

Ballina River Street Children’s Centre

Curriculum (Pedagogy) & Educators Training Policy

The contribution to developing practice through professional development can be a source of deep professional satisfaction - for both individual practitioners and Services collectively.

Through developing our capacity to link theory and practice, we deepen our understanding of the value and significance of our work.

In turn, this sustains our commitment, our 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 defines, 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
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

Children (Education and Care Services) National Law NSW

168	Education and care service must have policies and procedures.
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PURPOSE

It is vital for Teachers, educators and staff members to be involved in professional growth in the early childhood sector to allow greater efficiency in the operation of our Service(BRSCC).

We aim to implement a process for determining significant and effective professional development opportunities based on employee's strengths, interests and goals.

SCOPE

This policy applies to children, families, teachers, educators, staff, management and visitors of the Service(BRSCC).

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 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 early childhood teachers and educators who bring a high skill level, appropriate qualifications and a varying amount of experiences to help implement 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 all teachers/educators and staff and may include:

- mentoring by appropriate teachers/educators/staff
- in-house workshops run by an external trainer
- External workshops, seminars etc.
- Formal TAFE, college or University courses
- On-the-job training (e.g. through changes in role or through exchange of information between teachers/educators/staff)
- Educator and management exchanges between Service(BRSCC)
- Provision of appropriate resources

Management/Nominated Supervisor will

- Ensure all teachers, educators, staff and management attend a minimum of 4 in-services (staff meetings training, training with Educational Leader or Centre Director)
- Ensure that Teachers and Educators update their Child Protective training course every year (in-service training or webinar) to ensure knowledge is current.
- Support Teachers/Educators 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.
- Approve any additional professional development cost requested, above the minimum expected training.

Teachers and Educators will:

- Attend a minimum of 4 in-services
- Keep their First Aid Training current and supply the Service(BRSCC) with valid certificates.
- Ensure Asthma and Anaphylaxis training is kept up to date every 3 years.
- Attend any required training set by management to enhance educator’s skills and knowledge.
- 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 Analysis showing their commitment to reflective practice. Embracing it as ongoing 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).
- 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.
- Learning and Growing Through Professional Development
http://www.cscentral.org.au/Resources/PSCAPD_Resource.pdf
- Early Years Learning Framework
- Revised National Quality Standards
- Childcare Centre Desktop Policies – www.childcarecentredesktop.com.au

Review

Policy Reviewed	Modifications	Next Review Date
October 2017	Changes made to policy format and updated references to comply with the revised National Quality Standard	April 2018