

Warradale Community Children's Centre acknowledges the traditional custodians of the land we live on today and we pay our respects to the Aboriginal and Torrens Strait Islander People past, present and emerging.



Staff Development Policy

National Quality Standard (NQS)

| Quality Area 7: Governance and Leadership | | |
|---|--------------------------------|---|
| 7.1.1 | Service Philosophy and Purpose | 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 defined 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, Coordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development. |
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Education and Care Services National Regulations

| Children (Education and Care Services) National Law | |
|---|---|
| 118 | Educational Leader |
| 126 | Centre based services- General Educators qualifications |
| 136 | Approval of qualifications |
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Aim

Warradale Community Children's Centre is committed to a culture of excellence and a working environment which enables staff to develop their skills and effectiveness within the service. 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.

Implementation

Early Childhood Australia's 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, on-going professional learning and support research that builds knowledge and that of the profession.

Leadership will:

- Be a positive role model to all educators and staff.
- Commit to building a workforce of highly skilled employees.
- Collaborate with the Educational Leader to identify training needs across the centre and to source appropriate training and mentoring opportunities for educators.
- Identify the professional development needs of educators. This can be achieved by observing performance, undertaking formal and informal discussions with staff, analysing performance in relation to expectations and completing, with the staff member, the annual Professional Development Review (PDR) as part of the Performance Review and Planning process.
- Ensure that educators undertake any compulsory training to meet legislative and other requirements.

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- Assess and implement cost-effective methods for meeting the professional development needs of staff.
- Arrange the provision of professional development programs which meet the needs of the educators and the Centre's goals.
- Observe new areas of developmental need in the workplace, especially in response to change.
- Evaluate the outcomes of staff professional development and provide feedback to the educators in relation to their personal and professional development.
- Ensure equity principles are upheld in providing staff access to professional development opportunities by keeping a table of opportunities provided for training.
- Facilitate the transfer of, and use of skills introduced at professional development training, by following up with staff members who attend professional development training to assist with transfer of learning to on-the-job application.
- Ensure that training and development is always included in the Centre's budgets.
- Encourage the use of study support provisions so that educators may acquire relevant formal qualifications as laid out in the Warradale Community Children's Centre's Enterprise Bargaining Agreement.

Educators will:

- Hold HLTAID012 - Childcare First Aid & CPR and Mandatory Reporting qualifications at all times.
- Attend Centre staff meetings and in – house training sessions.
- Set goals during their PDR that feed into their training needs.
- Keep abreast of current theories and practices, collaborating with the Educational Leader or Director to source training availabilities.
- Complete the evaluation on the Professional Development Feedback form and hand to the Director.
- Report on the learning or provide in house learning at the staff meeting after their training opportunity.

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- Have the opportunity to experience different age ranges/rooms. This shall, whenever possible, be at the beginning of the year. Continuity of care of the children will be the Primary consideration when moving educators. At least one familiar person to the children will remain within the room.

Source

Australian Children's Education & Care Quality Authority
Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
ECA Code of Ethics.
Revised National Quality Standard 2018
Australian Catholic University
Child Care Staff: Learning and Growing through Professional Development:
<https://www.ecrh.edu.au/docs/default-source/resources/ipsp/child-care-staff-learning-and-growing-through-professional-development.pdf?sfvrsn=6>

Record of Policy Adoption and Amendment:

| Version | Date | Details | Author | Next Review Date |
|---------|-----------|--|---------------------|------------------|
| 1.0 | 16/4/2020 | Policy developed | Trish Cook | April 2022 |
| 1.2 | 3/8/2023 | Policy updated current First Aid title corrected | Stephanie Bilsborow | 3/12/2024 |