

PROFESSIONAL DEVELOPMENT POLICY

Best Practice – Quality Area 7

PURPOSE

This policy will provide guidelines to ensure that Geelong Kindergarten Association (GKA) staff are supported to meet their individual professional development requirements.

POLICY STATEMENT

1. VALUES

The Geelong Kindergarten Association 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 staff

2. SCOPE

This policy applies to all GKA early childhood educators.

3. BACKGROUND

Ongoing professional development 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 supporting 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 staff 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. It is important that staff 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, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.

The Victorian Early Childhood Teachers and Assistants Agreement 2009 (VECTAA), requires full-time employees (teachers) to complete 4 days of professional development activities in the 12 months

immediately preceding their incremental anniversary date. These obligations continue to apply to employees who have reached the top of their respective classification and applies on a pro-rate basis for part-time employees.

The VECTAA does not require assistant educators to complete professional development. From 2015 the Geelong Kindergarten Association has provided for each assistant to receive provision of professional development as is provided to teachers under the VECTAA.

4. DEFINITIONS

The terms defined in this section relate specifically to this policy. For commonly used terms e.g. Approved Provider, Nominated Supervisor, Regulatory Authority etc. refer to the *General Definitions*

Employee: A teacher or assistant working from a GKA location or staff working in GKA administration unit.

Employer: The Geelong Kindergarten Association.

Line Manager: A person who directly manages another employee. E.g. teacher educator is line manager to assistant educator

5. 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 and www.acecqa.gov.au/links-and-resources/national-quality-framework-resources/*
- *Victorian Early Childhood Teachers and Assistants Agreement 2009*

Service policies

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

PROCEDURES

The Approved Provider is responsible for:

- Ensuring that all employees complete the Performance Evaluation and Development Plan process.
- Discussing any relevant development and support options that meet the identified needs of the employee.
- Providing advice on learning and development opportunities
- Conducting a yearly GKA conference day.
- Assessing applications for professional development (see Appendix 1)
- Providing information to GKA staff about learning and development options (see Appendix 2)

The Teacher Educator is responsible for:

- Completing Performance Evaluation and Development Record.
- Identifying individual goals.
- Undertaking the required number of professional development activities (See Appendix 4)
- Providing advice to the assistant educator of learning and development opportunities

- Submitting the Performance Evaluation Summary to the GKA Team Leader.
- Applying for professional development by submitting the Application for Professional Development Form (see Appendix 1)
- Recording evidence of learning & development attended or completed on the performance Evaluation and Development Planning Tool (See Appendix 5)
- Completing the PD Evaluation form and submitting to the GKA Team Leader (See Appendix 2)

The Assistant Educator is responsible for:

- Completing Performance Evaluation and Development Planning.
- Identifying individual goals.
- Submitting the Performance Evaluation Summary to the GKA Team Leader.
- Applying professional development by submitting the Application for Professional Development Form (see Appendix 1)
- Recording evidence of learning & development attended or completed on the performance Evaluation and Development Planning Tool (See Appendix 4)
- Completing the PD Evaluation form and submitting to the GKA Team Leader (See Appendix 3)

ATTACHMENTS

- PD request form
- Evaluation of Professional Development Form
- Learning and Development Support Options

AUTHORISATION

This policy was adopted by the Geelong Kindergarten Association on December 2014

REVIEW DATE: DECEMBER 2015

APPLICATION FOR PROFESSIONAL DEVELOPMENT



Employee's name:.....

Service:.....

Title:.....

Convenor eg Gowrie:

Date:..... Time:.....

Time required for professional development activity

Contact time:.....

Non-contact time:.....

Own time:.....

Travel cost requested:.....

Registration/course cost requested:.....

Costs	
Registration:	\$.....
Travel:	\$.....
Salary:	\$.....
Relief staff:	\$.....
Total:	\$.....

Required PD hours for the calendar year: (formal) (informal) **(teacher educators only)**

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

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

Benefit to service:.....

.....
.....

Benefit to self:.....

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

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

Applications for professional development must be submitted at least four weeks in advance, or as soon as possible. GKA will advise via email the result of all applications. The staff member is expected, after completing the professional development, to provide a written evaluation which is submitted to the Team Leader.

APPROVED / NOT APPROVED	Team Leader
Educator informed by on (date)	

Learning and development support options

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 GKA Team Leader.

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.



Geelong Kindergarten Association

TEACHER PDEP READY RECKONER

WHEN PROFESSIONAL DEVELOPMENT ACTIVITIES CAN BE UNDERTAKEN

The four days per year of professional development required for full-time teachers (pro-rata for part-time teachers) includes two child free days (pro-rata for part-time teachers). The child free days include both teaching and non-teaching time scheduled for that day. The days are to be scheduled at a time that is approved by the employer.

The other two days of the professional development requirement can be undertaken in either:

- non-teaching time, provided that the duties normally carried out are still completed
- time that is outside normal hours of employment, such as after work, weekends and term breaks.

It is important to note that, in undertaking professional development activities in paid time (non-teaching time), it should not disturb teaching time.

It is important to also note also that the children's attendance time must be maintained.

PROFESSIONAL DEVELOPMENT (PD) REQUIREMENTS

Weekly hours of employment	Annual PD requirement (hours)	Min. formal courses 75% (hours)	Max. informal courses 25% (hours)
3	2.5	2	0.5
4	3.25	2.5	0.75
5	4	3	1
6	4.75	3.5	1.25
7	5.5	4.25	1.25
8	6.5	5	1.5
9	7.25	5.5	1.75
10	8	6	2
11	8.75	6.5	2.25
12	9.5	7.25	2.25
13	10.5	8	2.5
14	11.25	8.5	2.75
15	12	9	3
16	12.75	9.5	3.25

Weekly hours of employment	Annual PD requirement (hours)	Min. formal courses 75% (hours)	Max. informal courses 25% (hours)
17	13.5	10.25	3.25
18	14.5	11	3.5
19	15.25	11.5	3.75
20	16	12	4
21	16.75	12.5	4.25
22	17.5	13.25	4.25
23	18.5	14	4.5
24	19.25	14.5	4.75
25	20	15	5
26	20.75	15.5	5.25
27	21.5	16.25	5.25
28	22.5	17	5.5
29	23.25	17.5	5.75
30	24	18	6
31	24.75	18.5	6.25
32	25.5	19.25	6.25
33	26.5	20	6.5
34	27.25	20.5	6.75
35	28	21	7
36	28.75	21.5	7.25
37	29.5	22.25	7.25
38	30.5	23	7.5

The above calculations of the annual PD requirements and formal/informal activities allocations have been rounded to the nearest quarter of an hour.

Performance Evaluation and Development Record

Name of Employee		Current role/s			
Service name				Total Hours Employed	
Performance Period	to		Qualification		
PD Hours required to be undertaken <small>Not required for assistant educators</small>		FORMAL ACTIVITIES REQUIRED <small>(75% OF ANNUAL PD HRS)</small>		INFORMAL ACTIVITIES REQUIRED <small>(25% OF ANNUAL PD HRS)</small>	
<i>Formal Activities may include: training courses, conferences, seminars, workshops</i>			<i>Informal Activities may include: professional networking, professional reading, research</i>		
Outline your strengths and skills that contributes to your work performance.					
Outline the goals you achieved since your last appraisal.					

Outline how you have put your learning into practice.

Outline areas of your performance/knowledge/skills where improvements could be made.

Key performance Indicator (up to 4)	Relating to NQS Quality Areas	Indicator Type (e.g. Knowledge, Skills, Responsiveness, Documentation)	Strategies and resources	Comments
1				
2				
3				

4				
---	--	--	--	--

Professional Development Planning

Selected course/training	Attendance day/time	Course duration	Employer approval

I agree that the Key Performance Indicators and any goals strategies set are fair and reasonable to continually improve my performance/the performance of the employee during the next 12-month performance cycle.

[For the employee only] I agree that the areas and my responsibilities to contribute to the service's overall Quality Improvement Plan (QIP) are fair and reasonable, and I agree to commit to contributing to continuous improvement during the next 12-month performance cycle and undertaking the identified PD.

Employee

Name: _____ Signature: _____ Date: _____

Employer

Name: _____ Signature: _____ Date: _____