

Strategic Discussion: Quality Staff (appropriately qualified, inspired, inspiring, passionate, committed to ongoing professional development, involved in research)

Statement: Our Association is committed to advocating for the employment of suitably qualified & professional staff in ECE, to employing 100% trained teachers to teach children and to ensuring staff continue to develop professionally. Our expectation is that staff engaged in professional development should contribute to a work force where it is evident that new skills and knowledge are being acquired & applied. Inspired & inspiring staff are positive, resourceful, willing to go the extra mile, committed to excellence, eager to participate, enthusiastic and willing to share their knowledge. Quality staff should be capable of delivering quality education to our children, with positive outcomes that benefit the child for their lifetime.

Area	Ensure:	Further Initiatives to be explored
Recruitment	<ul style="list-style-type: none"> • Robust, fair appointment processes select best applicants for positions with a commitment to recruiting high calibre, professional staff • Consideration is given to how applicants add value to the Association & the different philosophies they bring with them • EEO policies support diversity in recruitment • Head teachers or Teacher rep included on Appointments panel 	
Staff	<ul style="list-style-type: none"> • New staff are inducted well • Staff clearly understand : <ul style="list-style-type: none"> • expectations of them as employees of this Association • requirements of professional standards • what resources they have access to • how they will be supported to achieve goals/aspirations • Staff have opportunities available to them in a range of forums to provide their views & input with regard to what opportunities or experiences inspire them • Staff are actively engaged in PD that challenges them to expand & apply new skills and knowledge • Mentoring, peer support and professional support are available to all staff • Diversity is seen in a positive light • Staff share the Board's vision for its employees 	<ul style="list-style-type: none"> • Formalise follow up process for new permanent and long term employees with regard to their induction and aspirations • Formalise a voluntary process for exiting staff to provide feedback about their employment with the Association and reasons for leaving
Appraisals	<ul style="list-style-type: none"> • Appraisals are valued as an opportunity to reflect on & acknowledge achievements, identify growth areas , identify & develop potential • Staff identify opportunities/PD/goals that inspire, challenge & motivate them • Staff encouraged to identify & work towards their aspirations & career pathways, within financial constraints 	<ul style="list-style-type: none"> • Consider the pros and cons of an appraisal process for KSW's

Area	Ensure:	Further Initiatives to be explored
PD	<ul style="list-style-type: none"> • Equitable access to PD • PD & support is provided for those in or aspiring to leadership roles • Opportunities for staff to participate in research and post graduate studies are supported, within financial constraints • Staff have the opportunity to both implement new learning & to share it with other staff • A range of inspiring PD is available to meet staffs individual needs, includes utilising a range of external training providers • Access to useful tools such as professional libraries, website and NKA publications/manuals • Registering teachers are supported via an excellent registration program 	<ul style="list-style-type: none"> • Consider how post graduate study/sabbaticals/secondments can possibly be supported and the experience gained shared with other staff • Increase consultation with staff around PD
Leadership	<ul style="list-style-type: none"> • PD & support is provided for those in or aspiring to leadership roles • New head teachers are supported by the management team as they transition into the role • Mentoring & peer support is available and fostered • Head teachers are supported when they are dealing with difficult vulnerable child issues requiring referral to other agencies • Head teachers are supported by the management team to develop strategies when experiencing roll difficulties • Head teachers are supported by the management team to develop strategies when team sizes increase, impacting on team dynamics & workload • Appropriate leadership is role modelled by management staff 	<ul style="list-style-type: none"> • In consultation with head teachers, Education Managers & Finance Manager the General Manager to develop a resource for Head Teachers identifying Head Teacher key role & responsibilities as well as resources & tools available to them
Parents & Caregivers	<ul style="list-style-type: none"> • Are aware all teachers are trained, registered teachers • Opportunities are available to provide feedback on the impact of quality teaching practices as experienced in our kindergartens • Teachers demonstrate a range of strategies are employed to assist children with learning difficulties, special or high needs • Teachers knowledgably support parents with advice 	
Policies & monitoring	<ul style="list-style-type: none"> • Appropriate appointment policies and guidelines are in place • EEO policies reflect support for diversity • Appraisal system is in place • Feedback is sought on the quality of PD accessed by staff • Evidence demonstrates how new learning is being applied in our kindergartens 	

Area	Ensure:	Further Initiatives to be explored
Finances	<ul style="list-style-type: none"> • Allocation and tracking of funding for PD • Collect & supply the Board with a range of data as required to monitor PD, qualifications & how staff are supported with research, post graduate & secondment opportunities 	<ul style="list-style-type: none"> • Board to identify the data it requires, when and how it is to be presented
Board engagement	<ul style="list-style-type: none"> • Board sets clear expectations of staff, acknowledges & celebrates excellence • Board are aware of issues that impact on staff • Board committed to & supportive of quality PD for staff, which includes making adequate provision to fund PD • We provide opportunities for staff to provide feedback on the level & quality of PD available to them • We provide opportunities for staff to provide feedback on opportunities or experiences that inspire & motivate them • Provision is made for staff to have good access to a range of tools/resources/technology • As a good employer the Board adopts a holistic view with regards to the well being of staff, which includes providing a work environment & culture that attracts & nurtures high calibre staff and provides additional support when it may be required. 	