



# Staffing

Reviewed: 20/08/2021

Next Review: Term 4 2022

<p><b>Education and care services regulation/s</b></p>	<p><a href="#">Regulation 135</a> Illness or absence of early childhood teacher or suitably qualified person  <a href="#">Regulation 136</a> First aid qualification  <a href="#">Regulation 149</a> Volunteers and students  <a href="#">Regulation 151</a> Record of Educators working directly with children  <a href="#">Regulation 168(2)(i)</a> Education and care service must have policies/procedures</p>
<p><b>NSW Department of Education policy, procedure or guidelines</b></p>	<p>The following department policies and relevant documents can be accessed from the preschool section of the department's <a href="#">website</a>;</p> <ul style="list-style-type: none"> <li>• <a href="#">Code of Conduct Policy</a></li> <li>• <a href="#">Management of Conduct and Performance Policy</a></li> <li>• <a href="#">Departmental preschools and the National Regulations</a></li> <li>• <a href="#">Working with children check policy</a></li> </ul>
<p><b>National Quality Standard(s)</b></p>	<p><b>4.1.1: Organisation of educators</b>  The organisation of educators across the service supports children's learning and development.  <b>4.1.2: Continuity of staff</b>  Every effort is made for children to experience continuity of educators at the service.  <b>4.2.1: 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.  <b>4.2.2: Professional standards</b>  Professional standards guide practice, interactions and relationships.  <b>7.1.3: Roles and responsibilities</b>  Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.  <b>7.2.2: Educational leadership</b>  The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.  <b>7.2.3: Development of professionals</b>  Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.</p>
<p><b>Leading and Operating Department Preschool Guidelines</b></p>	<p><a href="#">Leading and Operating Department Preschool Guidelines</a>  Quality Area 4 - Staffing arrangements - pp. 57 - 64  Roles and responsibilities of the principal in relation to the preschool - pp.81 - 82  Volunteers, work experience and education students - p.97  Casual folder - p.98  Staff induction into the preschool - p.99</p>
<p><b>School policy or procedure</b></p>	<p>Oak Flats Public School Working With Children Check Policy</p>
<p><i>Resources:</i></p>	<p><a href="#">Early Childhood Australia Code of Ethics</a></p>

Preschools in government schools operated by the Department of Education are an integral part of the schools in which they are located. However, staffing and adult to child ratios are different to that of other classes in the school.

The Education and Care Services National Regulations state that the educator to child ratio in New South Wales for children between 3 or more but no more than 6 years of age is one adult to 10 children (regulation 271). These ratios should be maintained at all times. Each school will need to consider the staff to child ratio to maintain adequate supervision when on preschool excursions.

Departmental preschool classes provide for a maximum of twenty children each day. Oak Flats Public School Preschool is staffed by an Early Childhood trained Teacher and a School Learning Support Officer (SLSO) who holds a Certificate III in Early Childhood Education and Care or is working towards one.

Supervision arrangements for teachers and support staff in preschools are consistent with those in the rest of the school. However, under the Education and Care Services National Regulations the supervisors of the preschool are known as nominated supervisors. Each departmental preschool has one nominated supervisor which is the Principal of the school. If the Principal is absent the executive replacing the Principal becomes the nominated supervisor.

Staff working in the Preschool must hold a verified working with children check, approval to work in the Department of Education, ACECQA approved qualifications, and a current HLTAID004 first aid certificate.

In addition, each preschool receives weekly administration support (0.2) and each preschool teacher is entitled to release from face to face (RFF)(0.084).

All Department staff must complete annual child protection training to ensure they understand their responsibilities under the child protection legislation in addition to the DOE staff Code of Conduct and mandatory training associated. This training is to be completed at the beginning of the school year.

The Early Childhood Australia Code of Ethics underpins the preschool staff's actions in relation to the children and families who attend the centre, the early childhood profession, colleagues both in the preschool and school, and the community and society of the preschool.

### **Staffing of the Preschool:**

#### *Principal:*

- The Principal holds to roles of the Nominated Supervisor, Responsible Person in Charge and Educational Leader.
- When the Principal is absent or off-site the executive replacing them takes on these roles.
- The Principal is responsible for the overall running and decisions of the Preschool.
- Performance and Development Plans for the preschool teacher are completed with the Principal.

#### *Teacher:*

- All permanent preschool teachers appointed to the school by the Department's Staffing Services are required to have an early childhood qualification. Once teachers are appointed to a school by the Staffing Services area, local decisions regarding the way classes are arranged are made by the principal in consultation with the executive at the school.

- For teachers working in a preschool, this can mean that the teacher can also work across P-2 or P-6 depending on their qualifications and the needs of the school.
- The preschool teacher is responsible for planning and implementing a quality play-based program that is relevant to the children in their local context and guided by the Early Years Learning Framework, the Preschool Philosophy and the Early Childhood Australia Code of Ethics.
- Each teacher is responsible for their own professional development. In consultation with the principal, teachers should ensure they access appropriate professional learning.
- The preschool teacher translates school policies and programs into suitable learning experiences for the children in the preschool and is accountable to the Principal.
- The teacher and support staff operate as a team within the preschool with the teacher providing direction and guidance in the provision of the preschool program.
- The Education and Care Services National Regulations (clause 151) requires a record to be kept of preschool teachers and staff on duty each day. An up to date staff timetable for the preschool is displayed to inform parents and visitors of the staff rosters and who is responsible for the children at any given time. A sign in the foyer indicates which teacher and SLSO are on duty for the day.
- While the focus is on the preschool program, preschool teachers and support staff have an important role in the corporate life of the whole school and contribute to whole school activities.

#### *Preschool support staff:*

- Support staff in the preschool consist of a School Learning Support Officer (SLSO). This position is responsible to the Principal and functions under the immediate supervision of the preschool teacher.
- Staff in these positions are required to hold an ACECQA approved Certificate III qualification in Children's Services.
- The collaboration between the teacher and support staff plays an important part in the day to day operation of the preschool.

#### *School Learning Support Officer (SLSO):*

- A full time school learning support officer is employed for six hours and fifteen minutes per day. He or she works with the teacher to provide the educational program and a healthy, safe and welcoming environment.
- The school learning support officer assists the preschool teacher to implement the preschool program.
- This may include interacting with children and supporting their positive behaviour, organising and setting up activities, cleaning equipment, and attending to the personal care and needs of young children.

#### *School Administrative Officer (SAO):*

- Each school with a preschool has a staffing entitlement of a 0.2 FTE school administrative support officer position to assist with preschool administration tasks.
- The allocation of 0.2 is indicated on the school enrolment and entitlement report. This support can be used in a number of ways. At Oak Flats Public School, the school administrative officer undertakes their role in the school office with other administrative staff.
- A school administrative officer, when appropriately trained may administer first aid or prescribed medications to the preschool children.
- The SAO performs administration tasks required by the principal and preschool teacher and assists them as required.

#### *Release from face to face teacher (RFF):*

- As for all other teachers in the school, preschool teachers are entitled to release from face to face (RFF) teaching time. The entitlement is shown as a separate entry on each school's enrolment and entitlement report.
- The RFF teacher may be responsible for delivering the daily program developed by the classroom teacher or be responsible for a specific part of the program developed in consultation with the teacher, for example, music, outdoor play or physical activity.

**Employment of casual and/or temporary teachers:**

- When the preschool teacher or SLSO is absent due to an illness or other reason, they must contact the executive teacher in charge of casual staff. All attempts are made to replace the teacher/SLSO with regular casuals in order to maintain consistency. The casuals must hold the required qualifications and documentation.
- Whenever teachers provide temporary relief in the preschool for a long term vacancy, for example long service leave or maternity leave, schools need to employ an early childhood trained teacher. However, if the leave is less than 12 weeks a primary trained teacher may be employed to provide relief (Regulation 135).
- The responsibility for employing casual and temporary teachers to cover long term and short term teacher relief lies with the school Principal. Schools either contact casual relief teachers directly or request assistance from the Department's Staffing Services area to identify a suitable casual teacher.
- Any new member of staff must participate in an induction process. This includes casual staff and staff from the school. The preschool induction is an overview of the general operational requirements and important information about the preschool. An induction checklist is to be completed and signed by both the staff members completing and providing the induction. The checklist is then to be filed in the staff qualifications and information folder.

**Staffing of breaks in the preschool:**

- Adequate supervision must be maintained at all times including breaks.
- Rosters for staff breaks and RFF are created at the beginning of each term by an executive. For the staffing of these breaks, the preschool is part of the duty roster for the whole school.
- All efforts are used to maintain consistency with relieving staff. For lunch breaks kindergarten teachers replace the preschool teacher where possible. A teacher from the school relieves for RFF.
- A SLSO with a Certificate II in Early Childhood Education and Care is required to relieve the Preschool SLSO for her breaks and RFF.
- A teacher must always be present as they have the full responsibility for the supervision of children. If the preschool operates a full day program the school needs to ensure that the preschool teacher and support staff receive the breaks to which they are entitled.

**Staffing for excursions:**

- In recognition of the age and development of preschool children, the adult to child ratio for preschool excursions differs to that of the rest of the school.
- The Education and Care Services National Law Act 2010 requires that adequate supervision is maintained at all times when the children are in care (Section 165).
- An increased adult to child ratio for excursions is not specified in the National Regulations. A thorough risk assessment is needed to determine whether ratios are sufficient to provide adequate supervision.
- Excursion permission notes are to include the number of adults who will be accompanying the children.

**First aid qualifications:**

- Regulation 136 of the Education and Care Services National Regulations states that at least;

- One person who has an approved first aid qualification (HLTAID004), and who has undertaken approved anaphylaxis training, and approved emergency asthma training needs to be on the premises at all times while children are present and immediately available in an emergency.

Under the regulations the person/s with these qualifications may be located in the school as long as they are immediately available in an emergency. Each preschool needs to carefully consider how they will meet this requirement.

- It is mandatory for all departmental staff, including temporary and casual staff to complete the following:
  - Australian Society of Clinical Immunology and Allergy (ASCIA) anaphylaxis e-training
  - e-Emergency care
  - CPR training
  - Anaphylaxis training
- When a child with Anaphylaxis is enrolled in the preschool staff are also required to complete face-to-face training.

#### **Determining the Responsible Person in Charge:**

- This role is assigned to the Principal. Its purpose is to ensure that there is always a responsible person on the school premises who is in charge of the preschool.
- When the Principal is absent the preschool staff should be notified of the name of the person replacing the Principal.

#### **The Participation of Volunteers and Students on Practicum Placements:**

- Visitors are a regular part of our day at Oak Flats Public School Preschool.
- Family members are always welcome at the service and potential families may wish to visit the service when deciding on future care for their children.
- Education students from University, TAFE, RTOs and local high schools attend throughout the year for their practicum placements and work experience. We are committed to assisting students gain valuable experience in early childhood settings. Arrangements are made between the principal and relevant organisations and the preschool teacher takes on the role of practicum supervisor.
- Volunteers may choose to spend time in our preschool along with educators and staff from other services.
- There is often the necessity for maintenance personnel and other persons to visit the preschool.
- Oak Flats Public School Preschool encourages student and volunteer visits. The presence of visitors at the service must be monitored and documented. For example;
  - Records relating to visitors and students to our service are maintained. The school office will collect identification information from volunteers and visitors such as full name, address, date of birth, signed declarations that volunteers have no offences that would bar them from working with children and 100 points of proof of identity.
  - All visitors and volunteers must sign the visitor's book at the school office and in the preschool.
  - Educators and staff will abide by regulatory protocol when visitors are in the service.

#### *The Preschool Teacher will:*

- Maintain a sign in register of all visitors to the service;
- Maintain a register of all students, work experience and volunteers who spend time in the service. The record will include: full name, address, date of birth, date and hours of each volunteer or student who participates in the program;

- Be aware of protocols and guidance supplied by universities, TAFEs, RTOs and high schools in relation to participating students;
- Ensure *Working with Children Checks* are complete as appropriate.
- Welcome visitors arriving at the service and determine their reason for visiting.
- Direct visitors to appropriate staff members if necessary.
- Welcome family and friends to visit and participate in formal and informal activities at the centre.

*Families will:*

Be aware of who they are providing access to the service when they enter themselves and are requested to be aware of unknown visitors and to direct them to staff accordingly.