

# Ballina River Street Children’s Centre

## In-Service & Staff Development Policy

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 areas of strengths and area requiring improvement.

### National Quality Standard (NQS)

Quality Area 7: Governance and Leadership		
7.1.1	<b>Service philosophy and purposes</b>	A statement of philosophy guides all aspects of the service’s operations
7.1.2	<b>Management Systems</b>	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.2	<b>Leadership</b>	Effective leadership builds and promotes a positive organisational culture and professional learning community
7.2.1	<b>Continuous improvement</b>	There is an effective self-assessment and quality improvement process In place
7.2.2	<b>Educational leadership</b>	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle
7.2.3	<b>Development of professionals</b>	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	
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.

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 teachers/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 Teachers, Educators, Staff and Management of the Service(BRSCC)

## **IMPLEMENTATION**

The ECA Code of Ethics suggests that in relation to being professional, teachers, educators will take responsibility for articulating their professional values, knowledge and practice and the positive contribution to the early childhood profession. Teachers and 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 teachers, 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 teachers, educators and staff which includes: current research and readings, team meeting discussions, in-house training, networking, conferences etc
- Teachers and Educators have the opportunity to experience different rooms. 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. Where possible, one person familiar to the children will remain in the room.
- Mentoring programs and management support networks are implements for teachers, educators and staff to ensure guidance and inspiration
- They are positive role models for Teachers, Educators and staff
- Educators are supported to attend professional development by committing time and resources in order to develop new skills and knowledge

### **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 Teachers, Educators and Staff
- Collaborate with the Educational Leader to identify training needs across the service(BRSCC) and source appropriate training and mentoring for teachers and educators
- Ensure strategies are implemented by Teachers and Educators to make practical use of the information gained from professional development.

### Teachers and 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
- 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 & Coaching programs
In-house or external training (workshops, courses)	Self-Paced training packages
Sharing information gained from formal studies	Hands on job training
Learning & skills sharing	Conferences
Visitors from local areas	Meeting discussions
Reading professional publication & websites	viewing professional DVD’s
Engage in professional reflection (journals)	Readings

### 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.
- Revised National Quality Standards
- Childcare Centre Desktop Policies – [www.childcarecentredesktop.com.au](http://www.childcarecentredesktop.com.au)

### Review

Policy Reviewed	Modifications	Next Review Date
January 2018	Changes to policy format and added the importance of professional development, added responsibilities and different meanings of professional development and Updated references to comply with the revised National Quality Standard	May 2018

Continued:

# Professional Learning Plan

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Name of Teacher/Educator						
Professional Development Needs	Professional Learning Approaches	Priority (Low/Medium/High)	Name/Company of Professional Development	Date to be completed	Cost	Copy of Certificate Y/N