



Staffing

National Quality Standard Education and Care Services National Law and National Regulations	Associated department policy, procedure or guideline	Reference document(s) and/or advice from a recognised authority
<p>NQS: 4.1, 4.2</p> <p>Regulations: 135, 136, 149, 151</p>	<p>Leading and operating department preschool guidelines</p> <p>Working with Children</p> <p>Check policy</p> <p>Code of Conduct</p> <p>Teachers Handbook</p> <p>Statement of duties – school learning support officer</p> <p>Statement of duties – Aboriginal education officer</p>	<p>Early Childhood Australia’s Code of Ethics</p> <p>ACECQA qualification checker</p> <p>ACECQA information sheet – Belonging, Being and Becoming for Educators [PDF 1,509 KB]</p> <p>ACECQA’s policy and procedures guidelines – Staffing</p>

Responsibilities

<p>School principal</p>	<p>The principal as nominated supervisor, educational leader and responsible person holds primary responsibility for the preschool.</p> <p>The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> the preschool is compliant with legislative standards related to this procedure at all times all staff involved in the preschool are familiar with and implement this procedure all procedures are current and reviewed as part of a continuous cycle of self-assessment. <p>These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.</p>
<p>Preschool supervisor</p>	<p>The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection. This could include:</p>

	<ul style="list-style-type: none"> • analysing complaints, incidents or issues and the implications for updates to this procedure • reflecting on how this procedure is informed by stakeholder feedback and relevant expert authorities • planning and discussing ways to engage with families and communities, including how changes are communicated • developing strategies to induct all staff when procedures are updated to ensure practice is embedded.
Preschool teacher(s) and educator(s)	<p>Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:</p> <ul style="list-style-type: none"> • all staff in the preschool and daily practices comply with this procedure • this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers • they are actively involved in the review of this procedure, as required, or at least annually • details of this procedure's review are documented.

Procedure

Staffing allocation and qualifications	<ul style="list-style-type: none"> • Each preschool class is always staffed by an Early Childhood Teacher (ECT) and School Learning Support Officer, Preschool (SLSO). • All preschool teachers and educators (ongoing, temporary, casual and relieving): <ul style="list-style-type: none"> ○ have a current, verified WWCC for paid work ○ approval to work in a department school ○ an ACECQA approved qualification (at least a Certificate 3 in the case of SLSOs and AEOs) ○ teachers are also accredited with <i>NSW Education Standards Authority (NESA)</i>. • The preschool receives a .2 (one day a week) staffing allocation to complete administrative tasks related to the preschool. These tasks are decided on by the Principal/NS and include: <ul style="list-style-type: none"> ○ printing such as information to display, procedures, risk assessments and QIP ○ enrolment such as ensuring all details are completed in the form, entering the children in ERN and printing emergency contact details and class lists
---	---

	<ul style="list-style-type: none"> ○ volunteers/students documents such as WWCC clearance number, expiry date and department verification, full name, address, DOB, and files this in the staff qualification folder ○ confidentiality and retention of records such as filing in strong room and ensuring all records are kept for the required timeframe.
Continuity	<ul style="list-style-type: none"> • The preschool staffing roster ensures continuity of educators. • The Principal/NS develops the roster, and it is displayed in the foyer and preschool office. The Principal/NS uses a pool of casuals and prioritises the need for consistent relieving staff. • To demonstrate educator to child ratios are being met, the preschool maintains a daily record of which educators have been work directly with the children and when. This is documented on templates in the rosters folder that includes record of staff working directly with the children, record of short-term relief in the preschool and record of visitors and volunteers. These templates and the folder are accessible in the foyer.
Induction	<ul style="list-style-type: none"> • All staff receive an induction before they commence work in the preschool. • The Principal/NS provides the induction for newly appointed staff, and the supervisor is responsible to induct casual staff. The content of the induction covers child protection requirements and the preschool's commitment to child safety. By engaging in a F2F conversation, we aim to ensure the new staff member comprehends their role as a mandatory reporter and fully understands their responsibilities in utilising the key internal documents available in the induction folder. These include: <ul style="list-style-type: none"> ○ Philosophy ○ Procedures ○ Quality improvement plan ○ Arrival and departures register and processes ○ Information about each child's authorised collectors ○ Transportation requirements, role and responsibilities ○ Risk assessment plans ○ Instructions for evacuation, lock down, lock in and lock out ○ First aid equipment and emergency medication ○ Emergency contact list ○ Medication record ○ Incident, injury, trauma, and illness record ○ Safe sleep and rest ○ Attendance patterns and group lists ○ School expectations regarding documentation of the program and children's learning

	<ul style="list-style-type: none"> ○ Family orientation ○ Information related to required notifications to Early Learning ○ EYLF, National Law and National Regulations, Leading and operating public preschool guidelines, ACECQA website and Guide to the Child Safe Standards ○ Discussion of individual children’s needs such as information related to children with additional needs, health care plans and PLSPs, where appropriate.
<p>Educator performance and professional learning</p>	<ul style="list-style-type: none"> • All educators are familiar with Early Childhood Australia’s Code of Ethics. This is a regular agenda item at team meetings with the Principal/NS driving the conversation through open-ended questioning. The ECA Code of Ethics poster is displayed in the foyer and brochures purchased on the ECA Code of Ethics webpage are available in the foyer for educators, families and the community. • The core principles in the Code of Ethics are reflected in our philosophy and can be observed in educators’ daily pedagogical practice. • All educators comply with the department’s Code of Conduct and complete bi – annual training. • Teacher and educator performance is managed by the school principal through the annual <i>Performance and Development Plan</i>. This identifies professional learning goals and strategies to meet these. Teachers and educators will have three PDP goals. The first is a school-wide objective collaboratively crafted with the Principal/NS and executive team. The second is a goal specific to the preschool, developed in conjunction with the Principal/NS and supervisor. The third goal is individual, decided upon independently by the teacher or educator. • Staff are provided with professional learning opportunities to meet their goals. Staff members can explore upcoming professional learning opportunities through supported platforms such as the ECE newsletter, announcements, Early Learning’s Statewide Staffroom, Early Childhood Australia Learning Hub, and school-based onsite professional learning. To attend a professional learning session, they are required to email the Principal/NS, specifying how the chosen session aligns with their PDP goals. The Principal/NS will then determine whether the staff member can participate in the professional learning.
<p>Volunteers and practicum students</p>	<ul style="list-style-type: none"> • Volunteers sign the record of visitors templated available in the foyer. This includes the date and hours they were in the preschool. • The role of volunteers/students in our preschool includes:

	<ul style="list-style-type: none"> ○ applying adequate health and hygiene practices and safe practices for handling, preparing and storing food ○ implementing procedures to manage medical conditions and if a child is injured, becomes ill, or suffers a trauma ○ not subjecting children to any form of corporal punishment or any discipline that is unreasonable ○ being familiar with ECA’s Code of Ethics ○ adhering to the NSW DoE’s code of conduct ○ supporting with daily learning experiences by setting up learning environments ○ engaging positively with the children by building trusting relationships through a play-based learning program delivered by the teacher ○ enriching the learning environment with new perspectives or ideas . <ul style="list-style-type: none"> ● The designated .2 School Administrative Officer (SAO) is responsible with gathering documentation from volunteers/students, including signed declarations affirming their eligibility to work with children and their 100 points of identity proof. This documentation, along with their full name, address, and date of birth, is then filed in the staff qualification folder.
--	---

Record of procedure’s review

Date of review	18 August 2024
Who was involved	Early Learning, Jodie Field and Ian Tapuska
Key changes made and reason why	
Record of communication of significant changes to relevant stakeholders	Principal: Ian Tapuska Staff: Catherine Bateup, Emma Vilarrubi Parents: Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service’s provision of education and care or a family’s ability to use the service.