous improvement

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
- attend a minimum of 4 professional development/ in-services training over a 12-month period for permanent-part time and casual staff
- 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

In-house or external training (workshops, courses)

Sharing information gained from formal studies

Knowledge and skills sharing

Conferences

Visitors from local areas

Reading professional publication and websites

Viewing professional DVD's

Mentoring and coaching programs

Self-paced training packages

Hands-on job training

e-learning modules

webinars

Meeting discussions

Inquiry conversations

Reading recently published ECE texts

Engage in professional reflection (journals)

Subscribing to professional newsletters

Source

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

Australian Government Department of Education, Skills and Employment. *Belonging, Being and Becoming: The Early Years Learning Framework for Australia.* (2009).

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"> re-wording of some sentences to improve flow of text additional content added additional regulation related to Child Protection law 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
May 2019	<ul style="list-style-type: none"> Additional information added to points. Sources/references alphabetised. Minor formatting for consistency throughout policy. 	May 2020	
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	