

Education and Care Services References

National Quality Standard

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 [NSW]
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

Policy Statement

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.

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 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
- 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)

- 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 is provided
- link professional development is linked to the Quality Improvement Plan (QIP)
- provide opportunities for educators and staff have the opportunity 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 to 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
- 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.

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

Policy Review

- The Service will review the Professional Development Policy and related documents regularly or as new information arises.
- Families are encouraged to collaborate with the Service to review the Policies and Procedures.
- Educators and staff are essential stakeholders in the policy review process and will be encouraged to be actively involved.

Policy Version

Version	Version changes
1.0	• New policy

Source Acknowledgments

- Consultation with management, educators, staff, and families
- 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*
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- 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)
- 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)