

PROFESSIONAL DEVELOPMENT POLICY

Professional development is a term used which includes workshops, conferences, in-service 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	
84	Awareness of child protection law
118	Educational Leader
127	Family day care 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.

Victorian Child Safe Standards	
Standard 1	Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued
Standard 2	Child safety and wellbeing is embedded in organisational leadership, governance and culture
Standard 3	Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously
Standard 4	Families and communities are informed, and involved in promoting child safety and wellbeing
Standard 5	Equity is upheld and diverse needs respected in policy and practice
Standard 6	People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice
Standard 7	Processes for complaints and concerns are child focused
Standard 8	Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training
Standard 9	Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed
Standard 10	Implementation of the Child Safe Standards is regularly reviewed and improved
Standard 11	Implementation of the Child Safe Standards is regularly reviewed and improved

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	See all related legislation for Child Care Provider Handbook in Appendix 1 https://www.education.gov.au/child-care-provider-handbook-0

RELATED POLICIES

CCS Person Policy CCS Governance Policy Code of Conduct Policy Curriculum (Pedagogy) and Educators Training Policy	First Aid Policy Enrolment Policy Payment of Fees 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 the Approved Provider, Coordinator/Educational Leader, Educators, and Educator Assistants of the Family Day Care 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.

The Approved Provider/Coordinator will ensure:

- the nominated supervisor and administration staff are aware of Family Assistance Law legislation, enrolment processes and management of Child Care Subsidy as detailed in the *Child Care Provider Handbook* and keep up to date with changes and additions to the administration of Child Care Subsidy
- the FDC educator, coordinator and educator assistant hold the following qualifications
 - ACECQA approved and current first aid qualification including CPR
 - ACECQA approved and current emergency asthma management training
 - ACECQA approved current anaphylaxis management training
- ensure all FDC educator and educator assistants' Child Protection training is valid and updated every 12-18 months to maintain skills and knowledge required by National Regulations and best practice
- FDC educators and educator assistants undertake professional development in accordance with National Regulations and their individual professional development plan
- all professional development completed by FDC coordinators and FDC educators is recorded
- relevant materials and information to enhance skills and knowledge is shared with other colleagues where possible

- a variety of professional development for FDC educators is provided which includes current research and readings, FDC team meeting discussions, in-house training, networking, conferences, etc.
- mentoring programs and management support networks are implemented for FDC educators and educator assistants to receive guidance and inspiration
- they are positive role models for FDC educators and educator assistants
- FDC educators and educator assistants are supported to attend professional development by committing resources in order to develop new skills and knowledge that can be shared within the FDC Scheme
- ensure all FDC educator and educator assistants attend a minimum of 2 professional development and /or in-service courses over a 12-month period.
- collaborate with FDC educators and educator assistants to identify training needs across the service and source appropriate training and mentoring
- ensure strategies are implemented by FDC educators and educator assistants to make practical use of the information gained from professional development

The Educational Leader will:

- review the Professional Development cycle with Nominated Supervisor for the service
- meet with FDC educators and discuss outcomes of the *Ambitions and Reflections Plan*
- complete the simple SWOT analysis for each educator (Strengths, Opportunities, Weaknesses and Threats).
- maintain the Professional Development Record for each educator following the completion of training and workshops
- complete a Professional Development Plan with each educator and discuss with the Nominated Supervisor
- source and schedule in-services, webinars, workshops and other professional development opportunities as per educator Professional Development Plan
- facilitate educators to share new knowledge and skills learnt at training and workshops with other FDC educators at Network meetings

Educator/Educator assistant 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
- complete annual adrenaline auto injector training through ASCIA
- attend a minimum of 4 professional development and/or in-service courses over a 12-month period.
- seek assistance and direction from the Approved Provider/ Coordinator regarding the in-services and training
- participate in professional learning about Family Assistance Law and Child Care Subsidy
- engage in the Professional Development Plan activities with the Educational Leader as per the Professional Development Agenda, including completing the *Ambitions and Reflections* form, and completing in the Professional Development Plan with the Educational Leader
- following the attendance of training and workshops, complete a Professional Development Review form

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
webinars	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).
 Australian Government Department of Education Skills and Employment Child Care Provider Handbook <https://www.education.gov.au/child-care-provider-handbook-0>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011).

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Framework. (2017). (Amended 2020).

Revised National Quality Standard. (2018).

REVIEW

POLICY REVIEWED BY	Shamsa Hassan	Approved Provider	
POLICY REVIEWED	MAY 2022	NEXT REVIEW DATE	MAY 2023
MODIFICATIONS	- policy maintenance - no major changes to policy - minor formatting edits within text - hyperlinks checked and repaired as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
AUGUST 2021	- Update of Related Legislation - Update of Related Policies - Check of links within policy		MAY 2022
MAY 2021	- merged <i>Curriculum (Pedagogy) and Educators Training Policy</i> into this policy to prevent duplication of information/policy - sources checked for currency		MAY 2021
DECEMBER 2020	Update of Policy Name- Professional Development Policy Additional references to Professional Development resources Addition of Educational Leader content		MAY 2021
MAY 2020	re-wording of some sentences to improve flow of text additional content added additional regulation related to Child Protection law and FDC qualifications		MAY 2021
MAY 2019	New policy drafted for Family Day Care services		MAY 2020