Curriculum (Pedagogy) and Educators Development Training Policy

Quality Area 7: Leadership and service management

Standard 7.1: Effective leadership promotes a positive organisational culture and builds a professional learning community.

Standard 7.2: There is a commitment to continuous improvement.

Standard 7.3: Administrative systems enable the effective management of a quality Service.

It is important for Educators to continue learning for their own pedagogy development and reflection and keep up to date with current theories and practices. The Service’s Educational Leader will oversee the allocation of in-services to ensure that all staff members are receiving correct training based on the information that Educators supply on their goals sheet.

- Permanent full-time Educators are to attend a minimum of ‘4’ in-services per calendar year.

- A Child Protective training course is to be attended by each Primary Contact Teacher every 18 months as a minimum to ensure knowledge is current.

- It is a condition of employment that all Educators keep their First Aid Training current and supply the Service with valid certificates.

- Management supports Educators to undertake OHS training as a part of their in-service training.

- Permanent part-time and casual Educators (other than relief Educators) are to attend a minimum of ‘2’ in-service per calendar year or pro rata to the full time hours allocated. Whichever is the greater?

- To assist and support Educators in furthering their training, The Australian International Islamic College Kindy will contribute 100% of standard in-service fees for permanent Educators (travel is at your own expense) In-service approvals are required by the Educational Leader for this to occur.

- Other in-service training, above the minimum expected may be supported by Management in respect to the cost of the in-service, if approved by the Nominated Supervisor beforehand.

- Educators are required to produce a report in the week after the completion of the in-service to share with all other Educators and management. The Educator who has attended the in-service will be asked to present a report at the next staff meeting to share information gained with all other Educators and management.

- All in-services attended (which are paid for or subsidised by the Service) must be first approved by the Educational Leader of the service. Only in-services which are beneficial to the Service and other Educators will be approved for payment by the service, at the discretion of the Educational Leader.
• Educators are to monitor and document their own record of Pedagogy Analysis showing their commitment to reflective practice. Embracing it as ongoing learning that involves engaging with questions of philosophy, ethics and practice and their influence on the learning environment.

Questions to guide reflection include:

• What are my understandings of each child?
• What theories, philosophies and understandings shape and assist my work?
• Who is advantaged when I work in this way? Who is disadvantaged?
• What questions do I have about my work? What am I challenged by? What am I curious about? What am I confronted by?
• What aspects of my work are not helped by the theories and guidance that I usually draw on to make sense of what I do?
• Are there other theories or knowledge that could help me to understand better what I have observed or experienced? What are they? How might those theories and that knowledge affect my practice?

(BELONGING, BEING & BECOMING The Early Years Learning Framework for Australia)

• An Educator’s Pedagogy Analysis will be discussed with the Educational Leader and Nominated Supervisor during the Staff Performance Review cycle.

• Relief Educators will be advised of details concerning in-service topics and locations.

• A record of in-service training will be kept on the ‘Presentation Wall’ located in the office.

• Families will be made aware of all staff training through the Service’s Newsletter.

This policy was made with consideration to Children and Young Persons (Care and Protection) Act 1998 and the Code of Ethics- Early Childhood Australia. Education and Care Services National Regulations 2012 and Belonging, Being, Becoming, The Early Years Learning Framework

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