Policy statement

Goodstart Early Learning (Goodstart) recognises that the calibre and competence of our staff are important factors in ensuring that we provide quality early learning for all children. To this end Goodstart actively promotes the ongoing professional development of employees through quality, learning and development opportunities. Achievement of Goodstart's strategic goals and the securing of our mission, vision and guiding principles is dependent on providing quality professional learning and development opportunities for Goodstart's workforce.

What does this policy apply to?

Goodstart operates as a learning organisation which:

- Is recognised as an organisation that invests in its people
- Provides direction for the delivery of learning and development activities
- Works with internal experts and external organisations to extend learning opportunities at all levels

Goodstart believes that a holistic approach is the key to ensuring real learning takes place and endures. Knowledge, skills and learned behaviours are acquired through a mix of formal and informal learning opportunities. Typically, a staff member's approach to learning should comprise:

- 70% development and application of knowledge and skills within job based activities and assignments including self-reflection and project work;
- 20% through establishment and development of 'appropriate relationships' including manager one-on-ones team meetings, observations, coaching, mentoring; and
- 10% participation in 'formal training' through seminars, workshops and accreditations.

Employee Responsibilities

Goodstart encourages staff to be responsible for their own learning. The learner is encouraged to create and develop an individualised learning plan. This learning plan should be developed collaboratively between the staff member and manager. Learning opportunities should encompass new approaches to learning, and evolve from the staff member's efforts, mistakes and successes. The learner is expected to be motivated to learn and put their learning into practice.

Managers Responsibilities

Managers play a critical role through their commitment to and leadership of professional learning and development for all Goodstart staff. Managers should create an environment that supports the development of professional learning in employees and enhances the balance between professional learning goals of individual employees and the strategic goals of Goodstart.

Goodstart Early Learning provides professional learning and development opportunities through a number of channels including:

- Learning and Development Function
- Goodstart Institute of Early Learning
- Early Learning Capability
**Structure**

In April 2017, Learning and Development, Early Learning Capability and the Goodstart Institute of Early Learning were merged to provide an integrated portfolio of accredited and non-accredited learning to build professional capability and professional best practice.

The Goodstart Institute of Early Learning is now accountable to a Governing Board.

**Learning & Development Function**

The role of the Learning & Development (L&D) function is to:

- Align learning programs with Goodstart's strategic priorities, guiding principles and organisation values.
- Comply with the learning & development strategy
- Ensure that learning opportunities are facilitated which develop key workforce capabilities
- Develop learning programs that support the foundational behavioural, technical, and leadership capability frameworks
- Tailor learning that is accessible, of consistent quality, flexible, practical, connected, replicable and affordable

*Related documents: Online Learning Requirement; Pathways to Learning Guideline.*

**Goodstart Institute of Early Learning**

Goodstart Institute of Early Learning is Goodstart's Registered Training Organisation (RTO).

Goodstart Institute of Early Learning delivers nationally accredited children's services qualifications across all states and territories of Australia. The L&D team work closely with the Goodstart Institute staff to deliver quality learning and development to our educators enabling them to provide the best possible education and care opportunities to Australia's children and their families.


**Responsibilities**

This policy is to be implemented by: All Staff

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**Definitions**

**Professional Learning:**

- Professional learning is the means by which an organisation enhances the ability of its people to improve the quality of its services.
Professional Development:

- Professional Development is perceived as continuous learning that enables our staff to affirm existing understandings, as well as acquire new knowledge and skills and thereby remain up to date with emerging developments in their field.

Learning Culture:

- Learning Culture describes a work environment where learning is integrated throughout the organisation’s policies, processes and practice. Each person feels it is both an expectation that they will continue learning and their right. It just is a part of what you do at work; you learn and share your learnings.

Formal Learning:

- Formal learning encompasses formal qualifications undertaken, seminars including State Conferences, workshops, tailored programs, professional conversations, online learning, mentoring and coaching.
- Informal Learning:
  - Informal learning encompasses, on job learning, stretch assignments, critical reflection, research projects, case studies and scenarios.

Registered Training Organisation

- A vocational education organisation that provides students with training that results in qualifications and statements of attainment that are recognised and accepted by industry and other educational institutions throughout Australia.