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 educators' 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
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 Child Care Provider Handbook	

RELATED POLICIES

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

PURPOSE

Professional development allows individuals to build and improve their knowledge and skills whilst keeping up to date with current research and recommended practice.

The education and care sector continues to grow and change and these changes impact licensing and assessment requirements, as well as our interactions with and documentation of individual children. To comply and improve, we implement procedures to identify areas in which educators and staff can enhance their skills and knowledge through relevant and effective professional development and training. We aim to review and update individual professional development plans based on performance appraisals, identifying 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 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)
- 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 [Vic] 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 [Vic]
- ensure educators understand and implement effective pedagogical practices and programming aligned with the National Quality Framework, National Quality Standard and 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 Child Care Subsidy and remain up to date with changes
- maintain a roster that ensures at least one nominated supervisor and person in day-to-day charge of the Service is in attendance at all times and immediately available in an emergency holding:
    - 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 is recorded in individual staff records via the *Professional Development Record* and relevant materials and information to enhance skills and knowledge is 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 complete the *Ambitions and Reflections Form* to assist with allocation of training and development
- review the *Professional Development Ambitions and Reflections Form* 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' professional growth and development in line with the Australian Professional Standards for Teachers
- meet with educators and discuss outcomes of the *Professional Development Ambitions and Reflections Form*
- complete a *Professional Development SWOT* analysis for each educator (Strengths, Opportunities, Weaknesses and Threats)
- maintain the *Professional Development Record* for each educator following the completion of training and workshops
- develop, implement and review a *Professional Development Plan* with each educator in consultation with the nominated supervisor
- source and schedule training, webinars, workshops and other professional development opportunities in line with educators' *Professional Development Plans* and the Service's training budget
- 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, 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 the *Professional Development Plan* activities with the educational leader as per the Professional Development Agenda, including completing the *Professional Development Ambitions and Reflections Form*, and contributing to the *Professional Development Plan* with the educational leader
- complete a *Professional Development Review Form* following the attendance of training and workshops
- 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 ACECQA for list of approved qualifications)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Professional Development Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, 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 14 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 BY	[NAME] Amy Flockhart	[POSITION] office admin	[DATE] 22/07/2026
POLICY REVIEWED	MAY 2026	NEXT REVIEW DATE	MAY 2027
VERSION NUMBER	V13.05.26		
MODIFICATIONS	• annual policy review • strengthened child safety alignment throughout policy • included mandatory national child safety training • refined sentences to tighten flow and consistent use of active verbs • removed repetitive phrasing • sources checked and updated as required		
PREVIOUS MODIFICATIONS			
MAY 2025	• annual policy maintenance • additional information added re: child safe practices and reporting processes • sources checked for currency and updated as required		