

Professional Development Policy

Professional development is a term used which includes workshops, conferences, in-services, 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 Services collectively.

Activity Centres Inc (ACI) is committed to ongoing professional development as it is the key to effective continuous improvement and the provision of quality care. 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, 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. 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 CHILD SAFE STANDARDS	
5	People working with Children are suitable and supported
7	Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training.
9	Implementation of the Child Safe Standards is Continuously reviewed and improved
10	Policies and Procedures document how the organisation is Child Safe

RELATED POLICIES

Code of Conduct Policy Child Protection Policy Child Safe Environment Policy Enrolment Policy Fees and Booking Policy	First Aid Policy – Management of Incident, Injury Illness Trauma Financial Management Policy Maintenance of Records Policy Orientation, Induction & Probation Policy Staffing Policy Work, Health and Safety Policy
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PURPOSE

Professional development allows individuals to build and improve their knowledge and skills within the early childhood and school age care sector 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 professional development plans based on performance meetings and reviews, 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 ACL.

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/COORDINATOR 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 the National Child Safety training is completed by:
 - Persons with management or control (PMCs)
 - Nominated supervisors
 - Persons in day-to-day charge
 - All staff (including family day care educators)
 - Regular and semi-regular volunteers
 - Students on placement or studying an approved qualification
- ensure the National Child Safety Training IS completed within 14 days from when they were employed or before they work directly with children.
- 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 educators access, understand and comply with Service policies and procedures, and Code of Conduct.
- 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 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 My Time Our Place V2.0

- 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 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
- 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 ACI) ensuring it is relevant and beneficial to the Service and Educators.
- professional development completed by Educators and Staff is recorded in individual staff records via the *Professional Development Register* and relevant materials and information to enhance skills and knowledge is shared with colleagues.
- provide a variety of professional development opportunities for Educators and Staff.
- link professional development to the Quality Improvement Plan (QIP)
- implement mentoring programs and management support networks to guide and support Educators and Staff.
- 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.

THE EDUCATIONAL LEADER WILL:

- review Professional Development with the Nominated Supervisor/ Coordinator
- support Educators to further their professional growth and development
- develop, implement and review a *Professional Development Plan* with each educator in consultation with the Nominated Supervisor/ Coordinator
- in consultation with the Coordinator, 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.

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 and maintain mandatory national child safety training in line with legislative requirements.
- participate in professional learning to build capacity to implement the Child Safe Standards.
- If required:
 - maintain a current ACECQA approved first aid and CPR, emergency asthma and anaphylaxis management
 - complete annual CPR training.

- complete annual adrenaline auto-injector training through ASCIA.
- participate in professional learning
- seek assistance and direction from the Nominated Supervisor/Coordinator/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.
- share skills and knowledge gained from professional development with colleagues.

EXAMPLE 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)	

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)

REVIEW

POLICY REVIEWED BY	Jessie McCulloch, Natasha Foenander & Rachael Bajo	Role: Head Office	Date: June 2026
ENDORSED BY 2 PARENT COMMITTEE MEMBERS (initial/date)	M.S & K.K (7/7/26)	UPDATES/MODIFICATIONS	-Moved to childcare desktop
NEXT REVIEW DATE: December 2027			