



Staffing – preschool procedure 2024

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 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)	Preschool teachers and educators are responsible for working with the preschool leadership team to ensure: <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

<p>Staffing allocation and qualifications</p>	<ul style="list-style-type: none"> ● Each preschool class is staffed at all times by an early childhood teacher 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</i> (NESA). ● The preschool receives a .2 (one day a week) staffing allocation to complete administrative tasks related to the preschool. ● Regulation 136 of the Education and Care Services National Regulations state that one person who has an approved first aid qualification (HLTAID012), 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. ● At Oak Flats Public School Preschool, the teacher and SLSO that normally work in the preschool hold current first aid qualifications (HLTAID012). ● It is mandatory for all departmental staff, including temporary and casual staff to complete the following training annually: <ul style="list-style-type: none"> - Australian Society of Clinical Immunology and Allergy (ASCIA) anaphylaxis e-training - e-Emergency care - CPR training - Anaphylaxis training - Child protection - Code of Conduct ● All staff must also undertake all mandatory training required by the NSW Department of Education in the allocated time frame. ● The regular educators are replaced by equally qualified educators during their breaks, release from face to face teaching, and absences.
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| | <ul style="list-style-type: none"> ● 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. ● 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 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. ● 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. 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. ● A teacher from the school relieves for RFF. ● 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. |
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<p>Roles and Responsibilities</p>	<ul style="list-style-type: none"> ● Adequate supervision must be maintained at all times including breaks. ● All staff members that are directly working with the children must sign in and out in the staff sign in book which is located on top of the lockers on the left hand side. <p>Teacher</p> <ul style="list-style-type: none"> ● The preschool teacher is responsible for planning and implementing a quality play-based program that is relevant to the children attending the preschool and is guided by the National Quality Standards, the Early Years Learning Framework, Preschool Philosophy and the Early Childhood Australia Code of Ethics. ● The preschool teacher translates school procedures 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. ● While the focus is on the preschool program, preschool teachers and support staff also have an important role in the corporate life of the whole school and contribute to whole school activities. ● A teacher must always be present in the preschool. <p>School Learning Support Officer (SLSO)</p> <ul style="list-style-type: none"> ● The SLSO is responsible to the Principal and functions under the immediate supervision of the preschool teacher. ● The collaboration between the teacher and support staff plays an important part in the day to day operation of the preschool. ● A full time school learning support officer is employed for six hours and 45 minutes per day. This educator works with the teacher to provide the educational program and a healthy, safe and welcoming environment. ● An additional SLSO may be utilised by the preschool to provide support for children with learning and support needs. This is dependent on funding and is at the discretion of the school principal. ● 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. <p>School Administration Officer</p> <ul style="list-style-type: none"> ● At Oak Flats Public School, the school administrative officer undertakes their role in the school office with other administrative staff. ● The SAO performs administration tasks required by the principal and preschool teacher and assists them as required. The principal determines which tasks are prioritised.
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	<p>Staff who provide Release from face to face (RFF) and Breaks</p> <ul style="list-style-type: none">• Preschool teachers are entitled to release from face to face (RFF) teaching time. The entitlement is shown as a separate entry on the school's enrolment and entitlement report.• The RFF teacher is responsible for delivering either the daily program developed by the classroom teacher or a specific part of the program developed in consultation with the teacher, for example, music, outdoor play or physical activity.
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<p>Continuity</p>	<ul style="list-style-type: none"> ● The preschool staffing roster ensures continuity of educators. ● The roster is developed by the Early Childhood Teacher or Preschool Supervisor and is displayed in the foyer area. ● To demonstrate educator to child ratios are being met, the preschool maintains a daily record of which educators have been working directly with the children and when. ● A record of short-term relief staff is maintained in the preschool. This record is used to document the cumulative number of days the Early Childhood Teacher is replaced with a primary teacher as well as the days the SLSO is replaced with a primary teacher. ● All efforts are used to maintain consistency with relieving staff. For lunch breaks kindergarten teachers replace the preschool teacher where possible. ● All attempts are made to replace the teacher and / or SLSO with regular casuals when they are absent in order to maintain consistency.
<p>Induction</p>	<ul style="list-style-type: none"> ● All staff receive an induction before they commence work in the preschool. ● The preschool induction is an overview of the general operational requirements and important information about the preschool such as the location of necessary items, how the preschool is run, medical plans and first aid kits, and paperwork for the day. ● All staff, volunteers and practicum students receive an induction before they commence work in the preschool. This includes casual staff and staff from the school who are covering breaks and RFF. ● The induction is provided by either the Deputy Principal, preschool teacher or SLSO. ● An induction checklist is completed and signed by both the staff member providing the induction and the person receiving the induction. After completion of the induction, the checklist is filed in the staff qualifications and information folder. ● There is also a casual folder located in the preschool kitchen with information about the children at the preschool and staff's roles and responsibilities.

<p>Educator performance and professional learning</p>	<ul style="list-style-type: none"> ● All educators are familiar with <u>Early Childhood Australia's Code of Ethics</u>. ● All educators comply with the department's <u>Code of Conduct</u> 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. ● All educators are familiar with <u>Early Childhood Australia's Code of Ethics</u>. The code of ethics is displayed in the preschool office and foyer. The Code of Ethics is when reviewing the preschool's philosophy. ● Educator performance is managed by the school principal or allocated assistant principal through an annual <i>Performance and Development Plan</i>. ● Each educator's <i>Performance and Development Plan</i> identifies professional learning goals and strategies to meet these. The performance and development plan consists of school, stage and individual goals. ● Staff are provided with professional learning opportunities to meet their goals. There is an expectation that staff attend staff development days and the teacher attends weekly staff meetings. ● Staff and the principal both suggest professional development opportunities. Professional development that occurs during school hours or has a cost, needs to be approved by the principal. ● Most professional learning within the department is currently held online.
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**Volunteers and
practicum
students**

- Volunteers sign the visitor's book to record the date and hours they were in the preschool.
 - The staff record includes the full name, address and date of birth of each volunteer or student or who participates in the preschool.
 - All visitors and volunteers must sign the visitor's book at the school office and in the preschool.
 - Volunteers sign the visitor's book to record the date and hours they were in the preschool. Alternatively the volunteers and visitors can use the QR code displayed at the preschool entrance.
 - The staff record includes the full name, address and date of birth of each volunteer or student or who participates in the 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.
 - Specialists visit the preschool to work with specific children throughout the year.
 - Volunteers may choose to spend time in our preschool along with educators and staff from other services. There is a specific register for volunteers to sign each day they are present.
 - There is often the necessity for maintenance personnel and other persons to visit the preschool. There is a specific register for maintenance personnel to sign when working in the preschool.
 - Oak Flats Public School Preschool encourages student and volunteer visits. The presence of visitors at the service must be monitored and documented.
 - Records relating to visitors and students to our service are maintained. The school office collects identification information from volunteers and visitors such as full name, address, date of birth, signed declarations that volunteers have no offenses that would bar them from working with children, 100 points of proof of identity and working with children checks when necessary.
 - Educators and staff abide by regulatory protocol when visitors are in the service.
- The Preschool Teacher:
- maintains a sign in register of all visitors to the service,
 - maintains a register of all students, work experience and volunteers who spend time in the service. The record will include: full name, address, date

	<p>of birth, date and hours of each volunteer or student who participates in the program,</p> <ul style="list-style-type: none"> • is aware of protocols and guidance supplied by universities, TAFEs, RTOs and high schools in relation to participating students, • welcomes visitors arriving at the service and determine their reason for visiting, • directs visitors to appropriate staff members if necessary • welcomes family and friends to visit and participate in formal and informal activities at the preschool.
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Record of procedure's review

Date of review	21/8/24
Who was involved	Elisa Higgs, Amanda Falcon, Alice Wigny
Key changes made and reason why	Localised practices detailed in relation to the reflective questions provided by Early Learning.
Record of communication of significant changes to relevant stakeholders	Principal: 21/8/24 Staff: 21/8/24 Parents: 27/8/24 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.

Copy and paste the last 4 rows to the bottom of the table each time a new review is completed.