

## Nambucca Valley Family Day Care

# PROFESSIONAL DEVELOPMENT POLICY

Professional development is a term used which includes workshops, conferences, in-service training sessions, formal studying, readings, and research. A commitment by Early Childhood Educators to ongoing professional development is the key to effective continuous improvement and the provision of quality childcare. Engaging in professional development helps to identify individual educator's areas of strengths and areas requiring improvement.

Nambucca Valley Family Day Care (NVFDC) actively supports educators in their professional growth by providing access to a wide range of professional development opportunities, including workshops, conferences, in-service training sessions, formal study programs, professional readings, and research engagement. NVFDC is committed to fostering a culture of continuous improvement, recognizing that ongoing professional development is essential to delivering quality childcare. Through this commitment, NVFDC empowers educators to identify and build upon their strengths while addressing areas requiring improvement, ensuring the highest standards of early childhood education and care.

### 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, co-ordinators 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. 162A	Child protection training
84	Awareness of child protection law

118	Educational Leader
127	Family day care 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 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 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 within the early childhood industry whilst keeping up to date with current research and recommended practice. The early childhood education sector continues to grow and change. 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 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.

## SCOPE

This policy applies to the Approved Provider, Nominated Supervisor, Coordinators, educators, educator assistants, students, families, children, volunteers and visitors of NVFDC Services.

## 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/COORDINATOR WILL ENSURE:

- Obligations under the *Education and Care Services National Law and National Regulations* are met
- NVFDC educators are knowledgeable and have access to the Services policies and procedures, and Code of Conduct
- NVFDC 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)
- NVFDC 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 and administration staff are aware of Family Assistance Law (FAL) legislation, enrolment processes and management of Child Care Subsidy as detailed in the *Child Care Provider Handbook* and keep up to date with changes and additions to the administration of Child Care Subsidy
- All NVFDC educators, coordinators and educator assistants hold the following qualifications
  - ACECQA approved and current first aid qualification including CPR
  - ACECQA approved and current emergency asthma management training
  - ACECQA approved current anaphylaxis management training
- Nominated Supervisors and Coordinators' child protection training is valid and updated every 12-18 months to maintain skills and knowledge required by National Law and Regulations [S.162A]
- NVFDC educator and educator assistants' child protection awareness training is valid and updated every 12-18 months to maintain skills and knowledge required by National Regulations

- NVFDC educators and educator assistants undertake professional development in accordance with National Regulations and their individual professional development plan
- Policies, practices, systems and processes within the FDC Service align with the requirements of the Child Safe Standards
- All NVFDC educators and staff are provided with professional learning for the Child Safe Standards to continually improve their child safe capabilities ensuring all staff can identify signs of grooming or harmful behaviours towards children and know how to report allegations of child abuse (it is against the law to fail to report child abuse)
- All professional development completed by NVFDC Coordinators and Educators is recorded
- Relevant materials and information to enhance skills and knowledge is shared with other colleagues where possible
- A variety of professional development for NVFDC educators is provided which includes current research and readings, NVFDC team meeting discussions, in-house training, networking, conferences, etc.
- Mentoring programs and management support networks are implemented for NVFDC educators and educator assistants to receive guidance and inspiration
- They are positive role models for NVFDC educators and educator assistants
- NVFDC educators and educator assistants are supported to attend professional development by committing resources in order to develop new skills and knowledge that can be shared within the Scheme
- All NVFDC educator and educator assistants attend a minimum of **4** professional development and /or in-service courses over a 12-month period
- They collaborate with NVFDC educators and educator assistants to identify training needs across the service and source appropriate training and mentoring
- Strategies are implemented by NVFDC educators and educator assistants to make practical use of the information gained from professional development.

#### THE EDUCATIONAL LEADER WILL:

- Review professional development with the Nominated Supervisor
- Meet with NVFDC educators and discuss outcomes of the *Professional Development Ambitions and Reflections Form*
- Maintain the *Professional Development Record* 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*
- Facilitate educators to share new knowledge and skills learnt at training and workshops with other NVFDC educators at network meetings
- 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.

#### FDC EDUCATOR/EDUCATOR ASSISTANT WILL:

- Keep up to date with Child Protection '*refresher*' training ensuring currency and compliance and their mandated responsibility to report allegations of child abuse if they witness or suspect that a child is at risk of abuse, harm, neglect or ill-treatment
- 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 a minimum of **4** professional development/in-services training over a 12-month period for full time staff
- Seek assistance and direction from the Nominated Supervisor/Coordinator regarding options for in-services and other professional learning opportunities- e.g. trauma informed practices
- Participate in professional learning about Family Assistance Law and Child Care Subsidy
- Engage in the *Professional Development Plan* activities with the Educational Leader as per the Professional Development Agenda, including completing the *Ambitions and Reflections Form*, and completing in the *Professional Development Plan* with the educational leader

#### 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 online digital learning  | Reading recently published ECE texts |
| Engage in professional reflection (journals) newsletters  | Subscribing to professional          |
| 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, ACECQA guidance or incidences related to professional development practises. 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.

## CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Professional Development Ambitions and Reflections Form	Professional Development Plan
Professional Development Guide and Procedure	Professional Development Record
Professional Development SWOT	Professional Development Reflection- Form
	Professional Development Audit

## SOURCES

- Australian Children’s Education & Care Quality Authority. (2025). [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. (2022). [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#)
- Australian Government Department of Education [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).

## REVIEW

POLICY REVIEWED BY	Tella Markham	Nominated Supervisor	Draft - 27/11/25
POLICY REVIEWED	DECEMBER 2025	NEXT REVIEW DATE	DECEMBER 2026
VERSION NUMBER	V25.1		
MODIFICATIONS	<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>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
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>• sources checked for currency and updated as required</li> </ul>	MAY 2025	
MAY 2023	<ul style="list-style-type: none"> <li>• policy maintenance</li> <li>• minor formatting edits within text</li> <li>• hyperlinks checked and repaired as required</li> <li>• Continuous Improvement/Reflection section added</li> <li>• Childcare Centre Desktop Resource section added</li> </ul>	MAY 2024	