

Example Child Care Service

LDC PDP
Professional
Development
Planning Tool

Professional Development Planning Tool

Long Day Care Professional Development Programme (LDC PDP)

The Federal Government has provided significant funding for the Long Day Care sector which can be for professional development and learning.

This includes:

- educator qualifications,
- service study groups (e.g. to support educators studying qualifications);
- professional development sessions and conferences
- action research or practitioner inquiry
- mentoring or coaching support,
- whole team professional learning; and
- staff release time to access the above professional learning opportunities. To make the most of this three year funding (received in annual installments), it is important to plan how you can best use it to reach the goals and vision of your service/organisation.

This simple planning document enables you to use your Service's key existing documents to assess individual educator and service/organisation needs for professional development and learning. We suggest you undertake this exercise at least once every twelve months prior to or just after receiving each installment of LDCPDP funding. This plan also acts as a record for accountability purposes.

In South Australia, the Teachers Registration Board requires teachers to complete 60 hours of professional development within their three year registration which must be aligned to the AITSL professional standards for teachers. This Planning Document can assist your teacher/s to achieve this goal.

To complete this Planning Tool you will need the following documents:

- **Quality Improvement Plan (QIP)**
- **Service Support Plan** (if your service has a Service Support Plan it may have been completed in consultation with an Inclusion Support Facilitator - ISF)
- **Current Educator Appraisals/Individual Learning Plans**

To receive LDC PDP funds, long day care services must complete the [online application](#) between 19 May and 13 June 2014.

Access the [LDC PDP Funding Guidelines](#) for more information.

Overview of Service

Use the documents listed on the previous page to populate the following table:

Quality Improvement Plan (QIP) Key Goals		Standard/Element
Service Support Plan Key Goals	<ul style="list-style-type: none"> • Development of inclusion skills such as use of communication strategies; • Increasing knowledge through building relationships with other staff, family, therapists and professional learning opportunities and training; • Increasing knowledge of inclusion in areas such as diversity of ability or culture or challenging behaviours; • Development of community linkages 	
	<ul style="list-style-type: none"> • Although we weave the cultures of families into our programs for children, we would like to explore how to do this in a more authentic way (not tokenistic), with all families, that fosters a true sense of belonging, identity and inclusion within the room, particularly for our Aboriginal families. • Improve the depth/richness of documentation of children’s learning, examine the ways we make space for capturing multiple perspectives to create a picture of the whole child and delve below the surface to the inner world of the child. • Given research on social justice, equity and disadvantage, work is commencing on supporting educators and staff to consider individual contexts more closely and understand how we can have a positive impact in the lives of children, families and staff. • Orientation systems and procedures are in place and consist of formal induction discussions as well as in-room mentoring from more experienced educators, but these have been inconsistently applied across the organisation. Casual staff (particularly those who then gain a contract) miss out on a more thorough induction process. 	<p>1.1.2</p> <p>1.2.3</p> <p>1.1.5</p> <p>7.1.2</p>

Prioritising - Whole of Service Focus

When considering the continuous improvement goals and priorities for your service and within your community, it is useful to consider a three year period in which you aim to achieve these. For instance, using the AEDI data for your area might show that literacy is a key priority. Therefore you may want to incorporate this into key focus areas for your service.

Robinson (2013) suggests a way to prioritise planning for your service. Take a look at this example. You will see that the number of initiatives in any year are focused and limited. Too many competing initiatives mean that learning is unlikely to become embedded in new practice. You will note that Robinson advocates one major initiative which is followed up in the following year to ensure that the learning is becoming embedded in daily practice.

Example	2014	2015	2016
Major Focus	Family partnerships	Relationships (adult role)	Assessing & Documenting Children's Learning
Minor Focus	Literacy	Family partnerships	Relationships (adult role)
Minor Focus	Relationships (intro and exploration)	Literacy	Impact of Trauma (family & child)

Annual Professional Learning Plan

Now, consider the whole of service priorities and individual learning goals already identified, use the following table to create your annual professional learning plan.

Key service wide learning needs	Who needs to attend	How/Where will we access it? (e.g. Gowrie, other provider, internal)	Approximate Cost
Leadership	Educational leader, team leaders	<ul style="list-style-type: none"> Advanced Diploma Leadership (Gowrie) Educational Leaders Forums (Gowrie) Internal leadership (Educational Leader) 	<ul style="list-style-type: none"> \$500 per person \$55 per person / forum
Documenting children's learning (Literacy)	All educators	<ul style="list-style-type: none"> Facilitated Staff meeting (Gowrie) Documentation mentoring (internal or Gowrie) 	<ul style="list-style-type: none"> \$390 per session \$65 per hour
Deepening understanding of the EYLF	Educators with Cert III, new educators	<ul style="list-style-type: none"> Individual EYLF workshops at Gowrie Internal mentoring 	<ul style="list-style-type: none"> \$55 per person Staff backfill
Family Partnerships	Team Leaders to lead, all educators to participate	<ul style="list-style-type: none"> Practitioner inquiry project 	<ul style="list-style-type: none"> Staff release time Consultancy from Gowrie \$TBA

Further Support and Information

We invite you to contact the **Gowrie SA Professional Learning Program** for assistance in developing and/or organising professional learning to achieve your LDC PDP annual plan. We have consultants available to assist in identifying and organising:

- Professional learning sessions and packages (including sessions aligned to AITSL)
- Qualifications including Certificate III and Diploma of Early Childhood Education and Care and the Advanced Diploma of Community Sector Management (NQF Leadership)
- Support for the whole team, groups of educators or individual educators
- Mentoring or coaching for educators and/or leaders
- Access to conferences and forums

We can also develop comprehensive and integrated plans that include action research or practitioner inquiry. We look forward to working with you.