

# STAFFING ARRANGEMENTS POLICY

## NQS

Quality Area 4: Staffing Arrangements		
4.1	<b>Staffing arrangements</b>	Staffing arrangements enhance children's learning and development.
4.1.1	<b>Organisation of Educators</b>	The organisation of Educators across the Service supports children's learning and development.
4.1.2	<b>Continuity of staff</b>	Every effort is made for children to experience continuity of Educators at the Service.
4.2	<b>Professionalism</b>	Management, Educators and staff are collaborative, respectful and ethical.
4.2.1	<b>Professional collaboration</b>	Management, Educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	<b>Professional Standards</b>	Professional standards guide practice, interactions and relationships.

## REGULATIONS

Reg	122	Educators must be working directly with children to be included in ratios
	123	Educator to child ratios—centre-based services
	126	Centre-based services—general educator qualifications
	130	Requirement for early childhood teacher—centrebased services—fewer than 25 approved places
	131	Requirement for early childhood teacher—centrebased services—25 or more approved places but fewer than 25 children
	132	Requirement for early childhood teacher— centre-based services—25 to 59 children
	133	Requirement for early childhood teacher—centre-based services—60 to 80 children
	134	Requirement for early childhood teacher—centre-based services—more than 80 children
	135	Early childhood teacher illness or absence
	136	First aid qualifications
	240	Qualifications for educators—centre-based service applies until 31.12.15 <b>Applies to reg 126</b>
	241	Persons taken to hold an approved early childhood teaching qualification
	242	Persons taken to be early childhood teachers applies from 1.1.14 to 1.1.16 <b>Applies to regs 130-134</b>
	243	Persons taken to hold an approved diploma level education and care qualification
	244	Persons taken to hold an approved certificate III level education and care Qualification
	246	Anaphylaxis training
	247	Asthma management training
	369	Educator to child ratios—children over preschool age <b>Applies to 123(1)(d)</b>
	370	General qualification requirements for educators— children over preschool age <b>Applies to reg 126(2)</b>
	371	Educator to child ratio—children preschool age or under who are 36 months of age or over (other than for a pre-kindergarten programme or kindergarten programme) <b>Applies to reg 123(1)(c)</b>
	372	Educator to child ratio—pre-kindergarten programme or kindergarten programme provided by a school <b>Applies until 123(1)(c) from 1.1.16</b>
	373	Early childhood teachers—pre-kindergarten programme or kindergarten programme provided by a school <b>Regs 130-134 do not apply</b>
	374	Educator to child ratio—pre-kindergarten programme or kindergarten programme provided by a school <b>Applies to reg 123(1)(c) until 31.12.15</b>

375	Qualifications for educators—children aged 24 months or under (other than for a pre-kindergarten programme or kindergarten programme) <b>Applies until 31.12.13</b>
379	Educators required to be early childhood teachers <b>Applies to Div 5 Part 4 and Regs 133 and 134.</b>

## AIM

To ensure our Service adheres to the National Education and Care Service Regulation as we maintain compliance with qualifications and ratio requirements.

## IMPLEMENTATION

### **Our service will maintain compliance to the following:**

- Our Service will comply with the National Quality Framework and ensure 50 percent of Educators meet the relevant Diploma qualification requirement, or be actively working towards an approved diploma level education and care qualification.
- All other Educators are required to have at least an approved certificate III level education and care qualification or be actively working towards their qualification.
- Our service will nominate a qualified and experienced educator, co-ordinator or other individual as the service's Educational Leader. This person is responsible to lead the development and implementation of the service's educational programs.
- Our service will ensure that any educator that is under eighteen years of age does not work alone at the service and is always supervised by an educator who is over eighteen.

### **Early Childhood Teacher**

- Our Service will comply and will engage and have access to an Early Childhood Teacher based on the number and age of children at the Service.

In the event of an ECT being sick or absent the service will meet the following requirements if the ECT is absent for periods under twelve weeks:

- A person with an approved Diploma level education and care service qualification may be taken as an ECT.
- A person who holds a qualification in primary teaching may be considered an ECT.
- If the period is over 12 weeks, the service will engage another ECT.

An Educator at the service is taken to hold an approved ECT qualification if they meet the following:

- The educator holds a qualification that is published on <http://www.acecqa.gov.au/home/>
- An educator who has completed at least 50% of a relevant qualification that would enable them to be qualified as an ECT and is actively working towards the completion
- The ECT has a Diploma in Early Childhood
- Is currently working towards Bachelor in Early Childhood qualification as recognised by ACECQA

### **Nominated Supervisor**

The Nominated Supervisor is a suitable person appointed by the Approved Provider who is placed in day-to-day management of an approved Service. Nominated Supervisors have a range of responsibilities under the National Law and Regulations including programming,

supervision and safety of children, entry to and exit from the premises, food and beverage, administration of medication, excursions, staffing, sleep and rest.

- The Nominated Supervisor is responsible for the day-to-day management of the Service, ensuring compliance with the National Law, Regulations and National Standards.
- The Nominated Supervisor will accept the role in writing, to ensure they have a clear understanding about their role and responsibilities.
- The Nominated Supervisor will ensure the Service program is reflective of the approved learning framework, incorporate the children's developmental needs, interests and experiences and consider the individual differences of each child.
- The Nominated Supervisor will adhere to Service policies ensuring a safe and healthy environment is provided.
- The Approved Provider or Nominated Supervisor will ensure that regulations in relation to the supervision of children are adhered to.

### **Responsible Person**

A Responsible Person is required to be physically present at the Service at all times that children are being educated and cared for. The Responsible Person will be the Approved Provider, or a person with management or control placed in day-to-day charge of the Service. The Responsible Person must be at least 18 years old and have adequate knowledge and understanding of the provision of education and care to children.

- Our Service will ensure there is always a Nominated Supervisor or Responsible Person on the premises when children are being educated and cared for.
- Our Service will clearly communicate the Responsible Person on duty, which will be displayed in the foyer area for families, educators, staff and visitors.
- The Responsible Person will adhere to Service policies and procedures and maintain a safe and healthy environment for children.
- The Responsible Person will always act with professionalism when dealing with children, educators, visitors and families.

### **Approved First Aid Qualifications**

- Educators and Management are required to have an ACECQA approved first aid qualification, anaphylaxis management, and emergency asthma management training. Approved qualifications are published on the ACECQA website.
- It is the Staff and Educators responsibilities to ensure they maintain up to date First Aid, Asthma, and Anaphylaxis Training, providing the Service with the certificate of completion.

### **Working with Children Check**

A Working With Children Check is a requirement for people who work or volunteer in child-related work. It involves a national criminal history check and a review of findings of workplace misconduct. The result of a Working With Children Check is either a clearance to work with children for three years, or a bar against working with children. Cleared applicants are subject to ongoing monitoring and relevant new records may lead to the clearance being revoked.

- To comply with National Regulations for those undertaking paid, or voluntary child-related work will acquire a Working with Children Check, which will be verified by the Service to protect the safety of children.
- Management will verify all Working With Children Checks to ensure the children are protected.

- Management will keep a record of the expiry date of the Working With Children Check for all staff.

#### **Staff Record**

- Approved Services must keep information about the Nominated Supervisor, Educational Leader, Staff, Volunteers, Students and the Responsible Person at the Service.
- Details must include evidence of staff working directly with children, qualifications, training and Working with Children Check.
- All Students, Volunteers and Visitors are required to sign in and out each day.

#### **Supervision**

Definition: Supervision refers to the action of supervising someone or something.

- Educators, who are supervising children, should ensure they are positioned where they can see as much of the environment as possible. Where there are water activities or high-risk experiences, close supervision is required.
- Infants and toddlers who are sleeping in cot rooms will be monitored and checked every 10 minutes.
- Older children will be supervised whilst sleeping or resting.
- Children will be supervised when hand washing and during toileting/nappy change times.
- Educators are required to adhere to the Service's Supervision Policy and floor plan to maintain effective supervision.
- Educators will interact with children where pedagogically appropriate whilst supervising.
- Supervising Educators will give their complete attention to the children and not perform other duties or tasks.
- One educator should be positioned close to the climbing frame as often as possible.
- Any water activity should be closely supervised by one educator at all times.
- Except for necessary discussions or concerns regarding children or matters relating to the Centre, educators will not congregate together outside.
- No child is to be left unattended at the table when eating.
- In any situation where adequate supervision of children is threatened, any educators on a meal-break must be prepared to return to duty to supply adequate supervision.
- Educators will do a head count of children when transitioning from any environment

#### **Adequate Supervision:**

Adequate supervision is a consideration for any part of the Service premises where children are educated and cared for, and is part of every educator's Duty of Care. Educators are required to ensure that children are in sight and hearing at all times, demonstrating the best interest of children is being provided. This includes toileting, sleep, rest, nappy changing and transition routines.

- Our Service will comply with educator to child ratios outlined in National Legislation and National Quality Standard.
- Educators will always be able to observe each child, respond to individual needs and attend to children as necessary.
- Educators will adjust their level of supervision depending on the area of the Service and the skills, age, dynamics and size of the group of children being supervised.
- Educators will communicate with other Staff and Educators about their supervision points, offer advice and aid to ensure children's safety is upheld at all times.
- When supervising outdoors Educators will position themselves so as to be able to see as much of the play area as possible.

- Unless discussing child or Service concerns, educators will not congregate together either inside or outside.

### **Working directly with children**

- To ensure compliance with regulations, we will only include Educators in the educator to child ratio who are working directly with the children.

### **Rosters**

- Our Service will ensure the roster and routine provides adequate supervision of children at all times.
- Rosters will be created to ensure the children receive continuity of care.
- Where possible, casual staff will be chosen from a pool of regular Educators with whom the children are familiar.

### **Volunteers and Students**

- All Volunteers and Students will be inducted into the Service to ensure they adhere to the Service policies and procedures.
- Students and volunteers will never be left alone with a child or a group of children.

### **Privacy**

- Educators will adhere to the Service's privacy and confidentiality policy and Privacy Law in relation to children or matters relating to the Service and will at no time take part in inappropriate or unlawful conversations or discussions.
- The Nominated Supervisor will ensure that students and volunteers are made aware of the Services privacy and confidentiality policy and Privacy Law during their initial induction.

### **Relevant Definitions**

#### *Kindergarten Program*

- An educational programme the content and implementation of which are designed for children in the first year of their pre-compulsory education period.

#### *Pre-Kindergarten Program*

- An education programme provided by a school for children aged 36 months and over before the pre-compulsory education period within the meaning of the School Education Act 1999 of Western Australian.

#### *School*

- Means a school or community kindergarten established or registered pursuant to the School Education Act 1999 of Western Australia.

#### *Actively working towards*

- An Educator who is enrolled in a course for an approved Early Childhood qualification.
- The Educator is required to provide documentary evidence of their course, training plan and progress towards completion of the course.
- Individuals actively working towards an approved qualification may be counted towards qualification requirements.
- Our Service will ensure we communicate with the Educator's RTO to ensure the Educator successfully completes their qualification.
- We will support the Educator in completing their qualification through mentoring and assistance.

### **Educator to Child Ratios**

Our educator to child ratios will always meet the minimum requirements as stated below. The following applies for pre-kindergarten programmes or a kindergarten programme provided by a school:

- The educator to child ratio is 1 educator to 10 children.

The following applies to all other centre-based services:

- For children aged from birth to 24 months the educator to child ratio will be 1 educator to 4 children.
- For children aged over 24 months but less than 36 months the educator to child ratio will be 1 educator to 5 children.
- For children aged over 36 months or over will be 1 educator to 10 children.
- Children's whose development are above and beyond the average development within the room, with signed permission, may go up to the next age level which will use the ratios of the next room.

The following applies to all services:

- If children being educated and cared for at the service are of mixed ages the minimum number of educators for the children must meet the requirements above at all times.
- When an early childhood teacher (ECT) is required to be in attendance at the service as per the licensed places of our service, that teacher is counted as an educator at the service for the purposes of this regulation.
- If the service is required to have access to an ECT for a period of time as per the licensed places, the ECT must be added to the minimum number of educators required for that service for that period.
- If the service is a preschool program in a school in a class or classes where a full-time education program is also being delivered, educator ratio and qualification requirements do not apply.

### **Educator Qualifications**

The following applies for pre-kindergarten programmes or a kindergarten programme provided by a school:

After 1<sup>st</sup> January 2014, the following applies:

- At least 50% of the educators who are required to meet the relevant educator to child ratios for the service must have or be actively working towards at least an approved diploma level education and care qualification.
- All other educators required to meet the relevant educator to child ratios for the service must have or be actively working towards at least an approved certificate III level education and care qualification.

The qualification requirements for educators at a centre-based service (other than a pre-kindergarten programme or kindergarten programme) educating and caring for children preschool age or under are as follows:

From Jan 2014, the following applies:

- At least 50% of the educators who are required to meet the relevant educator to child ratios for the service must have or be actively working towards at least an approved diploma level education and care qualification.
- All other educators required to meet the relevant educator to child ratios for the service must have or be actively working towards at least an approved certificate III level education and care qualification.

### **Requirements for an Early Childhood Teacher (ECT)**

#### **Other Educators Qualifications:**

##### First Aid Qualifications

- The approved provider of a centre-based service must ensure that the following persons are in attendance at any place where children are being educated and cared for by the service and immediately available in an emergency at all times that children are being educated and cared for by the service: At least one educator who holds a current first aid qualification.
- If the service is situated within a school's grounds it is sufficient for educators to have an individual that has completed an approved first aid course in attendance at the school site and so long as that person is immediately available in an emergency.

##### Anaphylaxis Qualifications

- The approved provider of a centre-based service must ensure that at least one educator who has undertaken anaphylaxis management training is in attendance at any place where children are being educated and cared for by the service and immediately available in an emergency at all times that children are being educated and cared for by the service.
- If the service is situated within a school's grounds it is sufficient for educators to have an individual that has completed an approved anaphylaxis training in attendance at the school site and so long as that person is immediately available in an emergency.

#### Emergency Asthma Management Training

- The approved provider of a centre-based service must ensure that at least one educator who has undertaken asthma management training is in attendance at any place where children are being educated and cared for by the service and immediately available in an emergency at all times that children are being educated and cared for by the service.
- If the service is situated within a school's grounds it is sufficient for educators to have an individual that has completed an approved asthma management training in attendance at the school site and so long as that person is immediately available in an emergency.

#### Working With Children Check

- The approved provider of an education and care service must read or ensure that the nominated supervisor has read a person's working with children check before the person is engaged as an educator at the service or permitted to volunteer at the service.
- This doesn't apply if:
  - A Working With Children Check cannot be issued due to the individual's age.

## BABIES ROOM INDOOR / OUTDOOR SUPERVISION PLAN

Educators are required to assess potential risks while supervising and be able to implement changes immediately to reduce the risk of accident or injury.

Educators need to adjust supervision in areas as necessary.

Educators will:

- Position themselves, (do not have your back to the children) arrange furniture, equipment and activities to maximise the best possible supervision, indoors and outdoors.
- Do regular head counts of all the children in their group and the groups as a whole. (Especially when moving inside/outside or moving rooms).
- Discuss regularly and highlight the best areas of supervision (especially outdoor environment) to avoid being clustered in spot. Supervision is supposed to be active and involve interacting with children, not standing & watching.
- Never leave a child unattended on a change table or mat, this includes staff moving to reach objects, a hand **MUST** be held to the child at all times.
- Adjust supervision depending on a child's age, children over 3 do not need such close supervision, and should be encouraged to be able to take simple risks. Nonetheless, Educators will be aware of the children's whereabouts at all times and be able to assist if necessary.
- Never leave children unattended during mealtimes, including having drinks.
- Ensure all children are within sight or hearing at all times, including when children use the bathroom. (Educators should encourage children to alert them when they are going to the bathroom).
- Communicate effectively with other educators if you have to leave an area. Do not assume that someone will cover for you.
- Be aware of who we are releasing a child to at departure time. Ensure an educator knows the authorised person, or check the person's identification against the child's enrolment form before releasing them.
- While babies are in high chairs educators must supervise at all times.
- Monitors are to be used in cot rooms along with regular physical checks of these, every 10 minutes



## TODDLER ROOM INDOOR / OUTDOOR SUPERVISION PLAN

Educators are required to assess potential risks while supervising and be able to implement changes immediately to reduce the risk of accident or injury. Educators need to adjust supervision in areas as necessary.

Educators will:

- Position themselves, (do not have your back to the children) arrange furniture, equipment and activities to maximise the best possible supervision, indoors and outdoors.
- Do regular head counts of all the children in their group and the groups as a whole. (Especially when moving inside/outside or moving rooms).
- Discuss regularly and highlight the best areas of supervision (especially outdoor environment) to avoid being clustered in one spot. Supervision is supposed to be active and involve interacting with children, not standing & watching.
- Never leave a child unattended on a change table or mat, this includes staff moving to reach objects, you **MUST** be in physical contact with the child at all times.
- Adjust supervision depending on a child's age, children over 3 do not need such close supervision, and should be encouraged to be able to take simple risks. Nonetheless, Educators will be aware of the children's whereabouts at all times and be able to assist if necessary.
- Never leave children unattended during mealtimes, including having drinks.
- Ensure all children are within sight or hearing at all times, including when children use the bathroom. (Educators should encourage children to alert them when they are going to the bathroom).
- Communicate effectively with other educators if you have to leave an area. Do not assume that someone will cover for you.
- Be aware of who we are releasing a child to at departure time. Ensure an educator knows the authorised person, or check the person's identification against the child's enrolment form before releasing them.
- Children sleeping in a separate sleep area physical checks of the are to be made every 10 minutes

## KINDY ROOM INDOOR / OUTDOOR SUPERVISION PLAN

Educators are required to assess potential risks while supervising and be able to implement changes immediately to reduce the risk of accident or injury. Educators need to adjust supervision in areas as necessary.

Educators will:

- Position themselves, (do not have your back to the children) arrange furniture, equipment and activities to maximise the best possible supervision, indoors and outdoors.
- Do regular head counts of all the children in their group and the groups as a whole. (Especially when moving inside/outside or moving rooms).
- Discuss regularly and highlight the best areas of supervision (especially outdoor environment) to avoid being clustered in one spot. Supervision is supposed to be active and involve interacting with children, not standing & watching.
- Never leave a child unattended on a change table or mat, this includes staff moving to reach objects, you **MUST** be in physical contact with the child at all times.
- Adjust supervision depending on a child's age, children over 3 do not need such close supervision, and should be encouraged to be able to take simple risks. Nonetheless, Educators will be aware of the children's whereabouts at all times and be able to assist if necessary.
- Never leave children unattended during mealtimes, including having drinks.
- Ensure all children are within sight or hearing at all times, including when children use the bathroom. (Educators should encourage children to alert them when they are going to the bathroom).
- Communicate effectively with other educators if you have to leave an area. Do not assume that someone will cover for you.
- Be aware of who we are releasing a child to at departure time. Ensure an educator knows the authorised person, or check the person's identification against the child's enrolment form before releasing them.
- Children sleeping in a separate sleep area physical checks of the are to be made every 15 minutes

## SOURCES

**Education and Care Services National Regulations 2012**  
**National Quality Standard 2018**  
**School Education Regulations 2000**

## REVIEW

The policy will be reviewed annually.

Review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

**Reviewed; October 2022**

**Next up for review; October 2023**