

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 Out of School Hours Care(OSHC) Services collectively.

A commitment to ongoing professional development is the key to effective continuous improvement and the provision of quality school age 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.
7.1.1	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-ordinations 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.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
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.
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 for Child Care Provider Handbook in Appendix G https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook

RELATED POLICIES

CCS Governance Policy CCS Personnel Policy Code of Conduct Policy Child Protection Policy Enrolment Policy First Aid Policy	Payment of Fees Policy Record Keeping and Retention Policy Recruitment Policy Staff Arrangement 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 School Age Care sector continues to grow and change and 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 to identify areas in which our educators and staff can enhance 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 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 (OSHC) 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)
- 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 [check specific child protection training for each state/territory]
- 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 [insert state/territory specific CCS] 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 Victoria
- 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 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:
 - o ACECQA approved and current first aid qualification including CPR
 - o ACECQA approved and current emergency asthma management training
 - o ACECQA approved and current anaphylaxis management training
- ensure all staff have undertaken training in administration of the adrenaline auto-injector device [best practice]
- 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

THE EDUCATIONAL LEADER WILL:

- review Professional Development with the Nominated Supervisor for the OSHC service
- support educators to further their professional growth and development in line with the Australian Professional Standards for Teachers
- meet with educators and discuss outcomes of the *annual review*
- 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 training, webinars, workshops and other professional development opportunities in line with Professional Development Plan and service training budget
- facilitate opportunities for educators to share new knowledge and skills learnt at training and workshops
- promote and 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 mandated responsibility to report allegations or suspicions of child abuse, harm, neglect or ill-treatment
- 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 (as required)
- complete annual CPR training
- complete annual adrenaline auto injector training through ASCIA
- attend a minimum of **2** professional development/ in-services training over a 12-month period for permanent-part time and casual staff
- seek assistance and direction from the OSHC service's Educational Leader regarding options for in-services and other professional learning opportunities - e.g. trauma informed practices

- with the assistance of the Educational Leader, share skills and knowledge learnt from professional development with other team members.

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	Conferences
Visitors from local areas	Meeting discussions
Reading professional publication and websites	Viewing professional online
digital learning	Guest speakers
Engage in professional reflection (journals)	Reading recently published ECE texts
Subscribing to professional newsletters	Inquiry conversations
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.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

<p>Contract for Paid Training Agreement Mentorship Guide and Agreement Professional Development Ambitions and Reflections Form Professional Development Guide and Procedure</p>	<p>Professional Development Record Professional Development Reflection- Form Professional Development Audit Professional Development SWOT Professional Development Plan- Template</p>
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SOURCE

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	ANGELA STEVENS	BUSINESS MANAGER	27/05/2026
POLICY REVIEWED	MAY 2026	NEXT REVIEW DATE	MAY 2027
VERSION NUMBER	V11a.05.26		
MODIFICATIONS	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • annual policy maintenance • additional information added re: child safe practices and reporting processes • sources checked for currency and updated as required 		