



FACT SHEET: PLANNING AND EVALUATING PROFESSIONAL DEVELOPMENT

It is strongly recommended that services funded under the Long Day Care Professional Development Programme (LDCPDP) take a strategic approach to identifying and planning their approach to professional development. There is no “one size fits all” way to do this. This fact sheet provides a list of questions services might ask as they consider how best to spend, and report on, funds allocated under the LDCPDP.

1. Undertake an environmental scan

- What qualifications are required to meet the National Quality Standards?
- What has the service achieved already in terms of improving outcomes for children? What is going well? Are there areas for improvement identified in the Quality Improvement Plan (QIP)?
- What are your aspirations for educators and for the service?
- Do the priorities in the QIP need to be updated?
- Use evidence to assess the progress your service is making towards the QIP. Record this as a baseline and use it to report on the decisions you made under the LDCPDP.

2. Planning for professional development

- It is recommended that educators are engaged in the professional development decision making process in order to build ownership and commitment
- What do educators need to learn, know about, understand and put into practice in relation to each of the identified priorities in the QIP?
- How does professional development meet the workforce requirements of the service
- Select professional development activities strategically: choose activities that will have a long term impact on the quality of the service and resist ‘quick fix’ or ‘one-size-fits-all’ approach that may not improve service quality
- What are the requirements to achieve the next level of rating under the NQF? Use this to set goals and milestones against which you can track the outcomes
- Will activities be more focussed on training (hands on practical and technical skills or competencies to carry out a particular task) or professional development (designed to stimulate longer term sustained changes in the thinking, knowledge, skills and approaches to educators’ practice)? Or a balance between the two?
- Are there benefits in networking and coordinating professional development across other services in your local region?
- How will the professional development plan be reviewed? How will you measure the outcomes of the professional development? How is it making a difference?
- What information will you need to collect to report on improvements?

3. Undertaking Training and Reflecting on Professional Development

- What are we learning?
- How will the new learnings be embedded into programs, practices or policies?
- How are educators sustaining engagement over time?
- Is there sufficient time and ongoing support for educators to undertake professional development, and reflection?
- Are your choices in line with the LDCPDP programme guidelines?

4. Evaluating Professional Development

- How have individual educators, and the service, applied what has been learnt?
- What support is required to apply new knowledge and skills?
- What have been the overall benefits for children, educators and families?
- Are you now delivering a higher quality in those areas identified as priorities?
- What milestones have been achieved?
- What would you have done differently?
- How will the results contribute to planning future professional development?

5. Reporting

- How might you report what has been achieved in the QIP? Do the priorities need to be revised as a result?
- What have you documented in relation to expenditure of LDCPDP funds as you have worked from identification of professional development priorities through planning, implementation and evaluation?