

P7-10: Professional Development Policy

Professional development is a term used which includes, but is not limited to, workshops, conferences, in-service training sessions, formal studying, readings, and professional research. The contribution of professional development to developing practice can be a source of deep professional satisfaction, for both individual practitioners and QDPA collectively. A commitment by early childhood educators to ongoing professional development is the key to effective continuous improvement and the provision of quality early education. Engaging in professional development helps to identify individual educator's areas of strengths and areas requiring further support.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
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.
7.2	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.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 162(A)	Child protection training- each nominated supervisor and each person in day-to-day charge and each family day care co-ordinator to have completed the child protection training required or under law for this jurisdiction
84	Awareness of child protection law



118	Educational leader
126	Centre-Based services – general educator qualifications
136	First Aid qualifications
138	Application for qualification to be assessed for inclusion on the list of approved qualifications
168	Education and care service must have policies and procedures.

RELATED POLICIES

Code of Conduct Policy Enrolment Policy Fees Policy	Record Keeping and Retention Policy Staff Selection, Recruitment & Induction Policy Staffing Arrangement Policy
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PURPOSE

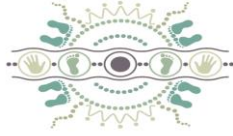
Professional development allows individuals to build and improve their knowledge and skills within the early education profession whilst keeping up to date with current research and recommended practice. The early education professional continues to evolve. These changes impact on licensing and assessment 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 early education 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, approved provider, nominated supervisor and management of the Service.

IMPLEMENTATION

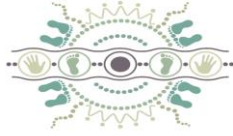
The Early Childhood Australia (ECA) Code of Ethics suggest that in relation to being professional, educators will take responsibility for reflecting on and assessing their professional values, knowledge and practice, and the positive contribution to the early childhood profession. Educators



will engage in critical reflection, ongoing professional learning and support research that builds knowledge and that of the profession.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- educators are knowledgeable and have access to QDPA policies and procedures, including the Code of Conduct
- educators are knowledgeable in the pedagogy, programming and practice required to be implemented for the education of children under the National Quality Framework, National Quality Standard and approved learning framework-Early Years Learning Framework V2.0 (EYLF)
- educators are aware of the National Education and Care Services National Law, National Education and Care Services National Regulations and the Early Childhood Australia (ECA) Code of Ethics
- the nominated supervisor undertakes professional development in accordance with National Law and Regulations and their individual professional development plan
- the roster ensures at least one responsible person in day-to-day charge of the Preschool, who holds the following qualifications is in attendance at all times when children are being educated and cared for and immediately available in an emergency:
 - ACECQA approved and current first aid qualification including CPR
 - ACECQA approved and current emergency asthma management training
 - ACECQA approved and current anaphylaxis management training
 - child protection training
- child protection training for all staff is valid and updated every 12-24 months, and whenever significant changes are made to the child protection law or reporting requirements, to maintain skills and knowledge required by required by National Law and Regulations [S.162(A)]
- policies, practices, systems and processes within QDPA align with the requirements of the Child Safe Standards
- all educators and staff are provided with professional learning for the Child Safe Standards to continually improve their child safe capabilities
- a budgeted amount is allocated and available to provide relevant training to educators and staff at each Preschool, but also as an Association



- approval of all professional development prior to booking is required for events which are paid for or subsidised by QDPA. Only professional development which are beneficial to QDPA and other educators will be approved for payment, at the discretion of the Nominated Supervisor and/or Executive Officer
- all professional development completed by educators and staff is recorded in the training log on OWNA and relevant materials and information to enhance skills and knowledge is shared with colleagues
- all professional development completed by educators that obtains a certificate of attendance/completion is required to be submitted to the Nominated Supervisor to be uploaded to the staff file on HR partner
- a variety of professional development for educators and staff is provided
- professional development is linked to the Quality Improvement Plan (QIP)
- educators and staff have the opportunity to experience different classrooms and/or preschools. 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 classrooms and/or preschools.
- mentoring programs and management support networks are implemented for educators and staff to receive guidance and inspiration
- opportunities are provided for educators to work closely with more experienced colleagues to assist skills in observations, questioning, critiquing and responding to children's experiences
- 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 Preschool
- strategies are implemented by educators to make practical use of the information gained from professional development
- a culture of learning through reflective practice within the Preschool to drive continuous improvement is developed



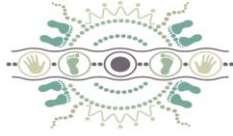
- Training contracts are developed as required where QDPA is funding the costs of any professional development and would require employees to reimburse the costs of such professional development if they were to leave QDPA within six months of completing such professional development.

THE EDUCATIONAL LEADER WILL:

- review professional development with the nominated supervisor for the Preschool
- support educators to further their professional growth and achieve accreditation under the Australian Professional Standards for Teachers
- maintain the *Training Log* on OWINA for each educator following the completion of training and workshops
- complete a *Professional Development Plan* with each educator and discuss with the nominated supervisor
- source and schedule in-services, webinars, workshops and other professional development opportunities as per educator's *Professional Development Plan* taking into consideration the service training budget
- facilitate educators to share new knowledge and skills learnt at training and workshops
- facilitate reflective practice as a form of ongoing professional learning for all staff
- support educators to undertake WHS training as a part of their in-service training.

EDUCATORS WILL:

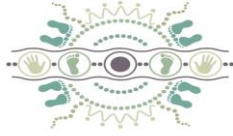
- keep up to date with Child Protection '*refresher*' training ensuring currency and compliance
- participate in training to build capacity to implement the Child Safe Standards
- hold a current ACECQA approved first aid and CPR qualification and ACECQA approved emergency asthma and anaphylaxis management qualifications
- ensure CPR training is completed annually
- complete annual adrenaline auto injector training through ASCIA
- attend all professional development/ in-services training provided by QDPA
- fulltime teachers to participate in 20 hours of professional development/in-service training/meetings etc to meet NESA requirements
- seek assistance and direction from the Preschool's educational leader regarding options for in-services and other professional learning opportunities
- engage in the *Professional Development Plan* activities with the educational leader



- following the attendance of training and workshops, complete a *Professional Development Reflections Form*
- with the assistance of the educational leader, share skills and knowledge learnt from professional development with other team members.

ASSOCIATION TRAINING DAYS AND STAFF/ASSOCIATION MEETINGS

- Educators are required to attend all relevant staff meetings to facilitate productive communication.
- Any hours of attendance outside normal rostered hours to attend staff meetings will be paid at the applicable rates or Time in Lieu as approved.
- Where possible, staff meetings will be held in operational hours, however, at times this is not possible.
- Staff will be advised in advance of the location and times of any staff meeting.
- Time spent at meetings may be included as professional development and recorded on Educator's training records.
- During non-term time periods (April, July, Sept/October closure), Association Team Meetings/Training Days/Set up Days will occur.
- As these occur in paid stand down periods, time-in lieu does not apply for these meetings. Staff are required to attend the preschool, or pre-arranged training days during these times.
- If the training day falls on a day that is not your usual day of work for part time staff, payment at the applicable rates or time in lieu will be provided.
- Any full time or part time staff who fail to attend these days without sufficient notice and documents such as a medical certificate, are not entitled to be paid for that day's work.
- Casual staff may be invited to attend however this is at the discretion of the Executive Officer.
- If casual staff are invited to attend this training, they will receive payment for the hours of attendance.
- Professional Learning opportunities will be identified for Association Training Days through discussions with staff regarding interests or focuses of each Preschool and as part of Director Meetings with the Executive Officer.
- The Association Training/Meeting calendar will be published at least six months in advance of the calendar year.
- Non-teaching Association staff, such as our Administration Officer, may attend Association Training Days for relevant training (such as First Aid or Child Protection) however it is not



compulsory for them to attend non-essential training sessions relating to teaching practices.
Other delegations may be provided in lieu of training days.

QDPA CONTRIBUTION TO HIGHER LEARNING

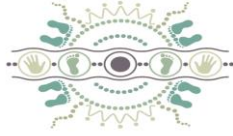
In order to support the full potential in our employees, QDPA may, at times, consider making contributions to assist Educators in their completion of an approved Diploma or Bachelor level qualification in Early Childhood Education and Care (birth to five years), or other relevant courses that would support the strong operations and high quality of education and support provided within QDPA. Eligibility for such contributions is subject to current business needs, the Association's current financial position, course alignment to the Educator's Professional Development plan and identified opportunities for career progression within the Association. Employees who are interested in applying for such contribution required to submit their interest in writing to the Executive Officer. A supporting letter may be required by the Preschool Director to confirm the eligibility of the application.

EXAMPLES OF PROFESSIONAL DEVELOPMENT AND IN-SERVICE OPPORTUNITIES

Networking with other services and professionals	Mentoring and coaching programs
In-house or external training (workshops, courses)	Self-paced training packages
Sharing information gained from formal studies	Hands-on job training
Knowledge and skills sharing	e-learning modules
Conferences	Webinars
Visitors from local areas	Meeting discussions
Reading professional publication and websites	Inquiry conversations
Viewing professional DVD's	Reading recently published ECE texts
Engage in professional reflection (journals)	Subscribing to professional
newsletters	
Formal TAFE, college or University courses (check with ACECQA for list of approved qualifications)	

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Professional Development Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.



SOURCES

- Australian Children’s Education & Care Quality Authority. (2014).
 Australian Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
 Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0](#)
 Australian Government Department of Education Child Care Provider Handbook
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>
 Australian Government Department of Education. [Leading Learning Circles for Educators Engaged in Study. \(2016\)](#).
 Early Childhood Australia Code of Ethics. (2016).
 Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations](#). (Amended 2023).
[Western Australian Education and Care Services National Regulations](#)

REVIEW

Version Control	Date	Author	Description of Change
1.0	2002	QDPA	Original Document
2.0	2004	QDPA	Scheduled Review
3.0	2006	QDPA	Scheduled Review
4.0	2018	QDPA	Scheduled Review
5.0	2010	QDPA	Scheduled Review
6.0	2012	QDPA	Scheduled Review
7.0	2014	QDPA	Scheduled Review
8.0	2015	QDPA	Scheduled Review
9.0	2021	QDPA	<ul style="list-style-type: none"> Policy Reviewed with change in leadership team in 2021. Version control and description box included to clarify future reviewed items/new inclusions. Formatted to include policy statement, purpose, scope and implementation, addition of footers and page numbering in line with policy conventions
10.0	2022	QDPA	Scheduled Review <ul style="list-style-type: none"> No major changes to policy Minor formatting edits within text Sources checked and repaired as required
11.0	December 2024	QDPA	<ul style="list-style-type: none"> Shortened policy name to Professional Development Added inclusion of a training contract