

## **PROFESSIONAL DEVELOPMENT POLICY**

---

### **Best Practice – Quality Area 7**

#### **PURPOSE**

This policy will provide guidelines to ensure that Bethany Kindergarten Services (BKS) employees are supported to meet their individual professional development requirements, and the BKS requirement for qualifications and training.

#### **POLICY STATEMENT**

#### **VALUES**

BKS is committed to:

- Supporting employees to achieve their career development aspirations with appropriate resources and professional development opportunities
- Supporting ongoing effectiveness of employees in their roles and fostering the overall effectiveness of the service
- Building a workforce of highly skilled employees.

#### **SCOPE**

This policy applies to BKS educators.

#### **BACKGROUND**

Ongoing professional development, support and training is essential for professionals to remain current and effective in their practice. Facilitating meaningful opportunities for employees to participate in professional development activities is a critical way of enhancing performance. Professional development events provide employees with the opportunity to network with peers, reflect on issues of importance, gain new ideas and foster best practice.

Research shows that employees who are involved in their own development are more motivated and provide better learning and development outcomes for the children they engage with. There are many options for supporting employee development.

In some circumstances BKS Parent Advisory Groups (PAGs) may be requested to financially support additional professional development activity for educator employees. PAG's may decide to fund the request, partially fund the request with the additional expense being paid by the employee, or not fund the request from the funds of the PAG. This request can only be considered after written endorsement, including a quote for the activity is supplied to the PAG from the Kindergarten Services Manager.

It is a requirement that employees in the first instance discuss with their line manager appropriate development and support options that will meet the needs of the employee, the service and the employer.

#### **Legislation and standards**

The Education and Care Services National Regulations 2011, Quality Area 7: Leadership and service management, element 7.2.2 requires that:

The performance of educators is evaluated and individual development plans are in place to support performance monitoring and improvement.

The Victorian Early Childhood Teachers and Educators Agreement 2016 (VECTEA 2016), requires employers to allocate pro-rata two child free days where teachers will be released from teaching and other normally rostered duties in order

to undertake professional development. These activities will be determined jointly by the employer and employee and may include formal and informal activities.

The VECTEA does not require educators to be provided with child free days to complete professional development however BKS also provides for each educator to receive what is provided to only teachers under the VECTEA.

The Education and Care Services National Regulations requires that at least one educator in attendance at any place where children are being educated and cared for must hold a current and approved first aid qualification , and have undertaken current approved anaphylaxis management and asthma emergency management training (*Sec 136* ). BKS schedules and provides free access throughout each calendar year for all ongoing and contract employees to this qualification and training. BKS requires all employees to maintain the currency of this qualification and training.

## **DEFINITIONS**

The terms defined in this section relate specifically to this policy

Employee: Staff employed by BKS

Employer: Bethany Kindergarten Services (BKS)

Line Manager: A person who directly manages another employee. E.g. the teacher at the service is the line manager to the educator, the KSM is the line manager for AGLs and Teachers. Teachers are the Managers for Educators.

## **SOURCES AND RELATED POLICIES**

Sources

- *Employee Management and Development Kit. Early Learning Association Australia*
- *Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011*, ACECQA: <http://acecqa.gov.au/resources-and-templates>
- *Guide to the National Quality Standard*, ACECQA: [www.acecqa.gov.au](http://www.acecqa.gov.au) and [www.acecqa.gov.au/links-and-resources/national-quality-framework-resources/](http://www.acecqa.gov.au/links-and-resources/national-quality-framework-resources/)
- *Victorian Early Childhood Teachers and Educators Agreement 2016*
- *Victorian Institute of Teaching: Teacher registration requirements*

## **Service policies**

- *Code of Conduct*
- *Curriculum Development Policy*

## **PROCEDURES**

The Approved Provider is responsible for:

- Providing access to current and approved First Aid, CPR, asthma management and anaphylaxis training to ongoing and contract employees.
- Ensuring that all employees complete the annual Performance Evaluation and Development Plan process.
- Discussing any relevant development and support options that meet the identified needs of the employee and the employer.
- Assessing applications for professional development in line with the Annual Employee Appraisal and Learning & Development Plan.
- Providing information to BKS employees about learning and development options.
- Reviewing and providing feedback to all employees in relation to their Annual Employee Appraisal and Learning & Development Plan.
- Approving development opportunities for employees where applicable.
- Endorsing applications from employees to PAG's to resource additional development options where applicable.

**The Teacher is responsible for:**

- Maintaining the appropriate level of training and registration required by BKS.
- Completing the required professional development activities to maintain the Victorian Institute of Teaching (VIT) registration.
- Completing an Annual Employee Appraisal and Learning & Development Plan and submitting this to the Kindergarten Services Manager.
- Applying for additional professional development by submitting the Application for Professional Development Form.
- Completing an Evaluation of Professional Development and submitting this to the BKS Kindergarten Services Manager
- Recording evidence of learning & development on the Evaluation of Professional Development and submit to BKS.
- Providing advice to the educator and the activity group leader of learning and development opportunities
- Review Learning and Development plans for Educators and providing feedback and submit these plans to BKS.
- Sharing learnings with other BKS employees.

**The Activity Group Leader / Educator is responsible for:**

- Maintaining the appropriate level of training and qualification required by BKS.
- Completing an Annual Employee Appraisal and Learning and Development plan.
- Submitting the Annual Employee Appraisal and Learning & Development Plan to the line manager.
- Applying for professional development by submitting the Application for Professional Development Form
- Completing the PD Evaluation form and submitting to the BKS Kindergarten Services Manager.
- Recording evidence of learning & development on the Annual Employee Appraisal and Learning and Development Plan.
- Sharing learnings with other BKS employees.

**The Kindergarten PAG is responsible for:**

- Considering and approving BKS endorsed requests to resource additional professional development at the kindergarten where applicable.

**ATTACHMENTS**

- Application for Professional Development
- Learning and Development Support Options
- Evaluation of Professional Development
- Annual Employee Appraisal and Learning & Development Plan

**AUTHORISATION**

This policy was adopted by the BKS on August 2016 and was last updated on 1 July 2017.

**REVIEW DATE:** 1 JULY 2019

**APPLICATION FOR PROFESSIONAL DEVELOPMENT**

Employee's Name:-----

Service:-----

Title:-----

Training Organisation:-----

Date of Training: .....

Duration: .....

**Requests related to the professional development activity**

Contact Time: .....

Non-contact Time: .....

Own Time: .....

Travel Cost Requested: .....

Registration/Course Cost requested: .....

Office Use	
Registration:	\$.....
Travel:	\$.....
Salary:	\$.....
Relief staff:	\$.....
<b>Total:</b>	<b>\$.....</b>

**PD attended in this calendar year**

-----  
-----  
-----

**Overview of content:** *(explain how this event links to the goals in your most recent Learning & Development Plan)*

-----  
-----  
-----

**Benefit to Service:**

-----  
-----  
-----

**Benefit to Professional Practice**

-----  
-----  
-----

**Signature:** ..... **Date:** .....

*Applications for professional development must be submitted at least four weeks in advance, to the emailed to address [gka@gka.org.au](mailto:gka@gka.org.au). They will be assessed and consider by the Kindergarten Services Manager. The Kindergarten Services Manager will advise employee of the outcome.*

*The employee is expected, after completing the professional development, to provide a written evaluation which is submitted directly to the kindergarten Services Manager.*

**Approved / Not approved Kindergarten Services Manager**

**Educator informed by ..... on .....(date)**

## **Learning and Development**

**Peer support:** is when two employees work closely together. They may be in the same work location or in different locations. The key to peer support is in the sharing of experiences, discussing practices and exploring ideas and options together.

**Coaching:** is usually a one-on-one relationship that focuses on building competence or skills to achieve a specific goal. The process can be formal or informal, with the person to develop in a particular area. Coaching is results-orientated and focused on the 'here and now'. Coaching can be provided by a supervisor or manager or by an experienced peer.

**Mentoring:** can enhance performance, support development and assist people to realise their career aspirations. Mentoring tends to be broader and more future-focused than coaching. Mentoring can involve a more experienced person supporting the development of a less experienced person by providing guidance, helping refine judgement and supporting the development of strategic relationships and activities. Mentoring is also a relationship-based strategy where both parties share their experiences and insights. It is a mutual engagement in which both parties experience positive benefits. A good mentor asks strategic questions to encourage thinking in the person he/she is mentoring. Mentoring is best provided by someone other than that person's direct manager.

Mentoring can be an excellent process to introduce with a high performing employee who is keen to progress in his/her career. Mentoring could be provided by a service's Educational Leader, alternatively mentoring could be provided by the kindergarten Services Manager.

**Peer networks:** involves a group of fellow employees communicating together for mutual benefit. Peer networks can be formal or informal, and individuals may meet face-to-face, speak on the phone, chat online and/or be part of a discussion forum group. Peer networking is a very important way for people to pose questions, gain insight from others and share ideas in a non-hierarchical environment.

**Peer interest groups:** brings together individuals from a variety of backgrounds to focus on an area of interest.

**Professional development meetings:** are a way of individuals connecting, sharing experiences and learning from their own experience in face-to-face meetings. Some meetings have a formal structure and/or theme for discussion while others allow the opportunity for individuals to provide updates on what is happening at their Service and discuss any relevant issues, practice, policy changes etc.

**Professional development workshop:** are organised around a particular development theme and are led or facilitated by an individual who is likely to be an expert or highly-experienced in the area being explored. Those participating in the workshop have the opportunity to discuss and explore the issues under the leadership of the workshop facilitator.

**Professional development conferences:** offer a multitude of opportunities for development. In addition to the opportunity to hear leading researchers and practitioners present their work, conferences create opportunities for delegates to network, discuss what they have learned at the conference with peers and explore the ways in which the learning can be applied in their own practice.

## **Application Process: Requests for Additional Professional Learning**

Please complete the request for professional learning application form (available on the staff login page and in the BKS PD Policy as an attachment) and submit this to [gka@gka.org.au](mailto:gka@gka.org.au). In the Subject Line please place the following: **Attention Anneliese Knell: Request for Individual Professional Learning**. All requests and the outcome will be recorded and managed centrally by the Central Support HR Team and following consultation with the Kindergarten Services Manager, the outcome of the request will be communicated back from HR to the staff member. Any requests will be considered in the following context and considered on a case by case basis:

- *Is the request related to the Educators Professional Learning Plan?*
- *Does the Kindergarten Services Manager believe this is a priority area for learning?*
- *Is the request in contact or non-contact or own time?*
- *Is there available budget?*

- *What is the cost and does the request seek GKA to cover the training cost?*
- *Other PD opportunities provided to the staff member and/or attended by the staff member*
- *Individual service provision needs*
- *Service continuity*
- *Could the topic be better provided via a whole of GKA opportunity for future learning?*

**Evaluation of Professional Development**

*Please submit this to your Kindergarten Services Manager no more than two weeks after attending the professional development.*

PD Attended: .....

Date/s of PD attended: .....

Employee Name: ..... Date: .....

Please provide a brief outline of how you will apply the learnings you gained in the workplace

.....  
.....  
.....  
.....  
.....  
.....

Would you recommend this PD to other BKS employees      YES      NO (please circle)

How will you share your learnings eg staff meeting, article for staff newsletter, presentation at network meeting

.....  
.....  
.....  
.....  
.....  
.....  
.....

## ANNUAL EMPLOYEE APPRAISAL AND LEARNING & DEVELOPMENT PLAN

Employee Name:

Position:

Review Period:

BKS location:

Kindergarten Services Manager:

### Current Performance Review

- Highlight your strengths and skills that have contributed to your performance during 2018.
- What work goals have you achieved since your last appraisal?
- How have you put your learning into practice?
- Please explain any obstacles that prevented you from achieving your professional learning and development goals





**Learning and Development Plan**

**Learning is not only about going on a training course. You can learn effectively in a number of ways. For example: visits, structured reading and online learning, regional network meetings, conferences, workshops.** Think about what your individual future learning needs are. Consider different types of relevant learning and development activities which will help improve your knowledge and skills

What do you want to do and why? (list 2 to 3 goals)	How will this be achieved/measured?	By When?

**Employee's comments**

**Supervisor comments**

Employee \_\_\_\_\_ Date: \_\_\_\_\_ Supervisor \_\_\_\_\_ Date: \_\_\_\_\_

