PROFESSIONAL DEVELOPMENT GUIDE AND PROCEDURE

A commitment by early childhood educators to ongoing professional development is the key to effective continuous improvement and the provision of quality childcare. The Guide to the National Quality Framework states 'continually reflecting on practice assists educators to become increasingly thoughtful about their work and motivated to explore new ideas and approaches'.

Working in conjunction with the *Professional Development Policy*, this procedure provides guidelines for management and educators to review and update individual Professional Development Plans detecting strengths, interests and goals and develop an overall plan for the service.

Education and Care Services National Law or Regulations ***(R. 84, 118, 126, 136 and 168)*** *NQS QA 7: Element 7.1.1, 7.1.2, 7.2.1, 7.2.2 and 7.2.3 Governance practices and procedures*
Related Policy: Professional Development Policy

STEP 1 – ALLOCATE A PROFESSIONAL DEVELOPMENT BUDGET		
1	The approved provider/ nominated supervisor and educators will review the Service's *Professional Development Policy* every 12 months	
2	Management should develop a realistic budget for professional learning for all staff members and educators each year. The annual budget should identify the cost for • compliance training for each educator • induction and training for new educators • individual educators' professional development • cost of subscriptions for journals • webinars • wages for backfilling staff when attending professional development • allowances for travel • leadership development • mentoring opportunities • teacher registration • any other opportunities identified	

STEP 2 – REVIEW POSITION DESCRIPTIONS (Completed by nominated supervisor)		
1	Review and amend any *Position Descriptions* to ensure they clearly represent and communicate the role and responsibilities of each appointed role	

STEP 3 – CREATE THE PROFESSIONAL DEVELOPMENT PLAN (Educational leader)		
1	The educational leader collaborates with each educator to construct goals to identify each individuals' areas of strength in practice and areas that may require additional support	
2	The educational leader will draft a *Professional Development Plan* to assist in identifying clear goals and addressing any priorities identified in the Quality Improvement Plan	
3	Consideration whilst creating a *Professional Development Plan* needs to be given to the • educators' current role and relevance of goals • Service's strategic goals • areas for improvement identified in the QIP	
4	A service *Professional Development Plan* • assists in engaging all educators • provides transparency of management decisions • prioritises financial investment • promotes enthusiasm for ongoing learning	
5	The *Professional Development Plan* can then be documented	
6	Educators may amend and adjust their plan throughout the year.	

STEP 4 – SOURCE PROFESSIONAL DEVELOPMENT TRAINING (Educational leader)		
1	Once each educator's goals, strengths, ambitions and areas for further development are established, informed decisions for training can be made to accommodate the unique needs of each educator	
2	Professional development will be documented in the Service's Quality Improvement Plan (QIP)	
3	Consider a variety of learning opportunities for educators • webinars • e-learning • professional conversations • mentoring	

	• accredited courses • refresher courses • programs • conferences and events • in-service training sessions • readings • professional research	

STEP 5 – SCHEDULE TRAINING (Educational leader)		
1	Training and workshops can be scheduled and added to service calendar	
2	Schedule in line with the Service's professional learning budget	
3	Schedule to suit the Service and their routines such as training when educators can be covered or timing when resources needed for training are available	

STEP 6 – PROFESSIONAL DEVELOPMENT RECORD (Educational leaders and educators)		
1	A *Professional Development Record* is completed for each educator once training has been undertaken to ensure a record is kept	
2	Educators can use this as a list of qualifications and their previous professional learning.	

STEP 7 – PROFESSIONAL DEVELOPMENT REFLECTION (Educational leaders and educators)		
1	The National Quality Framework states continually reflecting on practice assists educators to become increasingly thoughtful about their work and motivated to explore new ideas and approaches. After completion of any professional learning, educators will complete a *Professional Development Reflections Form*	

STEP 8 – SHARE NEW KNOWLEDGE (Educational Leaders and educators)		
1	To create a culture of continuous improvement, the educational leader will work with educators to reflect upon new learning and present a summary of important points learnt from professional learning with the whole team at future team meetings. This process assists in educators actively applying new understanding, ideas and approaches and extends their knowledge with others	

2	The educational leader may provide feedback to the educator through discussions, observations of professional practice or collegial activity	

STEP 9 – REVIEW PROFESSIONAL DEVELOPMENT AUDIT (Educational Leaders and educators)		
1	The educational leader will review each educator's *Professional Development Plan* and *Professional Development Record* as part of the annual performance review	
2	The review may include written feedback and/or purposeful dialogue that will continue to support the educator's growth and career development	
3	A *Professional Development Audit* will be conducted every 12 months for all educators to ensure all procedures have been followed	
4	If areas have been missed or educators require additional professional development, an Action Plan located within the *Professional Development Audit* will be completed	

PROFESSIONAL DEVELOPMENT		
1	Professional development is most effective when it is identified collaboratively by the nominated supervisor, the educational leader and educators as the new learning reflects and contributes to ongoing quality improvement	
2	The above process provides the educational leader with the opportunity to identify the unique or special abilities of individual team members	
3	This framework assists the Service to develop priorities for professional learning and develop a culture of continuous improvement in teaching and learning to assist educators develop the skills and knowledge to deliver quality education and care	
4	This process assists the educational leader to provide effective professional learning focusing on developing and enhancing educators' understandings, strategies and skills that is a core component in an ongoing professional learning cycle	
5	Collaboration provides a more accurate and effective selection of professional learning opportunities for all team members	
6	Collaboration with educators encourages meaningful critical reflection on their practices and performance and helps to create a culture of continuous improvement	

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REVIEW OF PROCEDURE			
Date procedure created	05/07/2023	To be reviewed	April 2026
Approved by	Krystle Hills	Signature	
Procedure Reviewed Date	Modifications/Changes		
22 April 2025	Reviewed and minor corrections.		
April 2024	Procedure reviewed, no changes		