

# Tocumwal Pre-School

**SECTION:** 4 – Staffing Arrangements

**POLICY NO:** 4.2.0

**POLICY:** Staff Qualifications

**REVIEW DATE:** 8/2/18

**DATE OF APPROVAL:**

## **Introduction**

The National Quality Standard sets educator-to-child ratios to ensure the safety, welfare and wellbeing of children while attending the service. The presence of adequate numbers of qualified and experienced educators has been consistently linked with quality interactions and positive learning experiences for children. The educational qualifications held by educators contribute to the quality of education and care. Those with higher qualification levels and standards of training are better equipped to provide improved learning environments and mentor other educators in quality practices, leading to better outcomes for children. It is the role of the approved provider, nominated supervisor and educators to establish effective and ethical practices in the service. A sound philosophy guides decision making, including decisions about the appropriate number and deployment of suitably qualified and experienced educators, co-ordinators and staff members at the service.

## **Goals – What are we going to do?**

Educator-to-child ratios and qualification requirements will be maintained throughout the day and records will be kept to reflect the National Law and National Regulations in regard to the Educational qualifications for educators, the minimum number of educators, NSW Educational Standards Authority (NESA) requirements for educators who are early childhood teachers, child protection and first aid qualifications.

## **National Quality Framework, Quality Area 4 – Staffing Arrangements**

***National Quality Framework Standard 4.1 Staffing arrangements enhance children's learning and development.***

- 4.1.1 The organisation of educators across the services supports children's learning and development.

**National Quality Framework Quality Area 7 – Leadership and Service Management**

***National Quality Framework Standard 7.1 Governance supports the operation of a quality service***

- 7.1.3 Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

**Strategies - How will it be done?**

The National Law and National Regulations require that services maintain the required educator-to-child ratios at all times based on the ages and number of children being educated and cared for at the service. When calculating the ratio of educator-to-child ratios only those educators working directly with children should be counted.

- Working directly with children means an educator is physically present with the children and is directly engaged in providing education and care to the children. An educator cannot be included in calculating the educator-to-child ratio unless they are working directly with children.
- In attendance means being physically present at the service, and is carrying out education and care activities including one or more of the following:
  - working directly with children (included in ratios)
  - planning programs
  - mentoring, coaching or supporting educators
  - facilitating education and care research
  - performing the role of educational leader.
- Centre-based services in remote\* and very remote\*\* areas may meet the requirements for attendance of an early childhood teacher until 1 January 2018, if the service has

access to an early childhood teacher working with the service at least 20 per cent of the time that the service provides education and care.

*\*remote area, in relation to the location of a centre-based service, means a geographic area that is Remote Australia (average ARIA+ score greater than 5.92 but less than or equal to 10.53)*

*\*\*very remote area, in relation to the location of a centre-based service, means a geographic area that is Very Remote Australia (ARIA+ score greater than 10.53)*

- The Approved Provider and the Nominated Supervisor will ensure that all early childhood teachers working in the centre are accredited by the NSW Education Standards Authority (NESA)
- The Approved Provider and the Nominated Supervisor will ensure that at least 50% of educators in the centre will have (or be actively working towards) at least an approved diploma level education and care qualification.
- The Approved Provider and the Nominated Supervisor will ensure the remaining educators necessary to meet minimum educator to child ratios will have (or be actively working towards) at least an approved Certificate III level education and care qualification.
- The Approved Provider and the Nominated Supervisor will ensure that qualifications comply with those stated according to the list of approved qualifications published by ACECQA
- The Approved Provider of an education and care service must ensure that the Nominated Supervisor of the service and any Certified Supervisor in day to day charge of the service has successfully completed a course in child protection approved by the New South Wales Regulatory Authority.
- The Centre will implement rigorous and comprehensive recruitment processes to ensure staff comply with qualification requirements (See Section 4, Policy 4.3.0 Recruitment Criteria)
- Staff Records will be kept and maintained that include any early childhood education qualifications, first aid qualifications, child protection qualifications, working with children checks (WWCC), and any other relevant qualifications. This includes ensuring any

educators 'actively working towards a qualification' are enrolled in a course for the qualification, making satisfactory progress towards completion of the course and maintaining enrolment requirements by collecting documentary evidence such as a current academic transcript of the completed units of the qualification.

- In the case of requirements to hold or be actively working towards a qualification, the educator must:
  - have completed the percentage of total units required for completion of an approved early childhood teaching qualification, or
  - hold an approved Certificate III level qualification, or
  - have completed the units of study in an approved Certificate III or Diploma as published by ACECQA.
- If an early childhood teacher is absent from the service because of short-term illness or leave (for a period of up to, but not exceeding 12 weeks), the teacher may be replaced by an educator who holds an approved diploma qualification, or a qualification in primary teaching.
- The Centre will ensure that educator-to-child ratios and qualification requirements are maintained throughout the day, including during educators' meal breaks and administration and/or programming time.
- The Centre will ensure a regular pool of suitably qualified relief educators is available and that regular relief staff who are familiar with centre practice are utilised whenever possible
- The Centre will ensure that any educator at the service who is under 18 years of age is adequately supervised at all times by an educator who has attained the age of 18 years and holds a minimum Diploma qualification.
- Staff rosters will be arranged to support continuity of care and positive transitions as well as demonstrate the centre is meeting staffing arrangements requirements including that a first-aid-qualified educator is on duty at all times.
- Staff will be supported to continue their professional learning by being encouraged to update their knowledge and engage with professional development opportunities as they arise and/or are required (See Policy 4.2.3 Staff Evaluation)

- An Educational Leader will oversee the implementation and guide professional programs and practice

### **Statutory Legislation & Considerations**

- *Education and Care Services National Amendment Regulations 2014, Regulations 119-143, 145-152, NSW Specific Provisions 272*
- *National Quality Standard for Early Childhood Education and Care and School Age Care Council of Australian Governments February 2018*

### **Sources**

- Guide to the National Quality Framework, February 2018.
- Guide to the Education and Care Services National Law and National Regulations Australian Children's Education and Care Authority, 2014