Mandatory – Quality Area 4

Professional Development and Enhancement Program

1. Authorisation

This policy was adopted by the Committee of Armadale Early Learning Centre Inc. at its Committee meeting on insert date.

2. Review Date

This policy was reviewed on September 2013. This policy is to be reviewed every 3 years or when deemed necessary. This policy is next due to be reviewed September 2016. Please note, the following requirements for Professional Development are based on the 2009 VECTAA. These will need to be reviewed once a new agreement has been reached.

3. Scope

The Professional Development and Enhancement Program applies to all staff employed by AELC.

4. Background and Legislations

4.1 Background
)
Employers who engender a supportive work environment – one that stresses a team approach and offers professional growth – will inevitably foster in all staff members a positive attitude towards their work and role in the workplace. This will enhance the quality of the educational program ultimately benefiting the children and engendering parental confidence in the service.

Professional development refers specifically to extending and enhancing employees’ skills and knowledge thereby contributing to an enhanced educational program offered within the service.

Employees’ working in kindergartens need to continually upgrade and enhance their skills and early childhood educational knowledge for working with children, managing administration of the service or interacting with the employer. This applies to early childhood teachers, early childhood educators and any other staff at the service.

Development and training has the potential to:

- increase staff morale, confidence and the quality of educational experience for the children
- decrease staff turnover and absenteeism by constantly reinvigorating staff
- expand career opportunities and staff professional knowledge
• enhance and develop the knowledge and skills staff require to provide a high quality early childhood education program

Training and professional development needs to be seen as an investment. It provides the employer with an opportunity to support and enhance the knowledge and capacity of staff that may be necessary for the smooth functioning of the workplace.

Although there is no requirement for co-educators to complete a set amount of professional development hours, AELC believes it is important to provide all staff with the opportunity to enhance and develop their knowledge and skills. Therefore, professional development (providing it is within budget requirements) is available to any staff wishing to partake in it.

The professional development requirements for educators are specified in the industrial agreement under which a teacher is employed.

Details regarding the following are specified in the industrial agreement under which a teacher is employed:

• number of days to be allocated each year for PD
• number of PD days when children will not be in attendance
• details of whether PD will be undertaken in teaching or non-teaching time, or outside normal hours of employment.

Employers must check the current industrial agreement for these details.

It is important to note that, in undertaking professional development activities during paid time (non-teaching time), it should not disturb teaching time.

It is important to also note also that the children’s scheduled attendance time must be maintained, except for the days that are expressly noted in the industrial agreement as days when children will not be in attendance.

5. Definitions

**Authorised Validator:** an experienced Early Childhood Teacher who has been appointed as such. VETASSES is one of the assessment providers. Please refer to their website for further information. [http://www.vetassess.com.au/assess_my_skills/early_childhood_teachers.cfm](http://www.vetassess.com.au/assess_my_skills/early_childhood_teachers.cfm)

**Child free day:** a day on which an employee is ordinarily employed and which includes only non-teaching time.

**Formal activities:** include, but are not limited to, training courses, seminars, conferences, workshops and formal courses of study.

**Informal activities:** include, but are not limited to, professional networking and professional reading or research here this relates to early childhood education and a report is prepared that summarises the reading/research covered.
Informal activities may comprise up to 25 percent of the activities undertaken in any year unless the employer agrees in writing to a greater alternate allocation.

**Incremental anniversary date:** the date on which 12 months service has been completed since the date of the employees' last increment.

**Professional Development:** structured professional enhancement activated designed to enhance the professional development of individual employees. Professional development and enhancement activities include both formal and informal activities that relate to early childhood education and the attainment of the teacher standards with the associated validation processes.

### 6. Policy

#### 6.1 Values

AELC is committed to:

- ensuring that quality teaching and learning is of the highest priority and equally available to all
- acknowledging the essential link between the involvement of parents in the child’s educational experience and improved learning by the child
- recognising that on-going professional growth of teachers is linked to high quality early childhood education and improved learning opportunities for children
- recognising the importance of a commitment by employers to support and encourage professional development particularly in relation to the provision of high quality programs.
- recognising that early childhood teachers have a responsibility to identify their own developmental needs and to undertake continuous learning as a teacher in order to enhance their knowledge and skills and maintain the teaching standards for early childhood teachers.

#### 6.2 Purpose

The Professional Development Enhancement Process has the following aims and objectives, to:

- provide an opportunity for the Committee of Management to acknowledge the achievements and contributions that the staff make to the centre
- support staff in the development of their personal and professional goals, identifying positive outcomes as well as any areas that may need support
- improve the communication processes between committee and staff, giving staff an opportunity to put forward any ideas and discuss any issues or frustrations
- improve the quality of the kindergarten
- give staff an opportunity to identify professional development
- foster a co-operative, harmonious and open working environment that, among other things, attracts and retains great staff at the centre
- align staff development with the overarching philosophies of the kinder and its overall strategic direction.
7. Procedures

7.1 Professional Development Quantum (VECTAA 2009)
Full-time employees shall be required to complete 4 days (a day as being classified as 7.6 hours in the VECTAA 2009) of professional development activities in the 12 months immediately preceding their incremental anniversary date. These obligations shall continue to apply to employees who have reached the top of their respective classification and will apply on a pro-rata basis for part-time employees.

For part-time staff, the professional development hours required is 80% of their weekly contact hours. For example, an employee working 20 hours per week is required to complete a minimum of 16 hours of professional development a year (20 x 0.8 = 16).

The following table provides a summary of professional development hours required in relation to contact hours per week.

<table>
<thead>
<tr>
<th>Contact hours per week</th>
<th>Hours of PD required per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>30</td>
<td>24</td>
</tr>
<tr>
<td>35</td>
<td>28</td>
</tr>
<tr>
<td>40</td>
<td>32</td>
</tr>
</tbody>
</table>

7.2 Child Free Days (VECTAA 2009)
Within the 4 professional development and enhancement program days, there shall be 2 child free days (pro-rata for part-time employees).

The determination of professional development activities undertaken on the 2 child free days shall be established within the context of the objectives contained within employees’ professional development and enhancement plans.

An employer may utilise one of the two childfree days for a formal professional development activity such as a staff conference. Employees will be expected to attend the employer’s professional development day if it is the employees’ allocated child free day. The employer when determining the program for that day shall consider the professional development objectives of their employees.

An employee, when determining the professional development activity for the second child free day, may choose to participate in additional employer provided professional development, should this be available. However they are not obliged to do so and may participate in other professional development activities that meet their agreed professional development objectives in consultation with the employer.

7.3 Identifying professional development and enhancement activities
As part of the PDEP, employees should identify professional development and enhancement activities to be undertaken which relate to their identified objectives determined in consultation with their employer, support their learning and improve their capacity to undertake their role effectively.

In establishing their plan and identifying appropriate professional development and
enhancement activities, the employee shall be aware that in developing their professional development and enhancement plan they shall take into account:

- their professional and work related goals
- their professional learning and training need in the context of skill development and acquisition and the teacher standards
- the particular needs of the children and families within the service.
- the organisational needs of the employer

The employee shall prepare their PDEP plan, which consists of their professional development objectives and an outline of their professional development and enhancement activities. Within three months of their incremental anniversary date each year, a copy of this plan shall be provided to the employer for approval, and the employer shall record their endorsement of the PDEP.

**7.4 Progression between Classification Levels**

Progress through the levels within a classification range (Graduate, Accomplished or Exemplary) shall be on the basis of the completion of 12 months service and the required quantum of professional development completed (refer to Section 7.1 – Professional Development Quantum).

Employees shall progress through the classification structure through a combination of completion of the Professional Development and Enhancement Program (PDEP) and the validation process relating to the Early Childhood Teacher Standards at the salary levels defined in the industrial agreement under which they are employed.

The PDEP process shall apply to movement within a classification range and the validation process shall apply to movement between the classification ranges.

Under the VECTAA 2009, to apply for reclassification:

- no more than six months prior to their eligibility for reclassification, a teacher may submit a ‘Notice of Intention’ to apply for validation. A copy of this shall be provided by the teacher to the employer.
- the teacher will prepare all relevant evidentiary material and documentation pertinent to the standards for the classification into which they seek to be reclassified. This information shall be utilised in the ‘Application for Validation’ to detail how the required standards have been met.
- when ready to commence the validation process, and no less than three months prior to their incremental anniversary date, the teacher shall complete and submit the ‘Application for Validation’. Notwithstanding, the teacher may withdraw the application at any time. Where a teacher elects to do so, they shall advise their employer in writing of this decision.
- an authorised validator shall undertake a review of the material provided by the teacher in the context of the relevant standards. Having determined whether, in the validators’ view, the teacher has met the standards, the validator shall complete the ‘Validators Section’ of the ‘Application for Validation’, indicating their recommendation and provide a copy to the employer.
- the employer shall consider the teachers’ ‘Application for Validation’ and the validators’ recommendation, complete the ‘Employer Section’ of the
‘Application for Validation’, indicating their view, and return it to the validator within 21 days.

Please refer to the current industrial agreement for any further information.

7.5 Staff Professional Development Planning

- At the first committee meeting each year, a staff sub-committee is to be established.

- The Director will be responsible for the supervision and support of staff in consultation with the staff sub-committee. However, staff are free to speak to any member of the staff sub-committee with issues or concerns.

- The PDEP will include 2 meetings. The first will take place between staff and the Director (or Director and Sub-committee) in Term 1 and encompass the setting of individual goals and objectives for the year, including discussion of any professional development or training that may be desired to support them. These personal goals will be aligned with those of the kindergarten. An individual Work Plan (Attachment 1) is to be completed at the meeting and the Director will report to the other members of the staff sub-committee.

- The staff, including the Director, are to complete a PDEP Plan (Attachment 2). The 12 month PDEP period commences with the teacher’s incremental anniversary date. Within three months of the start of this period, the teacher must have the PDEP plan approved by the committee. Prior to the end of the 12 month PDEP cycle, the teacher must provide evidence of completion of the PDEP plan.

- The Director will have on-going responsibility for mentoring and supporting all staff, including other teachers. Regular feedback between the Director and the staff will take place throughout the year and any areas of concern addressed promptly. Informal feedback should occur at least monthly, or more regularly if needed. The Director will report regularly to other members of the sub-committee on progress. Staff are encouraged to come to any sub-committee member with issues/concerns at any time. If there are areas of concern, these must be addressed throughout the year. It is not acceptable for staff or the sub-committee to learn of any concerns at the final meeting.

- A discussion with staff members by the full sub-committee will be conducted in Term 3 to discuss progress on goals/objectives and give feedback.

- This Term 3 dialogue will remain confidential between the sub-committee representatives and staff member involved. Only the final summary page will be kept on the staff member’s file.

- At the Committee of Management’s final November Meeting, the staff sub-committee will present a report to the Committee. The report will be an overview of the process, highlighting achievements, acknowledging professional development and outlining general areas requiring support. In order to facilitate full and frank discussion during the professional development enhancement process, details of individual staff discussions will remain confidential. However, the Committee of Management will be advised if minimum performance standards have not been met (that is the majority of discussion points including all mandatory ones have not been met). In any such cases, the Committee would also be advised of the action plan agreed to address those areas of performance that need to be lifted to meet this standard.
• A confidential overview can be made by the outgoing President and the Director to the new President at handover. It is also expected that the Director and the new President will have a briefing meeting prior to the start of the new year.

7.6 Where an employee fails to complete the PDEP
Where an employee fails to complete the required quantum of professional development within the relevant period, her/his incremental progression may be deferred for periods of up to three months at a time in order to provide the opportunity for the employee to complete the required professional development. Any deferral should be documented by the employer in writing and a copy provided to the employee. On the completion of the required professional development the increment shall proceed from that date after suitable documentary evidence is provided to the employer. This date becomes the employees’ new incremental anniversary date.

8. Key Responsibilities & Authorities
Both employees and employers will contribute to the achievement of the professional development objectives determined by employees in consultation with their employer.

9. Circulation Plan
Who needs to know the policy and procedures exists?
• Staff and Committee members

9.1 Method
A copy of the Policy will be adopted by the Committee and will be available upon request, in the Policy Manual (located in the AELC foyer), and available on the AELC website www.armadaleelc.vic.edu.au.

10. Resources and Support

10.1 Sources
• Early Childhood Management Manual 2013
• Victorian Early Childhood Teachers and Assistants Agreement (VECTAA) 2009

10.2 Service Policies
• Governance and Management of the Service Policy
• Privacy and Confidentiality Policy
• Staffing Policy

11. Evaluation
In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider will:

- regularly seek feedback from educators, staff, management and all affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service’s policy review cycle, or as required
- notify staff at least 14 days before making any change to this policy or its procedures.

12. Attachments

- Attachment 1: Work Plan
- Attachment 2: PDEP Plan
- Attachment 3: Sample Professional Development Request Form
- Attachment 4: Early Childhood Educator Self-Assessment Competency Checklist
## Attachment 1

### Work Plan

**Service name**: ..............................................................................................................................................

**Employee's name**: ................................................................................................................................. **Date**: .............................................................

**Objective**: ...................................................................................................................................................

<table>
<thead>
<tr>
<th>Performance target/ Outcome (why)</th>
<th>Strategy (how)</th>
<th>Resources (with what)</th>
<th>When</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Objective**: ...................................................................................................................................................

<table>
<thead>
<tr>
<th>Performance target/ Outcome (why)</th>
<th>Strategy (how)</th>
<th>Resources (with what)</th>
<th>When</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Objective: ........................................................................................................................................

<table>
<thead>
<tr>
<th>Performance target/ Outcome (why)</th>
<th>Strategy (how)</th>
<th>Resources (with what)</th>
<th>When</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Please copy work plan if more than three objectives are to be set.]

Subcommittee’s comments:  ........................................................................................................

..........................................................................................................................

Employee comments:.............................................................................................................

..........................................................................................................................

Signed by employee  Date  Signed by subcommittee convener  Date
Attachment 2

PD Requirements and Plan for Teachers Under the PDEP
The 12 month PDEP period commences with the teacher’s incremental anniversary date. Within three months of the start of this period, the teacher must have the PDEP plan approved by the committee. Prior to the end of the 12 month PDEP cycle, the teacher must provide evidence of completion of the PDEP plan.

Professional Development and Enhancement Program (PDEP) Plan
Personal details:
Teacher’s name: ......................................................... Employer name: ...........................................................................................................

Service name and address: ........................................................................................................................................................................

Total hours of employment per week: ............. Current salary increment level: ................. Next salary incremental anniversary date: .................

Period in which plan to be implemented: ............. to ............. Date plan provided to employer: .................... Date employer approved plan: .............

<table>
<thead>
<tr>
<th>Part 1: PDEP plan to be submitted to employer for approval</th>
<th>Part 2: Record of PDEP activities undertaken to be completed by teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development objectives</td>
<td>Proposed activities related to the objective</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Approval of PDEP plan:</td>
<td>Endorsement that teacher has undertaken PDEP requirements:</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Signature of teacher:</td>
<td>Signature of employer:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Signature of employer:</td>
<td>Date:</td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

Annual total of time spent in professional development activities

3 Fulton Street, Armadale 3143
Ph: 9509 3187, www.armadaleelc.vic.edu.au
Attachment 3
Sample Professional Development Request Form

Employee’s name and position:

Event: .................................................................................................................................

Date: .................................................................................................................................

Time: .................................................................................................................................

Time required for professional development activity

| Contact time: | Registration: $……... |
| Non-contact time: | Travel: $ …… |
| Own time: | Salary: $ …… |
| Travel cost requested: | Relief staff: $ …… |
| Registration/course cost requested: | Total: $ …… |

Overview of content: ...........................................................................................................

........................................................................................................................................

Benefit to service: .............................................................................................................

........................................................................................................................................

Benefit to self: ..................................................................................................................

........................................................................................................................................

Signature: ............................................................ Date: ..............................

-----------------------------------------------------------------------------------------------

PROFESSIONAL DEVELOPMENT EMPLOYEE ADVICE FORM

The employer has/has not (select whichever is applicable) authorised your request to attend.
The employer has agreed to pay the following amounts provided the professional development activity is satisfactorily completed:

Registration: $ …………. Travel: $ …………. Salary: $ ………..

The staff member is expected, after completing the professional development, to provide a written evaluation for the next committee meeting.

Signature: ............................................................ Date: ..............................

Name and position of committee member: .............................................................................
### Early Childhood Educator Self-Assessment Competency Checklist

**For a Level 1 Educator seeking to progress through Levels 1 and 2**

<table>
<thead>
<tr>
<th>Competencies to be assessed/skills required</th>
<th>Self-assessment to be completed by educator</th>
<th>Subcommittee’s confirmation of competencies acquired/skills required with educator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies Level 1-1</td>
<td>Circle whether you have achieved the required competencies</td>
<td>Circle whether educator has achieved the required competencies</td>
</tr>
<tr>
<td>(Refer VECTAA Schedule 5)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you believe you:

- Have a comprehensive knowledge of the *Education and Care Services National Law Act 2010* and the *Education and Care Services National Regulations 2011*, and the relevant learning and development frameworks, and adhere to its requirements at all times?
  - Yes / No

- Have a good understanding of the policies and procedures of the employer and assist in their implementation?
  - Yes / No

- Have the ability to take direction?
  - Yes / No

- Can, under direct supervision:
  - Assist in the implementation of the daily routine completing tasks and activities without constant direction?
    - Yes / No

  - Have a good understanding of, and participate when required in, emergency procedures?
    - Yes / No

  - Assist with the preparation, general cleanliness (non-industrial) and cleaning-up and packing away of activities?
    - Yes / No
- Attend to the physical, social and emotional needs of children on an individual and group basis? | Yes / No | Yes / No
- Achieve a warm and friendly relationship with children that is supportive and responsive to their needs? | Yes / No | Yes / No
- Assist in developing good relations with families attending the service? | Yes / No | Yes / No
- Work positively and appropriately with all staff and parents, individual committee members and the employer in the provision of services? | Yes / No | Yes / No
- Develop an understanding of and contribute to the development and implementation of the program planned for the children | Yes / No | Yes / No
- To have undertaken appropriate professional development related to work which may include on the job and/or offsite support | Yes / No | Yes / No

**Comments:**

---

**Do you believe you have the ability to acquire the skills necessary for advancement to Level 1.2? The competencies for Level 1.2 are listed below.**

Under limited supervision, to undertake all tasks of preceding level as required, plus:

- undertake general observation of children, and report findings to the early childhood teacher as appropriate | Yes / No | Yes / No
- assist in working with individuals and small groups of children, both spontaneous and organised | Yes / No | Yes / No
- encourage parents to participate in the | Yes / No | Yes / No
program and the activities of the service

- to have undertaken appropriate professional development related to work, which may include on the job and/or offsite support.

| Yes / No | Yes / No |

Comments:

Do you believe you have the ability to acquire the skills necessary for advancement to Level 1.3? The competencies for Level 1.3 are listed below.

Under limited supervision, to undertake all tasks of preceding levels as required plus:

- foster play and cognitive development in children
  
  | Yes / No | Yes / No |

- work with individual children and with both small and large groups of children
  
  | Yes / No | Yes / No |

- assist in completing observations of children
  
  | Yes / No | Yes / No |

- to have undertaken appropriate professional development related to work, which may include on the job and/or offsite support.
  
  | Yes / No | Yes / No |

Comments:

Do you believe you have the ability to acquire the skills necessary for advancement to Level 1.4? The competencies for Level 1.4 are listed below.

Under occasional supervision, to undertake all tasks of preceding levels as required plus:
<table>
<thead>
<tr>
<th>Task</th>
<th>Yes/No</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>• undertake written observations of children as required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• liaise, under direction with parents around issues concerning their individual children and general kindergarten matters as required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• to have undertaken appropriate professional development related to work, which may include on the job and/or offsite support.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Do you believe you have the ability to acquire the skills necessary for advancement to Level 1.5? The competencies for Level 1.5 are listed below.**

<table>
<thead>
<tr>
<th>Task</th>
<th>Yes/No</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under occasional supervision, to undertake all tasks of the preceding levels as required plus:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• undertake detailed written observations of children as required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use observations and records to actively assist in the development and implementation of aspects of the program as required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• to have undertaken appropriate professional development related to work, which may include on the job and/or offsite support.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


### Level 2

**Do you believe you have the ability to acquire the skills necessary for advancement to Level 2.1?** The competencies for Level 2.1 are listed below.

<table>
<thead>
<tr>
<th>Under occasional supervision, to undertake all tasks of preceding levels as required plus:</th>
<th>Yes / No</th>
<th>Yes / No</th>
</tr>
</thead>
<tbody>
<tr>
<td>• use observations, individual children’s profiles/records, and following consultation with the teacher to plan designated activities for specific areas of the program</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td>• to implement the specific program area for which they have been designated planning responsibility</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td>• to take observations of the children participating in the activity for which they have responsibility</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td>• to have undertaken appropriate professional development related to work, which may include on the job and/or offsite support.</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

**Comments:**

---

**Do you believe you have the ability to acquire the skills necessary for advancement to Level 2.2?** The competencies for Level 2.2 are listed below.

<table>
<thead>
<tr>
<th>Under occasional supervision and autonomously at times, to undertake all tasks of preceding levels as required plus:</th>
<th>Yes / No</th>
<th>Yes / No</th>
</tr>
</thead>
<tbody>
<tr>
<td>• in consultation with the teacher, to plan and supervise adjacent program areas and take observations of children participating within them</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td>• to work with half groups of children in planned group activities</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td>Action</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>• assist with the supervision of volunteers, students on placement or undertaking work experience</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td>• to have undertaken appropriate professional development related to work, which may include on the job and/or offsite support.</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

Comments:

Educator's name: ..................................................  Date: ....................

Committee representatives: ........................................  Date: ....................