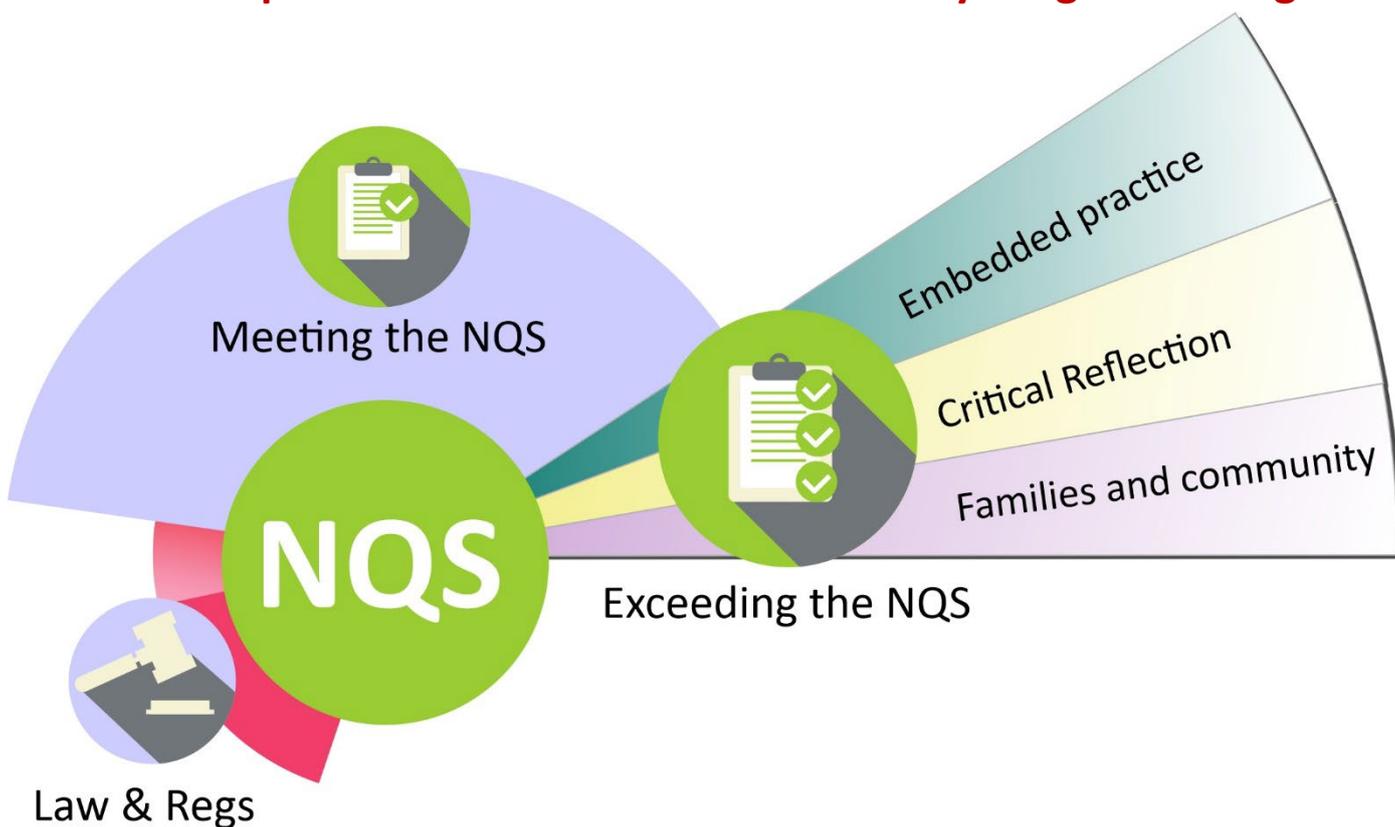


Section 2. Experienced educators – ensure everything is meeting.



First step: We must ensure the Law and Regulations are always met. **Second step:** then we look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes. The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.



Law & Regs

There are no specific Regulations covering professional development. The Guide to the NQF notes that

“Learning and development can be enhanced when educational ...leaders ...take on an active mentoring role, in collaboration with educators, to develop individual professional development plans that:

- *develop educators’ professional knowledge, skills and practices*
- *support creativity, imagination, innovation and continuous quality improvement*
- *build an understanding of the influence of theories and beliefs*
- *support educators to stay abreast of current policies, practice and thinking ...”*

Regulation 118 Educational leader

Week 40, 11-15 December 2023 – 7.2.3 Development of Professionals

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The approved provider ... must designate, in writing, a suitably qualified and experienced educator, co-ordinator or other individual as educational leader ... to lead the development and implementation of educational programs...

Note— A compliance direction may be issued for failure to comply with this regulation.



Meeting the NQS

Looking at the element in detail - A service reviewed what the NQF Guide said about element 7.2.3 and understood performance evaluations involve:

- review - of position description, philosophy, previous plan, achievements and contributions

- planning and improvement - identifying opportunities, building on strengths, setting clear goals and timelines, professional learning and support strategies.

Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Professional Learning or Training After Performance

Review: After our most recent performance reviews, our team identified a collective need to enhance our communication skills when interacting with parents and caregivers. As a result, we collectively decided to participate in a workshop focused on effective parent-educator communication. This training equipped us with valuable strategies and tools to foster more productive and open dialogues with families, leading to improved partnerships and a more supportive learning environment for the children.

Willingness to Try New Things and Value Feedback:

As a cohesive team of educators, we are always open to trying new approaches to enhance our teaching practices. Recently, we collectively introduced a nature-inspired learning corner in our classroom. While initially uncertain about its impact, we invited feedback and insights from one another and welcomed suggestions from our students' parents. Their valuable input allowed us to refine the space, making it even more engaging for the children and reinforcing our commitment to continuous improvement.

Regular and Meaningful Professional Development:

At our early childhood education center, we have established a monthly professional development day for the entire staff. During these sessions, we collaboratively explore various topics such as child development, classroom management, and cultural competence. What sets our professional development apart is our collective commitment to active participation. We engage in lively discussions, share personal experiences, and work together to apply newfound knowledge to our daily practices. This regular and interactive approach to professional development ensures that we, as a team of educators, are constantly evolving and adapting to meet the ever-changing needs of our students.

If you are doing similar practices to the example, use the below questions to help you write your 'meeting' description so you can add it to your QIP.

A MEETING QIP and Self-Assessment Tool (SAT)
<i>Please give an example of some professional learning or training you completed as a result of your performance review.</i>
<i>Please give an example showing how you're always willing to try new things to improve practice, and that you value feedback or coaching from others.</i>
<i>Please discuss how professional development is provided regularly and in a meaningful way.</i>

If you and your educators need to learn how to do the above to achieve meeting, proceed to the next page.

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