

Tocumwal Pre-School

SECTION: 4 – Staffing Arrangements

POLICY NO: 4.3.2

POLICY: Staffing

REVIEW DATE: 8/2/18

DATE OF APPROVAL:

Introduction

Responsive learning relationships are strengthened as educators and children learn together. Educators are more likely to be responsive, purposeful and thoughtful when staffing arrangements at the service allow them to direct their full attention to their work with children, and when they do not have to attend simultaneously to other tasks (adapted from the Early Years Learning Framework, pages 14-15.) Having sufficient qualified and experienced educators available at all times when children are educated and cared for enables the service to deliver quality education and care programs, and provide staff who are able to develop warm, respectful relationships with children, create safe and predictable environments, encourage children's active engagement in the learning program and promote children's learning and development in the five learning outcomes.

Goals – What are we going to do?

Staff in the service:

- are deployed in ways that support optimal learning and development for children
- act cohesively and ethically as a team to achieve this.

National Quality Framework, Quality Area 4 – Staffing Arrangements

Standard 4.1 Staffing arrangements enhance children's learning and development.

4.1.1 The organisation of Educators across the service supports children's development and learning.

National Quality Framework Quality Area 7 – Leadership and Service Management

Standard 7.2 Effective leadership builds and promotes a positive organisational culture and professional learning community

Strategies - How will it be done?

- The Centre ensures that systems are in place to determine and record the responsible person present at all times (See Policy 4.1.0 Determining Responsible Person) as well as maintain appropriate staff records (See Section 4, Appendices 1-5)
- The Centre will ensure that educator to child ratios are maintained at all times and that extra staff will be employed when additional needs or group dynamics reflect this necessity to ensure the safety, welfare and wellbeing of children attending the service. (See Policy 4.2.0 Staff Qualifications)
- Adequate numbers of qualified and experienced staff will be employed, and staff professional development promoted to encourage best practice, support continual learning and reflection (See Policies 4.2.0 Staff Qualifications, 4.3.0 Recruitment Criteria & 4.3.3 Professional Development)
- All staff will comply with the centre's ethical practice guidelines (See Policy 4.3.1 Ethical conduct) and its Code of Conduct (See Policy 4.3.4 Code of Conduct)
- There is a comprehensive Staff induction program (See Sections 4, Staff Handbook & Policy 7.3.0 Induction of Staff) & Staff evaluation is regularly reviewed (See Policy 4.2.3 Staff Evaluation)
- Clear guidelines and expectations are in place for the participation of students, volunteers and centre visitors (See Policy 6.4.0 Centre Visitors)
- A NESAC accredited Early Childhood Teacher will be in attendance at all times there are children on the premises
- An Educational Leader will oversee the implementation and guide professional programs and practice (See Section 7, Policy 7.3.2 Educational Leader)
- The centre will ensure that Educators are provided with non-contact time for programming, meeting with parents and other inclusion support professionals as well as networking with any relevant organisations

- Staff rosters will promote continuity and develop familiarity with children and families to support their being and becoming
- Regular relief staff who are familiar with centre practice are utilised whenever possible
- Routines will be consistent and reflect the needs of the children within the centre
- Teamwork and collaboration between staff, with open communication and information sharing is encouraged in an environment that respects and acknowledges all staff's contributions, diversity, skills, experiences and viewpoint.
- Communication systems such as Communication books, Feedback sheets, Program evaluation, Staff Meetings and Staff Reflection will ensure consistent practice between all staff, families and children

Statutory Legislation & Considerations

- *Education & Care Services National Amended Regulations 2014, Regulations 169, 118-135, 145-152*
- *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
- NSW Office of the Children's Guardian, Working with Children Check, 2013