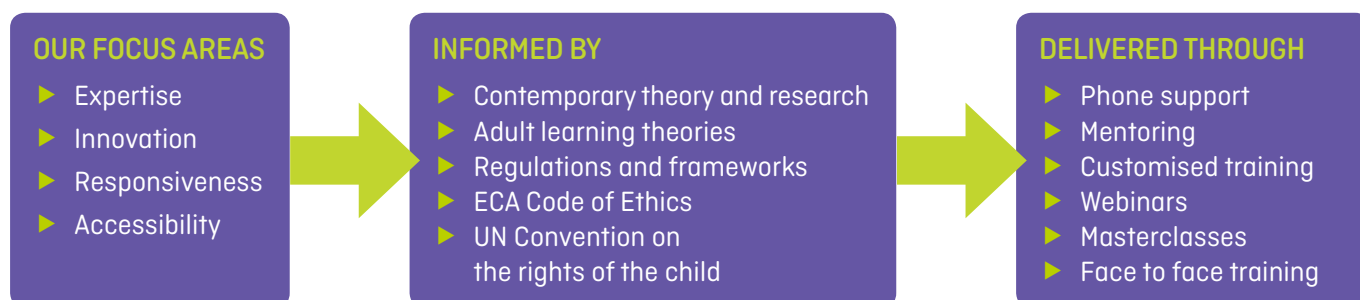




# CELA's Learning and Development Approach

**CELA training equips educators with knowledge that changes practice and underpins quality education**



Our approach is designed to ensure that learning is transformed into high quality practice covering all aspects:

- ▶ The Child
- ▶ The Program
- ▶ The Educator
- ▶ Management

## Vision and philosophy

Almost 4,000 early educators, across all qualification levels, participated in learning and development with CELA in 2018. CELA has a strong vision and philosophy for professional learning, built over our 40 year history as the peak body for Australia's early and middle childhood education sector.

We believe that all Australian children, regardless of location or socio-economic status, deserve quality early education and care. The Effective Pre-School, Primary and Secondary Education project (EPPSE) found consistent correlation between the proportion of highly trained educators in a service, the overall quality of the service, and children's long-term outcomes (Taggart et al. 2015, p. 8).



## CELA's Learning and Development Approach

Qualified educators can create a program of learning that stimulates children and lifts children's outcomes throughout the early years and beyond. They are able to support children to develop their language skills, to work with families who have complex needs, and to build relationships with staff across their centres.

A stable, well supported and professional workforce is a vital element in achieving quality early education for Australian children. Supporting leadership capability and ongoing professional development is essential, so that educators have the skills they need to improve developmental outcomes for all children.

CELA supports educator's professional growth through targeted learning and development which enables them to develop the skills they require to meet the needs of their community. CELA is a NESA endorsed provider at the proficient teacher level.

We do this with a focus on four key areas.

### EXPERTISE

- ▶ CELA's Learning and Development facilitators come from a wide range of early education backgrounds, equipping them with practical sector based experience.
- ▶ Facilitator sector knowledge is maintained through both current working experience, professional development and research.
- ▶ Our sessions are designed and reviewed to ensure that all content meets relevant legislative requirements.
- ▶ We partner with professionals from a variety of relevant fields to bring their expertise, knowledge and skills to our program.

### INNOVATION

- ▶ CELA's learning and development team regularly review methodologies to ensure the provision of the most up to date and innovative approaches, allowing us to frequently release new learning programs.
- ▶ Content is informed by current theory, research and policy.

### RESPONSIVENESS

- ▶ Feedback from evaluations and surveys, and requests from participants, helps to shape the learning and development offering.
- ▶ Training materials are updated through a process of rigorous evaluation and assessment via participant evaluations and peer review.
- ▶ Current sector issues and topics of interest are considered throughout program development.
- ▶ CELA is a NESA endorsed provider at the proficient teacher level.

### ACCESSIBILITY

- ▶ We ensure that all professional development offerings are available to all educators regardless of location.
- ▶ CELA prides itself on its ability to communicate to its audience by using plain English and ensuring clarity of message by catering for all adult learning styles.
- ▶ We design our professional development to cater for all qualification levels.

# CELA's Learning and Development Approach

## Philosophy

Our philosophy is fundamental to the achievement of our vision and aims to increase professionalism across the sector. It underpins everything we deliver.

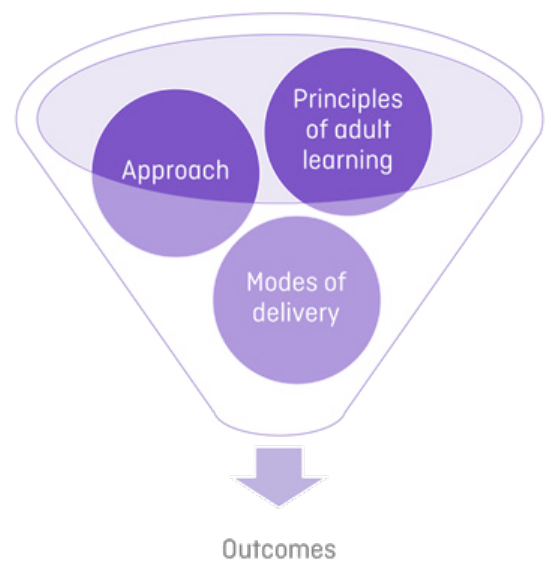
Regardless of location, experience, language, literacy or numeracy, CELA's learning events create collaborative approaches to enable participants to engage with each other and share their practices and experiences.

- ▶ We acknowledge that adult learners have diverse needs and different ways of learning and in response we provide a variety of delivery approaches in order to ensure that all learning styles are catered for;
- ▶ We understand that learning is of greatest value when concepts and actions are integrated into everyday practice;
- ▶ We believe that collaboration is integral to the success of our programs and that this is best achieved through professional partnerships with sector experts;
- ▶ We base our programs on the latest research from Australia and around the world – research that builds our understanding of how to improve the quality of educational outcomes for children and the delivery of programs by educators;
- ▶ We believe that we play a key role in the learning continuum for the early education and care sector, ensuring professional development experiences optimise each individual's learning and provide inspiration and encouragement to move on to further qualifications.

## Learning and development framework

With 90% of brain development occurring in the first five years of life, quality early learning sets everyone's foundations. Quality early childhood education is the best chance for all children to make the most of those years of maximum brain development.

Quality early education delivered by educators who can continually develop and refine their practice is vital. CELA has the expertise and delivery modes to make this happen. We base our programs on the following framework:



### Principles of adult learning

In order to deliver effective adult education programs that lead to lifelong learning and change in practice it is vital to understand how adults learn best.

Six principles of adult learning are identified as:

1. Adults are internally motivated and self-directed;
2. Adults bring life experience and knowledge to learning experience;
3. Adults are goal oriented;
4. Adults are relevancy oriented;
5. Adults are practical;
6. Adult learners like to be respected

*(M. Knowles)*





# CELA's Learning and Development Approach

Other learning theories that influence our approach include Honey and Mumford's learning styles and Fleming and Mills' VARK modalities.

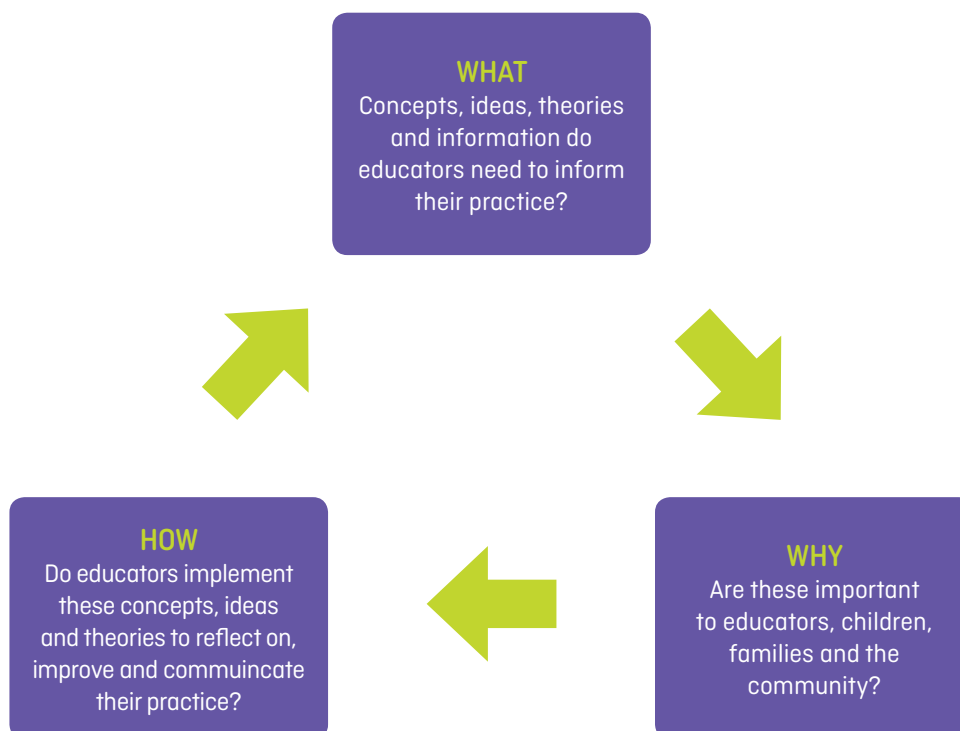
Lifelong learning begins with the recognition of existing educator understandings, experience and learning styles. Adults have a great deal of valuable experience to draw upon. They may have preconceived ideas about content and new knowledge, firmly established attitudes, and expectations. There will be some situations where people will be internally motivated and others where motivation comes from outside. These considerations are taken into account throughout our planning and execution.

## Our approach

CELA prides itself on an ability to deliver training programs that work for every style of learner; programs that allow educators to turn theory into practice through practical application of ideas.

We also believe that the best learning opportunities are matched with the needs, interests and learning styles of educators.

Therefore, our model is based on the following questions that guide the development of our learning materials:



# CELA's Learning and Development Approach

## Modes of delivery

Using a blend of delivery modes CELA ensures that every style of learner is catered for, and that our programs are accessible regardless of location.

CELA provides learning events and delivery modes that create opportunities for collaboration to enable participants to engage with each other and share their practices and experiences.

This includes our Action Learning series, a blended training delivery that breaks learning into three sections across three weeks, with educational tools to ensure that every style of learner understands and excels.

Our modes of delivery include:



### WEBINAR

Webinars offer a cost effective way to deliver high quality expertise to a large number of participants regardless of location.

Our webinars are a mixture of live broadcast and pre-recorded sessions to ensure they are accessible to educators no matter their location or time constraints.



### MINI CONFERENCE

Mini conferences allow participants an invaluable opportunity to network with their peers and learn in a small group where they can be comfortable to share their ideas.

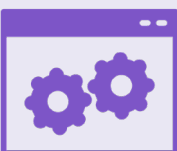
Our mini conferences engage the expertise of external professionals and keynote speakers chosen to support the learning and development needs of the participants and based on contemporary theory and research.



### FACE TO FACE

Face to face learning brings the opportunity for collaboration, networking and adaptive learning.

Our face to face sessions offer a wide range of opportunities for all levels including educators, educational leaders, directors and committee members.



### CUSTOMISED

Our in-service training solutions are truly personalised. Sessions can be of any duration and are relevant to all levels of experience and qualification.

Our team travels across Australia, wherever the need is identified.



### MENTORING

Mentoring has been shown to boost early childhood teaching confidence and improve teaching expertise. At CELA, we offer a unique mentoring program, completely tailored to Individual educators needs and specifications.

In consultation with the educator, we design a program to support implementation of new practice and mentoring to guide specific needs and skill development. Our solutions are truly bespoke for Individual educators.

## CELA's Learning and Development Approach

### Outcomes:

The outcomes of involvement in CELA's learning and development program are experienced by the learner, children, families in education and care services and the community. These include but are not limited to:

- ▶ Increased skills and knowledge that can be practiced and applied in the workplace;
- ▶ Development of proficient and respectful approaches to the education and care of young children;
- ▶ Communication and sharing of knowledge with peers and families;
- ▶ Development of analytical skills and knowledge that can be integrated into everyday practice;
- ▶ Understanding and application of educational theory;
- ▶ Creation and application of original and innovative approaches; and
- ▶ Increased enjoyment of learning and the desire to develop further through engagement in higher qualifications.

Everything we do aims to improve the delivery of quality education and care for all Australian children.



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