How can this be put into practice?

Topics should be selected to meet the goals identified by local areas.

Joint professional development opportunities enable all educators to hear the same information at the same time, and to engage in discussion and professional reflection about how new knowledge can be applied to support the continuity of learning for children from birth to eight, respecting and valuing the contribution that everyone makes.

There is great value in having professional diversity within these forums, where professionals from health, education, local government and other agencies can share experiences, build stronger relationships and reflect on how systems function and can be improved.

Professional learning is an ongoing process and is most effective when supported by effective networks, peer-mentoring, consultation and opportunities to learn from one another.

Some possible issues to consider when designing joint professional development programs may include:

- Family centred practice - working in partnership with families
- Supporting children with additional needs
- Assessing and documenting children’s learning and development
- Literacy, numeracy and oral language in the early years
- Child centred practice
- Seeking children’s views – engagement and consultation
- Intentional teaching in play based programs
- Continuity of learning across the birth to eight years