

STAFF PROFESSIONAL DEVELOPMENT & TRAINING POLICY



Related Quality Area	QA7: Governance and Leadership QA5: Staffing Arrangements
Related Policies	Code of Conduct Policy

PURPOSE

Professional development is a term used which includes workshops, conferences, in-services, 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.

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 Centre

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.

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 trainer
- External workshops, seminars etc.
- On-the-job training (e.g. through changes in role or through exchange of information between educators/staff)
- Educator and management exchanges between Centres,
- Provision of appropriate resources (books, movies, documentaries etc.)

Support to pursue formal qualifications

The Centre will always endeavor where possible to support staff gaining further relevant qualifications. The Centre will at all times have in place a current workplace agreement which sets out what entitlements staff engaging in further studies may be entitled to. Staff wishing to pursue further study are expected to discuss the options with the Director prior to commencing. In order to accommodate staff rosters, it is important that staff discuss the study/course requirements as far in advance as possible (preferably 6 months).

Where staff is supported (paid at their regular wage) to undertake placement blocks outside of NFC, it is expected that the educator continues employment with NFC:

- For 6 months for Diploma qualified educators
- For 12 months for Bachelor qualified educators

Should an educator decide to end their employment with NFC prior to this commitment period, NFC management may request compensation equivalent to the salary expended to cover the educator's study leave/placement blocks.

Management will ensure:

- The roster supports at least one educator who holds a recognised and 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.
- All professional development completed by educators and staff is recorded and relevant materials and information to enhance skills and knowledge is passed on to colleagues.
- The Nominated Supervisor undertakes professional development in accordance with National Regulations and the individual professional development plan.
- A variety of professional development for educators and staff is provided 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. 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.
- 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 Centre.

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 3 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 Centre 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.
- Support Educators to undertake WHS training as a part of their in-service training.
- Approve any additional professional development cost requested above the minimum expected training on an individual basis.

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.
- Permanent part time to attend a minimum of 2 professional development courses or training per calendar year.
- Attend a minimum of 3 professional development/ in Service training over a 12 months period
- Attend any required training set by management to enhance educator's skills and knowledge
- Seek assistance and direction from the Centre's Educational Leader regarding the in-services and training.
- 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.

Performance Management

- The Nominated Supervisor will complete a performance appraisal for all educators and staff every 12 months. In addition, the Nominated Supervisor will complete a performance appraisal for new educators and staff after they have completed 3 months at the Centre. The educator or staff member and the Nominated Supervisor will agree on a mutually acceptable date at least 2 weeks prior to the appraisal meeting.
- The appraisal process will be used as a tool:
 - to ensure educators and staff are aware of their duties and responsibilities.
 - to discuss the level of performance expected. (The appraisal process is the best way to show evidence of continued poor work performance and allows formal written warnings to occur if necessary.)
 - for identifying professional development and training needs.
- The appraisal meeting will be linked to the educator's job description and will include:
 - an appraisal of the educator's performance in relation to their job description.
 - review and if necessary clarification of the job role and its expectations.
 - self-assessment of performance by the educator or staff member.
 - two-way feedback between the Nominated Supervisor and educator or staff member.
 - discussion of future opportunities within the position.
 - discussion on an action plan for further training.
 - feedback about how the appraisal process could be improved.

Example of professional development resources and experiences

Networking with other services & professionals
 In-house or external training (workshops, courses)
 Sharing information gained from formal studies
 Knowledge and skills sharing
 Visitors from local areas
 Reading professional publication & websites
 Engage in professional reflection (journals)
 Subscribing to professional newsletters

Mentoring & coaching programs
 Self-paced training packages
 Hands-on job training
 Conferences
 Meeting discussions
 Viewing professional DVD's
 Reading recently published text books

NEXT REVIEW DATE: August 2024

REVIEW

POLICY REVIEWED BY	Judy Rondon Parents Committee members Educators		August 2023
POLICY REVIEWED	August 2023	NEXT REVIEW DATE	August 2024
MODIFICATIONS	<p>Educators will:</p> <ul style="list-style-type: none"> Permanent part time to attend a minimum of 2 professional development courses or training per calendar year. Attend a minimum of 3 professional development/ in Service training over a 12 months period <p>A Nominated Supervisor will:</p> <ul style="list-style-type: none"> Attend a minimum of 3 professional development courses over a 12-month period. 		
POLICY REVIEWED BY	Judy Rondon Parents Committee members	Director	March 2022
POLICY REVIEWED	March 2022	NEXT REVIEW DATE	March 2024
MODIFICATIONS	<p>Where staff is supported (paid at their regular wage) to undertake placement blocks outside of NFC, it is expected that the educator continues employment with NFC:</p> <ul style="list-style-type: none"> For 6 months for Diploma qualified educators For 12 months for Bachelor qualified educators <p>Should an educator decide to end their employment with NFC prior to this commitment period, NFC management may request compensation equivalent to the salary expended to cover the educator's study leave/ placement blocks.</p>		

POLICY REVIEWED BY	Judy Rondon	Director	March 2025
POLICY REVIEWED	March 2025	NEXT REVIEW DATE	March 2027
MODIFICATIONS	<ul style="list-style-type: none"> • sources checked for currency and updated as required 		