

Supporting & Supervision of Educators Policy

1. Purpose

Y Whittlesea is committed to providing comprehensive support, supervision, and continuous professional development for educators and staff within our Early Years services. This policy outlines the expectations, supports, supervision practices, and resources available to ensure educators are confident, capable, and able to contribute effectively to the growth, learning, and wellbeing of children while advancing their own skills and careers.

2. Scope

This policy applies to all educators and staff within Y Whittlesea's Early Years services.

3. Policy Statement

3.1 Professional Supervision and Support

- Y Whittlesea is dedicated to ensuring educators feel supported through structured supervision, mentoring, and reflective practice opportunities.
- Regular supervision meetings will be held between educators and their Room Leader or Director to discuss goals, wellbeing, performance, and professional growth.
- Mentoring programs will be available to support educators new to the sector or service.
- Open-door practices will encourage staff to seek guidance, raise concerns, and celebrate achievements.
- Senior managers will be involved in Leadership and Network meetings on a regular basis.

Example: Monthly reflective supervision sessions focusing on practice challenges, strengths, wellbeing, and development goals.

3.2 Budget Allocation for Professional Development

- An annual budget will be allocated to support role-specific professional development (PD) needs and overall service goals. This budget will be reviewed annually and adjusted to reflect evolving staff and service needs.
- Educators will have access to a PD fund to attend external workshops, conferences, or further education relevant to their role.
- Senior educators and management staff will be allocated additional funds for leadership development programs and higher accreditation courses.

3.3 Inclusive Training and Supports

Y Whittlesea will provide inclusive and accessible PD opportunities catering to diverse learning needs and styles by:

- Offering internal training both in-person and online to accommodate different schedules and learning preferences.
- Providing additional supports such as language assistance or adaptive technologies where required.

Example: Translating training materials or providing closed-captioned online learning for educators who require it.

3.4 Ongoing Professional Development Requirements

- Educators are required to engage in ongoing professional development, both internally and externally, to remain current with best practice in early childhood education and care.
- **Internal PD:** Regular workshops, training sessions, and seminars will focus on current best practices, regulatory updates, and educational strategies. **Example:** Monthly workshops on topics such as child safety, inclusive practices, curriculum development, and wellbeing.
- **External PD:** Educators are encouraged and supported to participate in external PD to broaden expertise and bring new ideas into the service. **Example:** Attending industry conferences, specialised courses, and accreditation programs.

3.5 Framework for Educator Learning and Growth

Y Whittlesea's approach is based on a holistic framework that places the individual at the core of four interconnected learning areas:

a) **Self-Development**

Encouraging personal learning through reading, podcasts, discussions, and independent study.

Example: Using PD time to read educational books or participate in online professional forums.

b) **Technical Development**

Refining trade-specific skills to ensure educators remain competent and confident.

Example: Ongoing training in child development, curriculum planning, behaviour guidance, and regulatory compliance.

c) **Uplift (Leadership and Higher Accreditation)**

Supporting staff to develop leadership skills and pursue higher qualifications.

Example: Enabling senior educators to undertake leadership programs or Bachelor-level qualifications.

d) **Exploration of Other Sectors and Passions**

Encouraging exploration of interests outside their current role to support holistic growth and potential future pathways.

Example: Cross-departmental training in disability inclusion, mental health, arts education, or environmental sustainability.

4. Responsibilities

Approved Provider/Nominated Supervisor

- Allocate and manage the annual PD budget.
- Ensure supervision and mentoring structures are in place and implemented effectively.
- Promote an organisational culture valuing growth, wellbeing, and reflective practice.

Room Leaders and Directors

- Conduct regular supervision and reflection sessions with educators.
- Support educators to identify learning goals and access PD opportunities.

Educators

- Actively engage in supervision and mentoring opportunities.
- Complete required PD and seek additional opportunities to grow skills and knowledge.
- Share learning with colleagues to enrich team practice.

5. Related Policies and Documents

- Code of Conduct

6. **Legislative and Industry Requirements:** [Link](#) to Legislative Compliance Register

7. **Consequences of breaching this policy:** All elements of this policy must be adhered to, and any breach will be dealt with in accordance with the [YMCA Whittlesea Disciplinary and Termination Policy](#).

8. **Policy owner:** The GM Early Years is responsible for keeping this policy current - including making amendments as required, and regular reviews as scheduled.

9. **Document Control:** Review of this policy will be undertaken every two years, or prior as required by law, in consultation with appropriate Y People.

Version:	Description	Amended by:	Updated	Approved
V3	Reviewed and updated	Michele Rowse & Rebecca Davis	July 2025	July 2025
V2	Update	Michele Rowse & Rebecca Davis	1/8/2024	8/8/2024
V1	Creation	Rebecca Davis	10/02/24	10/02/24