

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 Family Day 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.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
84	Awareness of child protection law
126	Centre-Based services- general educator qualifications
136	First Aid qualifications
168	Education and care services must have policies and procedures
169	Additional policies and procedures – family day care service

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 POLICIES

Code of Conduct Policy Engagement and Registrations of FDC Educators Policy In-Service and Staff Development Policy Keeping a Register of Family Day Care Educators Policy	Monitoring Support and Supervision of FDC Educators and Assistants Policy Provision of Information Assistance Training to Family Day Care Educators 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 Dalas Family Day Care 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 the Approved Provider, Coordinator, Educators and Educator Assistants of Dalas Family Day Care Service.

IMPLEMENTATION

Working with young children and families is complex and challenging work. Current research in the field of brain science and the developments in theoretical perspectives and approaches to early childhood 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 FDC Services, 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 FDC Educators and Educator Assistants and may include:

- mentoring by appropriate Coordinators or other staff
- in-house workshops run by an external agency or trainer ((training organization must through an approved RTO)
- online training through e-modules and webinars
- external workshops, seminars or conferences
- formal TAFE, college or University courses
- on-the-job training (e.g. through changes in role or through exchange of information between educator/educator assistant/coordinator)
- provision of appropriate resources (books, movies, documentaries etc.).

The Approved Provider/Coordinator will:

- encourage professional growth for all FDC Educators and Educator Assistants to improve the learning outcomes for children
- implement best practice to ensure all staff develop their own professional learning plan

- support FDC 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 FDC Educators within the service
- ensure all FDC Educators and management attend a minimum of 4 in-service training events each year
- ensure FDC Educators and Educator Assistants update their Child Protection training every 12-18 months, or as legislative changes are made as a minimum to ensure knowledge is current.
- support FDC Educators and Educator Assistants 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 FDC Educators and Educator Assistants 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 FDC 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.
- approve any additional professional development cost requested above the minimum expected training on an individual basis.

The FDC Educator/Educator assistant will:

- attend a minimum of 2 in-services events each year.
- undertake ACECQA approved First Aid qualifications every three years and supply the FDC Coordinator 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.
- be willing to present their newly acquired skills and knowledge with 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. *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*. (2009).

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	August 2021	NEXT REVIEW DATE	August 2022
MODIFICATIONS	Additional regulations added Inclusion of Educational Leader Additional content added		
POLICY REVIEWED	August 2021	NEXT REVIEW DATE	August 2021
August 2020	Changes/editing to wording Review of policy to ensure compliance of Education and Care National Regulations New policy drafted for Family Day Care Policy purchased from Child Care Desk top		August 2021