

In-Service & Staff Development Policy

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 areas of strengths and area requiring improvement.

National Quality Standards (NQS)

Quality Area 4: Staffing Arrangements	
4.1	Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing
4.2	Educators, coordinators and staff members are respectful and ethical

Quality Area 7: Leadership and Service Management	
7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.
7.2	There is a commitment to continuous improvement.
7.3	Administrative systems enable the effective management of a quality Service.

Education and Care Services National Regulations	
118	Educational Leader
126	Centre-Based services – general educator qualifications
136	Approval of qualifications
138	Application for qualification to be assessed for inclusion on the list of approved qualifications

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.

We believe in continuous improvement, implementing a process 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 ECA Code of Ethics suggests that in relation to being professional, educators will take responsibility for articulating 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 educator who holds a current first aid qualification including CPR, child protection, asthma and anaphylaxis management training
- A budgeted amount is available to provide relevant training to educators and staff
- To record all professional development completed by educators and staff and pass on relevant material to enhance skills and knowledge
- The Nominated Supervisor undertakes professional development in accordance with National Regulations and the individual professional development plan
- Provide a variety of professional development for educators and staff which includes: current research and readings, team meeting discussions, in-house training, networking, conferences etc
- Educators and staff have the opportunity to experience different rooms/Services under the one company. This shall be achieved through rotation of educators and staff at the beginning of each calendar year. However, rotation may occur at other times of the year when deemed necessary. 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/Services. Where possible, one person familiar to the children will remain in the room.
- Mentoring programs and management support networks are implements for educators and staff to ensure guidance and inspiration
- They are positive role models for Educators and staff

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 first aid (including CPR), asthma and anaphylaxis training at all times
- Attend a minimum of 4 professional development courses 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

Educators will:

- Keep up to date with Child Protection training ensuring currency and compliance
- Hold a current first aid (including CPR), asthma and anaphylaxis training at all times
- Attend a minimum of 4 professional development courses over a 12 month period
- Permanent-part time and casual staff (other than relief staff) are to attend a minimum of 1 in-service per calendar year.
- Seek assistance and direction from the Service’s Educational Leader regarding the in-services and training.

Example of professional development resources and experiences

Networking with other services & professionals	Mentoring and coaching programs	In-house or external training such as workshops seminars and short courses	Self-paced training packages	Sharing information gained from formal tertiary studies with colleagues
Learning and skill sharing between early childhood professionals within the service	Hands on and on the job training	Attended at conferences	Guest speakers and visitors from the local area	Family members sharing expertise
Meeting discussions	Reading professional publications and websites	Viewing professional DVD’s	Engaging in professional reflection activities such as keeping a reflective journal	Educational Reading

Source

- Australian Children’s Education & Care Quality Authority. (2014).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,
- ECA Code of Ethics.
- Guide to the National Quality Standard.

Review

Next Policy Review Date
November 2017