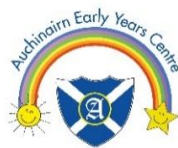


Auchinairn Early Years Centre



Professional Learning and Development Policy

Policy Statement

At Auchinairn Early Years Centre, we believe that the quality of children's experiences is directly influenced by the knowledge, skills and confidence of our staff.

Professional learning is a continuous process that enables practitioners to reflect on their practice, develop new skills and improve outcomes for children and families. We are committed to creating a positive learning culture where every member of staff is supported to develop professionally, share good practice and contribute to continuous improvement.

Professional learning is not simply about attending courses, it is about learning every day through reflection, collaboration and experience.

Our Commitment

At Auchinairn Early Years Centre, we believe that investing in our staff is an investment in our children. By fostering a culture of curiosity, collaboration and continuous professional learning, we strengthen our practice, support one another and provide the highest quality experiences for every child.

Our Vision

We strive to create a learning culture where every practitioner:

Is reflective.

Is curious.

Shares knowledge.

Learns from others.

Keeps children at the centre of everything they do.

Continuously develops their practice.

Our Aims

We aim to:

Promote lifelong professional learning.

Develop confident and reflective practitioners.

Improve outcomes for children and families.

Ensure professional learning links directly to our Centre Improvement Plan.

Encourage collaborative learning.

Develop leadership at all levels.
Share expertise across the staff team.
Build a culture of continuous improvement.

What Professional Learning Means at Auchinairn

Professional learning includes much more than formal training.

It includes:

Reading current research.
Reflecting on practice.
Team discussions.
Learning Visits.
Peer observations.
Professional dialogue.
Coaching and mentoring.
Online learning.
Local authority training.
National guidance updates.
Working parties.
Self-directed learning.
Trying new approaches and evaluating their impact.
Every experience is an opportunity to learn.

Our Professional Learning Cycle

We follow a continuous cycle.

Reflect

What am I doing well?
What could I improve?
What do children need from me?

Learn

Develop new knowledge through:
reading
training
discussion
research
observing others

Apply

Use new learning in everyday practice.
Professional learning should always influence children's experiences.
Evaluate

Ask:

Has my practice changed?
What difference has it made?
How have children benefited?

Learning should always have a positive impact on outcomes.

Professional Learning Priorities

Each year, professional learning is linked to:

- Centre Improvement Plan priorities.
- Children's needs.
- Self-evaluation findings.
- National guidance.
- Local authority priorities.
- Inspection feedback.
- Staff professional review discussions.

Learning should always have a clear purpose.

How We Learn Together

At Auchinairn we promote collaborative learning through:

- Team Meetings
 - Regular opportunities to share ideas, discuss practice and reflect together.
- Learning Visits
 - Observing practice helps us celebrate strengths and identify opportunities for improvement.
 - Learning Visits are supportive, developmental and reflective.
- Peer Learning
 - Staff learn alongside colleagues by:
 - sharing ideas
 - observing practice
 - providing feedback
 - celebrating success

Everyone has something valuable to contribute.

Working Parties

Staff lead improvements in key areas including:

- Children's Rights
- Eco and Sustainability
- Family Partnerships
- Communication and Inclusion (LCFE)

Working parties research, evaluate and share learning across the team.

Professional Reading and Research

Staff are encouraged to engage with national guidance and current research.

Examples include:

- Realising the Ambition

Curriculum for Excellence

SCERTS

CIRCLE Up, Up and Away

Building the Ambition

Setting the Table

A quality improvement framework for the early learning and childcare sector

We use research to strengthen practice.

Leadership Development

Leadership exists at every level.

All practitioners are encouraged to:

lead improvements

share expertise

mentor colleagues

contribute ideas

take responsibility for their own professional learning

Everyone can make a positive difference.

Reflective Practice

Reflective practitioners ask:

What worked well?

What could I improve?

What did the child learn?

What evidence do I have?

What will I do differently next time?

Reflection helps us continually improve.

Professional Review

Every member of staff will:

participate in professional development review

identify strengths

agree professional learning targets

review progress

celebrate achievements

Professional learning should be personalised and meaningful.

Measuring Impact

Professional learning should always improve outcomes for children.

We evaluate impact through:

observations of practice

Learning Visits

Learning Journal quality

child progress

family feedback

staff confidence

self-evaluation
peer feedback

Roles and Responsibilities

Head of Centre

Will:

promote a positive learning culture
provide professional learning opportunities
support leadership development
monitor impact
ensure equity of opportunity

Leadership Team

Will:

coach and mentor staff
facilitate professional dialogue
identify development needs
support implementation of new learning

Practitioners

Will:

engage positively in professional learning
reflect on their practice
apply new learning
share knowledge with colleagues
evaluate impact
Professional learning is everyone's responsibility.

Monitoring Success

Success will be demonstrated through:

confident practitioners
reflective conversations
improved outcomes for children
strong teamwork
innovative practice
evidence-informed decision making
continuous improvement
positive inspection outcomes

Legislation and National Guidance

This policy is informed by:

Legislation

- Public Services Reform (Scotland) Act 2010
- Children and Young People (Scotland) Act 2014
- Standards in Scotland's Schools etc. Act 2000
- Equality Act 2010

- United Nations Convention on the Rights of the Child (UNCRC) (Incorporation (Scotland) Act 2024)

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National and Local Guidance

- A quality improvement framework for the early years sector
- Realising the Ambition
- Building the Ambition
- Curriculum for Excellence
- Getting it Right for Every Child (GIRFEC)
- SSSC Codes of Practice
- SSSC Continuous Professional Learning (CPL) Framework
- East Dunbartonshire Council Professional Learning Guidance
- East Dunbartonshire Council Centre Improvement Planning Guidance

Signed..... July 26