

Educators Training and Curriculum 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 Standards (NQS)

Quality Area 4: Staffing Arrangements	
4.2	Educators, coordinators and educators are respectful and ethical.
4.2.1	Professional standards guide practice, interactions and relationships.
4.2.2	Educators, coordinators and educators work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Quality Area 7: Leadership and Management	
7.2.2	The performance of educators, coordinators and educators is evaluated and individual development plans are in place to support performance improvement.
7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.

Education and Care Services National Regulations	
168	Education and care service must have policies and procedures

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 our Service. We aim to implement a process for determining significant and effective professional development opportunities based on employees strengths, interests and goals.

SCOPE

This policy applies to children, families, staff, management and visitors of the 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 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 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 educators and staff and may include:

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

Management/Nominated Supervisor will

- Ensure all staff, educators and management attend a minimum of 4 in-services
- Ensure as a minimum that Primary Contact Educators update their Child Protective training course every 18 months as a minimum to ensure knowledge is current.
- Support 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.
- Support Educators in furthering their professional skills and knowledge by paying for required training set by management. (Travel will be at the staff and educator's own expense). Management requires approval before any confirmation is granted.
- Approve all in-services prior to booking (which are paid for or subsidised by the Service). Only in-services, which are beneficial to the Service and other Educators, will be approved for payment, at the discretion of the Educational Leader.
- Approve any additional professional development cost requested, above the minimum expected training.

Educators will:

- Attend a minimum of 4 in-services in any one year
- Keep their First Aid Training current and supply the Service with valid certificates.
- Ensure Asthma and Anaphylaxis training is kept up to date every 3 years
- Ensure CPR is kept up to date annually
- 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

Jurisdiction specifications for each state

Victoria (VIC)
<ul style="list-style-type: none">• No jurisdictions specification

Source

<ul style="list-style-type: none">• 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.
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- 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

Review

Policy Review Date

September 2018