



# PROFESSIONAL DEVELOPMENT POLICY

*Professional development* is a term used which includes 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 the early childhood education and care service collectively. A commitment by early childhood educators to ongoing professional development is the key to effective continuous improvement and the provision of quality education and care for children. Engaging in professional development helps to identify individual educator's strengths and areas requiring improvement.

## NATIONAL QUALITY STANDARD (NQS)

| QUALITY AREA 7: GOVERNANCE AND LEADERSHIP |                              |                                                                                                                                                       |
|-------------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.1                                       | Governance                   | Governance supports the operation of a quality service that is child safe                                                                             |
| 7.1.2                                     | Management Systems           | Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe                         |
| 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. 2A                                                             | Paramount consideration—safety, rights and best interests of children |
| S. 3A                                                             | Paramount consideration [NSW]                                         |

|         |                                                               |
|---------|---------------------------------------------------------------|
| S. 162A | Child protection training                                     |
| S. 162B | Child safety training                                         |
| 84      | Awareness of child protection law                             |
| 118     | Educational leader                                            |
| 126     | Centre-Based services – general educator qualifications       |
| 136     | First Aid qualifications                                      |
| 168     | Education and care services must have policies and procedures |
| 170     | Policies and procedures to be followed                        |
| 171     | Policies and procedures to be kept available                  |

## RELATED LEGISLATION

|                                                                                                                                     |                     |
|-------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Child Care Subsidy Secretary's Rules 2017                                                                                           | Family Law Act 1975 |
| A New Tax System (Family Assistance) Act 1999                                                                                       |                     |
| Family Assistance Law – Incorporating all related legislation as identified within the <a href="#">Child Care Provider Handbook</a> |                     |

## RELATED POLICIES

|                                                                                                                 |                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCS Governance Policy<br>CCS Personnel Policy<br>Code of Conduct Policy<br>Enrolment Policy<br>First Aid Policy | Payment of Fees Policy<br>Record Keeping and Retention Policy<br>Recruitment Policy<br>Staffing Arrangement Policy<br>Work, Health and Safety Policy |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|

## PURPOSE

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 education and care sector continues to grow and change. These changes impact on licensing and assessments, as well as our interactions and documentation of individual children. To comply and improve, we implement procedures to identify areas in which our educators and staff can enhance skills and knowledge in the early childhood industry 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. The safety, health and wellbeing of

children is the paramount consideration in all decision-making, guiding professional development, performance management and continuous improvement practices.

## 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 states that in relation to being professional, educators will take responsibility for reflecting on and assessing their professional values, knowledge and practice, and their 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:

- meet obligations under the Education and Care Services National Law (National Law) and Education and Care Services National Regulations (Regulations) are met
- ensure educators understand and apply the National Law, Regulations and the Early Childhood Australia (ECA) Code of Ethics
- ensure an approved child protection course is completed within the prescribed timeframes for each nominated supervisor and each person in day-to-day charge of the service and undertake refresher training every 12-24 months, and whenever significant changes are made to the child protection law or reporting requirements
- ensure all persons with management or control, nominated supervisors, persons in day-to-day charge of the service, staff members, regular volunteers and students complete mandatory national child safety training as required under National Law
- ensure all educators and staff engage in ongoing professional learning on the Child Safe Standards to continually improve their child safe capabilities, including child protection awareness, identifying and responding to grooming behaviours and reporting child abuse
- ensure educators access, understand and comply with Service policies and procedures, and Code of Conduct
- ensure policies, practices, systems and processes align with the Child Safe Standards
- ensure educators understand and implement effective pedagogical practices and programming aligned with the National Quality Framework, National Quality Standard and approved learning

framework-Early Years Learning Framework V2.0 (EYLF) or Victorian Early Years Learning and Development Framework (VEYLDF)

- support the nominated supervisor to complete required professional development in accordance with National Law and Regulations, Family Assistance Law (FAL), Child Care Subsidy and their individual professional development plan
- ensure administration staff understand and apply Family Assistance Law (FAL) legislation, enrolment processes and management of Child Care Subsidy and remain up to date with changes
- maintain a roster that ensures at least one responsible person, who holds the following qualifications, is in attendance at all times 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
- ensure all staff have undertaken training in administration of the adrenaline auto-injector device
- allocate a budget amount to support relevant development for educators and staff
- approve professional development prior to booking (for events which are paid for or subsidised by the Service) ensuring it is relevant and beneficial to the Service and educators
- record all professional development completed by educators and staff in individual staff records, and ensure relevant materials and information to enhance skills and knowledge are shared with colleagues
- provide a variety of professional development for educators and staff
- link professional development to the Quality Improvement Plan (QIP)
- provide opportunities for educators and staff to experience working in different rooms. 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 rooms. Where possible, one person familiar to the children will remain in the room.
- implement mentoring programs and management support networks to guide and support educators and staff
- provide opportunities for educators to work closely with more experienced colleagues to assist skills in observations, questioning, critiquing and responding to children's experiences
- model professional practice and positive interactions

- support educators to attend professional development by allocating time and resources to develop new skills and knowledge that can be shared within the Service
- support educators to apply and embed learning from professional development into practice
- promote a culture of learning through reflective practice to support continuous improvement
- review Position Descriptions prior to developing professional development plans
- support educators to complete their personal growth plans to assist with allocation of training and development
- review the personal growth plan in collaboration with the educational leader to support each team member's individual goals and aspirations.

#### THE EDUCATIONAL LEADER WILL:

- review professional development with the nominated supervisor for the Service
- support educators to further their professional growth and development
- meet with educators and discuss professional development opportunities and their individual personal growth plans
- develop, implement and review a personal growth plan with each educator in consultation with the nominated supervisor
- maintain records for each educator following the completion of training and workshops
- source and schedule training, webinars, workshops and other professional development opportunities in line with educators' personal growth plans
- facilitate opportunities for educators to share new knowledge and skills learnt at training and workshops
- promote and embed 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:

- maintain current child protection training to meet their mandatory responsibility to report any allegations or suspicions of child abuse, harm, neglect or ill-treatment
- complete mandatory national child safety training in line with legislative requirements
- participate in professional learning to build capacity to implement the Child Safe Standards
- maintain a current ACECQA approved first aid and CPR qualification and ACECQA approved emergency asthma and anaphylaxis management qualifications
- complete annual CPR training
- complete annual adrenaline auto-injector training through ASCIA

- participate in a minimum of 4 professional learning sessions over a 12-month period for full time staff
- seek assistance and direction from the educational leader regarding professional learning opportunities including areas such as trauma informed practices
- participate in professional learning related to Family Assistance Law (FAL) and Child Care Subsidy (CCS) if required
- engage in development of a person growth plan with the educational leader
- following the attendance of training and workshops, update personal growth plan
- share skills and knowledge gained from professional development with colleagues

## 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                                |
| Guest speakers or professionals from the local area                                                                 | Meeting discussions                     |
| Reading professional publication and websites                                                                       | Inquiry conversations                   |
| Viewing professional online digital learning                                                                        | Reading recently published ECE texts    |
| Engage in professional reflection (journals)                                                                        | Subscribing to professional newsletters |
| Formal TAFE, college or University courses (check with <a href="#">ACECQA for list of approved qualifications</a> ) |                                         |

## CONTINUOUS IMPROVEMENT/REFLECTION

Our *Professional Development Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation or ACECQA guidance, or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 30 days.

## RELATED RESOURCES

|                                                         |                                              |
|---------------------------------------------------------|----------------------------------------------|
| Contract for Paid Training Agreement                    | Professional Development Guide and Procedure |
| Mentorship Guide and Agreement                          | Professional Development Plan                |
| Professional Development Ambitions and Reflections Form | Professional Development Record              |
| Professional Development Audit                          | Professional Development Reflection- Form    |
|                                                         | Professional Development SWOT                |

## SOURCES

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2021). [Supporting Performance and the Development of Professionals](#)

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0

Australian Government Department of Education. (2026). [Child Care Provider Handbook](#)

Australian Government Department of Education. [Leading Learning Circles for Educators Engaged in Study](#). (2016). [Children \(Education and Care Services\) National Law \(NSW\)](#) (NSW services only)

Early Childhood Australia. (2016). [Code of Ethics](#).

[Education and Care Services National Law Act 2010](#)

[Education and Care Services National Regulations 2011](#)

[Education and Care Services National Regulations \(NSW\) \(2025\)](#) (NSW services only)

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#) (WA Services only)

[Western Australia Legislation Education and Care Services National Regulations 2012](#) (WA Services only)

## REVIEW

| POLICY REVIEWED | MAY 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | NEXT REVIEW DATE | MAY 2027         |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|
| VERSION NUMBER  | V13.05.26                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                  |                  |
| MODIFICATIONS   | <ul style="list-style-type: none"> <li>• annual policy review</li> <li>• strengthened child safety alignment throughout policy</li> <li>• included mandatory national child safety training</li> <li>• refined sentences to tighten flow and consistent use of active verbs</li> <li>• removed repetitive phrasing</li> <li>• sources checked and updated as required</li> </ul>                                                                                                     |                  |                  |
| POLICY REVIEWED | PREVIOUS MODIFICATIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                  | NEXT REVIEW DATE |
| MAY 2025        | <ul style="list-style-type: none"> <li>• annual policy maintenance</li> <li>• additional information added re: child safe practices and reporting processes</li> <li>• sources checked for currency and updated as required</li> </ul>                                                                                                                                                                                                                                               |                  |                  |
| MAY 2024        | <ul style="list-style-type: none"> <li>• annual policy maintenance</li> <li>• added information for professional learning related to approved learning framework, NQF/NQS, FAL, CCS</li> <li>• added National Law for NS and coordinators of FDC services to complete child protection training</li> <li>• Nominated Supervisor section merged with AP/Management section to reduce repetitive statements</li> <li>• sources checked for currency and updated as required</li> </ul> |                  |                  |