



### Statement of Commitment

Wyndham City Council is committed to safeguarding children younger than 18 and ensuring their active participation as valued members of our community, while fostering a child-safe environment. We focus on early identification of risks to protect children from harm, whether caused by adults, harmful behaviours between children, exposure to family violence, or concerns like grooming, cumulative harm, or neglect.

We encourage the reporting of any concerns or suspicions of child abuse or harm. The Reportable Conduct Scheme improves how organisations respond to allegations of abuse, harm, neglect, and risk to children. Under this scheme, the CEO, or their delegate, must report any allegations of child-related misconduct to the Commission for Children and Young People within a specific timeframe.

All allegations are taken seriously, and reporting does not require agreement on the conduct. Concerns can be reported to a line manager or directly to the Senior Child Safe Advisor. Investigations will be conducted by an external party under the oversight of relevant authorities, including Victoria Police, the Department of Families, Fairness and Housing, and Child Protection.

Furthermore, Wyndham City Council has also publicly declared its commitment to being a Child Safe Organisation on our external website and recognises the importance of Child Safety in the provision of quality community services. All children and young people who attend services, programs, events, and community spaces have a right to feel safe, be safe, and be heard. We are committed to maintain a child safe environment, and value a culture of safety within council and its operations.

There are also behavioural expectations to recognise the importance of an inclusive and welcoming environment to all children & young people of the wider community including Aboriginal and Torres Strait Islanders, culturally and/or linguistically diverse, those with a disability and promoting an environment with no tolerance for racism.



### Purpose

This policy provides guidance on the processes and supports available to Wyndham City Early Education and Care Service (EECS) staff to foster their ongoing professional growth and development as part of a collaborative learning community.



### Policy Statement

EECS is committed to fostering a culture of continuous learning and professional growth for all employees. This commitment is based on the understanding that ongoing professional development is essential for:

- Maintaining high-quality early childhood education and care.
- Enhancing learning opportunities and outcomes for children.
- Keeping educators' knowledge and skills current and relevant.
- Supporting staff professional identity and wellbeing.

Our annual performance review and ongoing development program aims to:

- Highlight individual and team strengths.
- Identify areas for professional growth.
- Align staff development with organisational values, service goals, quality standards, and personal professional goals.



### Scope

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, staff, students, volunteers, parents/guardians, children, and others attending the programs and activities of EECS, including during offsite excursions and activities.

## 7.8. PROFESSIONAL DEVELOPMENT

QUALITY AREA 7 | VERSION 5.0



<b>Responsibilities</b>	Approved Provider and EECS Unit	Nominated Supervisors/ Team Leaders	Early Childhood Teacher, Educators, and other staff	Family, parents/guardians	Contractors, volunteers, and students
Create and implement a yearly training program that includes: <ul style="list-style-type: none"> <li>• Staff <b>industrial agreement</b> training (on organisational days).</li> <li>• Mandatory organisational training.</li> <li>• ACECQA approved medical management training. (<i>Process 7.8.1: Medical Management Training Procedure</i>)</li> </ul>	✓				
Identify common skill gaps across all services and provide targeted training to address these needs. This training follows the annual learning and development calendar.	✓	✓			
Develop and support <b>professional development</b> initiatives that build staff capacity and strengthen <b>succession planning</b> within the organisation.	✓	✓			
Manage unit and service budget for professional development activities.	✓	✓			
Monitor and report monthly on training expenses and professional development activities.	✓	✓			
Ensure that all staff training opportunities are clearly communicated to everyone.	✓	✓			
Schedule and communicate quarterly regional meetings well in advance to ensure maximum participation and clarity.	✓	✓			
Conduct yearly <b>Performance Development Agreements</b> (PDAs) for all staff, including mid-year reviews. ( <i>Appendix 4.3.11: WCC - Performance Management Policy</i> )	✓	✓			
Help staff identify their training goals and support their access to various learning opportunities, including: <ul style="list-style-type: none"> <li>• Internal and external training.</li> <li>• Formal and informal learning experiences.</li> </ul>	✓	✓	✓		
Actively engage in the Performance Development Agreement (PDA) process.	✓	✓	✓		
Complete all <b>mandatory training</b> within the required time.	✓	✓	✓		✓
Early Childhood Teachers must complete 20 hours of professional development annually to maintain <b>Victorian Institute of Teaching</b> (VIT) registration.			✓		
Early Childhood Teachers must record and submit all professional development activities to VIT as required.			✓		
Attend quarterly regional meetings and child-free professional development days as required. ( <i>Process 4.3.3: Staff Meetings and Child Free Days</i> )	✓	✓	✓		
Use <b>non-contact time</b> for professional development activities, including but not limited to completing mandatory training, engaging in coaching, and attending external training.		✓	✓		
Complete the required form to apply for professional development when requesting release from contact time or coverage of associated costs. ( <i>Appendix 7.8.1: Application for Professional Development</i> )		✓	✓		

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Responsibilities	Approved Provider and EECS Unit	Nominated Supervisors/ Team Leaders	Early Childhood Teacher, Educators, and other staff	Family, parents/guardians	Contractors, volunteers, and students
Review professional development applications, considering the following: <ul style="list-style-type: none"> <li>• Performance Development Agreements (PDAs)</li> <li>• Service Quality Improvement Plan</li> <li>• Service Training &amp; Development budget.</li> </ul>	✓	✓			
Establish and maintain processes to support early childhood teachers employed by us in completing either: <ul style="list-style-type: none"> <li>• The Inquiry Process to move to full registration, or</li> <li>• The Capability Assessment <i>(refer to Process 7.8.2 and Process 7.8.3)</i></li> </ul>	✓	✓			



### Definitions

The terms defined in this section relate specifically to this policy:

**Industrial Agreement:** A legally binding document negotiated between employers and employees (or their representatives) that outlines the terms and conditions of employment, including wages, hours, and working conditions.

**Mandatory Training:** Required learning activities that all staff must complete, typically including child protection awareness, safety procedures, and other essential topics as mandated by regulatory bodies or organisational policies.

**Non-contact time:** Scheduled periods within an early childhood educator's workweek allocated for tasks outside of direct interaction with children. This time is used for planning, preparation, professional development activities, and other responsibilities that support the educational program.

**Performance Development Agreements (PDA):** A collaborative document created annually between staff members and their supervisors. It outlines the employee's strengths, sets clear goals, and identifies specific training and development needs. PDAs are reviewed after six months to track progress and adjust if necessary.

**Professional Development:** Learning experiences designed to support early childhood educators in acquiring and applying professional knowledge, skills, and dispositions. It includes various activities such as workshops, conferences, in-service training sessions, formal studying, readings, and professional research, aimed at improving teaching practices and outcomes for children.

**Succession Planning:** A strategic process in early childhood education programs to identify and develop potential future leaders within the organisation. It involves preparing staff for advancement or replacement of key positions, ensuring continuity of leadership and maintaining organisational culture and quality.

**Victorian Institute of Teaching [VIT]:** an independent statutory authority that regulates the teaching profession in Victoria. It requires teachers, including early childhood educators, to register and maintain registration by fulfilling annual professional development requirements. VIT ensures teachers meet professional standards, accredits teacher education programs, and investigates misconduct to safeguard the quality and safety of education.

## 7.8. PROFESSIONAL DEVELOPMENT

QUALITY AREA 7 | VERSION 5.0



### Legislation and Standards

Relevant legislation and standards include but are not limited to:

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations
- National Quality Framework: Quality Area 7 - Governance and Leadership
- Australian Professional Standards for Teachers
- Early Childhood Australia (ECA) Code of Ethics
- Education (Early Childhood) legislation Amendment Act 2023
- Early Years Learning Framework V2
- Victorian Early Years Learning and Development Framework
- National Association for the Education of Young Children (NAEYC) Professional Standards



### Related Appendices & Documents

- Appendix 7.8.1: Application for Professional Development
- Process 7.8.1: Medical Management Training Procedure
- Process 7.8.2: Completing Capability Assessment
- Process 7.8.3: Completing VIT Inquiry



### Related Policies

- Code of Ethics
- Governance and Management of the Service

### Authorisation and Version Control

Version	Objective ID	Action	Date	Endorsement date	Next Review Date
2		Intermediate changes – VIT requirements	13/11/2018	KK – 01/05/2019	Sep, 2021
3	A4005910	Addition – Wyndham City’s Statement of Commitment – Child Safe Standards. Addition of SRF	14/11/2022	TP	2025
4	A4704123	Minor changes in wording and updated definitions. Updated format Process removed from policy document and developed as separate documents.	December 2023	TP	December 2026
5	A4704123	Updated Wyndham City’s Statement of Commitment to a Child Safe Organisation – as per Wyndham City’s Child Safe Management page	23/06/2025	TP <i>T. Papaicamov</i>	December 2026