



Professional Development Policy

Review Date: 1/12/2027

Introduction

Our service philosophy states that the Management Committee (Approved Provider) recognises the importance of realising educators' sense of Belonging, Being and Becoming, as well as that of children.

Furthermore, they support educators' self reflection ... and their professional development.

This policy sets clear guidelines for the Management Committee and Human Resource/ Educational Program Director to determine approval for staff requests around professional development. It informs those receiving centre funding to attend professional development of their rights and responsibilities around sharing new information with colleagues to improve quality of service provision.

"The training and education of ECEC staff affects the quality of services and outcomes primarily through the knowledge, skills and competencies that are transmitted and encouraged by practitioners. It is also considered important that staff believe in their ability to organise and execute the courses of action necessary to bring about desired results (Fives, 2003)."

Source: *OECD Encouraging Quality in Early Childhood Education and Care*

Goals – What are we going to do?

- Encourage leadership, collaboration, and a culture of inquiry within the service.
- Prepare a proposed budget for professional training developed by the Finance/Administration Officer in consultation with the Human Resource & Educational Program Director (HR & Ed Program Director) and Treasurer for approval of the Management Committee.
- Prioritise essential professional development as set out in the Regulations 136(5):
 - Approved anaphylaxis training approved by the National Authority in accordance with Division 6.
 - Approved emergency asthma management by the National Authority in accordance with Division 6.
 - Approved First Aid by the National Authority in accordance with Division 6.
 - Updating Child Protection training as required.

Followed by:

- Training required by new staff
 - Specific training for additional rights, admin or leadership roles
 - Training for Cultural Fitness and Indigenous knowledges.
- Set out the process for obtaining approval to attend professional development.
 - Ensure transparency and equity for staff seeking to attend additional professional development.
 - Recognise that most professional development and training will be completed in house during the PD days at the beginning of the year, and throughout the year in Programming and Development Days.

Child Safety and Mandatory Professional Development

In accordance with the strengthened NSW Child Safe Standards, the Paramountcy Principle, and the Education and Care Services National Law, our service is committed to ensuring that all educators and staff participate in ongoing professional development that strengthens their capacity to keep children safe. The safety, health and wellbeing of children must always be the paramount consideration in all professional learning, decision-making, and daily practice.

Professional development relating to child safety is essential and includes training in:

- Understanding and implementing the Child Safe Standards
- Upholding the Paramountcy Principle
- Identifying, responding to, and reporting child safety concerns
- Mandatory reporting obligations and responding to disclosures
- Creating safe physical, emotional, and online environments
- Professional boundaries and ethical conduct
- Cultural safety for Aboriginal and Torres Strait Islander children
- Trauma-informed practice and supporting children's wellbeing
- Risk assessment and risk management
- Embedding children's voices and participation in decisions that affect them

This training will be prioritised within the professional development budget and must be completed within required timeframes.

Strategies - How will it be done?

The Approved Provider will:

- Oversee the professional development budget with a view to promoting an environment of continuous quality improvement.
- Support the HR & Ed Program Director with decision making process as requested.
- Ensure goals are set for each staff member during the appraisal process.
- Ensure the service meets all legislative requirements for child safety training and maintains compliance with the Child Safe Standards.

The Nominated Supervisor will:

- Complete appraisals with all staff annually during October/November, including setting goals for the following years' professional development, in collaboration with Educational Leaders.
- Draft a budget with the Finance/Administration Officer and the Treasurer including a global allocation for professional development and take this to the Management Committee for approval.
- Set priorities using professional development calendars from training organisations and updates through mail and emails received throughout the year. Notify Educational Leader of availability and what can be funded by the service budget.
- Take large or over-budget requests back to the Management Committee for final approval.
- After educators have completed professional development, the HR & Ed Program Director will negotiate time for them to mentor their colleagues and share learning.
- Ensure that candidates for employment are aware that they are responsible for any costs incurred in updating their skills required for their role.

The Finance/Administration Officer will:

- Prepare a draft budget in consultation with the HR & Ed Program Director and the Treasurer.
- Provide the HR & Ed Program Director and Educational Leaders feedback throughout the year on progress of actual spending balance available (and of the equity of spending across staff).
- Make the HR & Ed Program Director aware of any personal need to update knowledge and skills.
- File evidence of professional development and reports in the staff register.

The Educational Leader will:

- Assist the HR & Ed Program Director with the appraisal process.
- Critically reflect upon what mentoring and professional development would assist each educator, discuss this with the educator and HR & Ed Program Director, and prepare and implement a professional development/mentoring plan with, and for, each educator.
- Inform HR & Ed Program Director before enrolling an employee in professional development.
- Discuss suitable professional development opportunities with the educator before enrolling them in the workshop/course.
- Strengthen their own skills (not just as an educator but as a mentor and leader) and discuss these with the HR & Ed Program Director in light of priorities identified, their professional development plan and the budget.
- Support educators to apply child safety learning in their pedagogy and daily practice.

Educators will:

- Critically reflect on their skills and knowledge and discuss needs with the Educational Leader and HR & Ed Program Director.
- Contribute personal plans for their professional development at the appraisal meeting and as needs arise.
- Be mindful of service priorities, equity of access to the budget, and continuity of care for children and families.
- Understand the distinction between essential and enrichment professional development. Monitor expiry dates on essential professional development such as first aid and that they enrol in courses that meet Regulations 136(5).
- Complete all required child safety training within specified timeframes.
- Apply child safety learning to ensure children's rights, wellbeing, and participation are upheld.
- Submit a "request for professional training form" for consideration.
- Write a report for the funding body, to be kept on their personnel file.

- Share learning with colleagues at the next available staff meeting.
- Notify the Educational Leader or HR & Ed Program Director ASAP if unable to attend scheduled training.
- Be aware that ongoing professional development and keeping abreast of current knowledge is written into their employment contract.

Statutory Legislation & Considerations

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011 84, 146(c), 147(c) and 168

Sources

Guide to National Quality Framework, 2018

Guide to the Education and Care Services National Law and Education and Care Services National Regulations ACECQA (2011)

Links to other service policies

Evans Head Pre-School Association Inc. Philosophy

Area 4 Staffing Arrangements:

- Employee Orientation Policy
- Employee Orientation Checklist

Area 2 Children’s Health and Safety

- Asthma Management
- Anaphylaxis Management
- Diabetes Management
- Incident, Injury, Trauma and Illness Policy
- First Aid Policy
- Providing a Child Safe Environment Policy

Evaluation

- This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 2 years.
- Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

<p>President’s Name: ...Ashleigh Mitchell.....</p> <p>President’s Signature:</p> <p>Date: ...20/05/2026.....</p>

REVIEW DATE: 20/05/2028

Policy Dated	Adopted by	Review Date
24/10/2023	Narissa Cuskelly	24/10/2025
1/12/2025	Ashleigh Mitchell	1/12/2027
20/05/2026	Ashleigh Mitchell	20/05/2028



Request for Professional Development by Staff Member

Inservice Title: _____

Date & Times: _____

Cost: \$ _____

Venue: _____ **Relief Staff?** Yes No

Please tick appropriate priority of request:

- Essential Professional Development under the regulations.
- I have been working at the service for less than 12 months.
- I am an Additional Rights educator, admin/finance officer or leader/mentor.
- This inservice opportunity links back to my appraisal goals/Most Powerful Question.

Please outline how it relates: _____

I am able to secure a grant or funding to cover registration costs: Yes No Awaiting Reply

I will benefit personally from this training in the following way: _____

The service will benefit from my attendance as follows: _____

I will provide a written report for my file and to the funding body (if applicable). I undertake the responsibility to report back to the next combined/service staff meeting with a copy of a report/notes for my colleagues and an overview of information.

_____/_____/_____
Name Signature Date