

## Curriculum (Pedagogy) & Educators Training 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	
<b>4.2</b>	Educators, coordinators, and educators are respectful and ethical.
<b>4.2.1</b>	Professional standards guide practice, interactions, and relationships.
<b>4.2.2</b>	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.
<b>4.2.3</b>	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Quality Area 7: Leadership and Management		
7.1	Governance	Governance supports the operation of a quality service.
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.
7.1.3	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, 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	
<b>84</b>	Awareness of child protection law
<b>118</b>	Educational Leader

126	Centre-Based services- general educator qualifications
136	First Aid qualifications

## 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
- observing each other's practice through peer observation
- in-house workshops run by an external trainer
- External workshops, seminars 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.)
- Online training through e-modules and webinars

## MANAGEMENT/RESPONSIBLE PERSON WILL:

- Ensure as a minimum that Primary Contact Educators update their Child Protective training course every 12-18 months as a minimum to ensure knowledge is current.

- 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.
- encourage professional growth for all staff to improve the learning outcomes for children
- implement best practice to ensure all staff develop their own professional learning plan
- link professional development to areas identified in the Quality Improvement Plan
- facilitate reflective practice as a form of ongoing professional learning for all staff
- Management requires approval before any confirmation is granted.
- 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 and approved by NESA, 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:

- Endeavor to attend all staff meetings set out throughout the 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.
- monitor and document their own record of Pedagogy reflection showing their commitment to reflective practice and ongoing professional development, embracing it as life-long learning that involves engaging with questions of philosophy, ethics, and practice, and their influence on the learning environment.

#### JURISDICTION SPECIFICATIONS FOR EACH STATE

Western Australia (WA)
<ul style="list-style-type: none"> <li>• No jurisdictions specification</li> </ul>

#### 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.
- Learning and Growing Through Professional Development  
[http://www.cscentral.org.au/Resources/PSCAPD\\_Resource.pdf](http://www.cscentral.org.au/Resources/PSCAPD_Resource.pdf)

- Early Years Learning Framework
- Revised National Quality Standard

REVIEW

Policy Review Date
September 2022