

QA4 STAFFING ARRANGEMENTS POLICY

SCOPE

This policy, and its associated documents, provide a framework to guide all actions for the Approved Provider, Nominated supervisor, all team members, children, parents, volunteers, contractors, suppliers, and any visitors to the service.

Failure to adhere to this policy, or any of its associated documents, may result in disciplinary action being taken up to and including termination of employment for personnel, refusal of service for clients, and / or the dissolving of contractual agreements with suppliers and individuals outside of our Service.

INTRODUCTION

This policy relates to:

- Staffing arrangements to support children's learning and development
- Attracting and retaining high quality educators
- Continuity of staff, and
- Professional identity.

POLICY STATEMENT

STAFFING ARRANGEMENTS

Children's positive learning and development outcomes are central to our service. We recognise how structural quality supports process quality; that for children to be engaged in rich, meaningful interactions with staff, structural components are needed to support this. As a result, educators are organised in a way that best supports and provides opportunities for these quality interactions. Staffing arrangements allow educators to direct their focus on their work with the children, which in turn creates reciprocal learning relationships and strong educator teams.

We provide positive and nurturing learning environments, a place where children are supported and comfortable sharing their ideas and seeking support. We achieve this through carefully planned rosters enabling educators to be available and receptive to children. The organisation of staff ensures educators are available at times to discuss the program's philosophy and curriculum objectives with families, including aspects of the program relative to the child and family.

We structure staff to provide quality interactions between children and educators, acknowledging that child-to-educator ratio is a strong predictor of both quality interactions and learning provisions. This ensures quality learning experiences and responsive supervision.

Research has identified continuity of educators as being a predictor of positive outcomes for children, and this is an important aspect of high-quality care which we strive to meet. The

relationships between educators and children contribute to a predictable environment that helps children feel secure, confident and have a sense of belonging.

Our service strives to attract and retain the highest quality educators. We provide appealing working arrangements and tailored professional development opportunities. We recognise that an investment in our staff equates to a team who show pride and commitment in their work, and to creating a positive workplace culture. This in turn helps to ensure continuity of care for children.

Where there is a need for relief educators as part of our staffing arrangements, we have measures in place to ensure this is a positive experience for children. This is achieved by preparing children for this change, using familiar relief staff, providing detailed communication for the relief educator regarding children's learning and development needs, and ensuring relief educators work with permanent educators for guidance.

PROFESSIONALISM

Professionalism encapsulates reflective practice, ongoing professional development, and collaborative relationships, within the team and with families. Therefore, reflective practice and effective professional collaboration are intertwined to best meet the educational, social, emotional needs of the children and their families. Our educators demonstrate an ability to reflect upon and evaluate their professional role and its practical application as a key component of their professionalism within the setting.

The service fosters a culture of professional learning. Staff view themselves as lifelong learners, collaborating to understand best practice, which informs the collective pedagogical approach of the setting. Our service provides pathways that grow pedagogical leaders through opportunities for educators to participate in effective, evidence-based professional learning, especially sustained, reflective learning opportunities that are embedded in everyday practice.

Staff members are inclusive and respectful of their individual differences. Viewpoints are valued and contributions are acknowledged, which is fundamental to the development of trusting relationships. With this in place our educators can work collaboratively to carry out daily education and care requirements to effectively meet the needs of children. This strong culture of collaboration provides the necessary skills for situations where educator teams are required to work within a transdisciplinary team to support a child.

For our service to maintain quality excellence it is imperative that the practice of our educators be grounded in the knowledge base and standards of our profession. Our staff know and understand the requirements of the National Quality Framework including the National Law, National Regulations, the National Quality Standards, the approved learning frameworks, Australian Professional Standards for Teachers, child protection legislation, as well as the services' philosophy, policies and procedures. We employ coaching and mentoring strategies to ensure our educators can demonstrate these professional standards in practice, particularly through their interactions and relationships with children, families and one another.

Our service values the individual and collective professional identity of our educator team. We ensure our educators know and use Early Childhood Australia's code of ethics as a guideline for responsible and ethical professional behaviours, including practices such as culturally sensitive communication with families, collaborative and respectful relationships with coworkers, respect for confidentiality of information, and maintenance of inclusive environments that support the needs of

each child. Ongoing staff discussions of ethical issues are part of our team professional development.

We encourage all staff to speak up if they see or experience anything that may impact the safety, wellbeing, or quality of care in our service. A reporting culture ensures children’s health and safety is a priority, supports a positive workplace culture, and helps continual improvement.

DEFINITIONS AND ACRONYMS

Curriculum - all interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children’s learning and development (DEEWR, 2009).

Pedagogy – all the actions and processes that educators use to translate philosophy and curriculum approaches into practice (Arthur et al, 2015).

Program – the documentation showing children’s educational goals, the learning opportunities that are provided by our educators to achieve these, and the related educator practices to support learning.

LINKS TO STANDARDS AND REGULATIONS

This policy relates to the National Quality Standard (NQS) Quality Area 4: Staffing arrangements.

Standard/ Elements	Concept	Descriptor
QA4		Staffing arrangements
4.1	Staffing arrangements	Staffing arrangements enhance children’s learning and development.
4.1.1	Organisation of educators	The organisation of educators across the service supports children’s learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	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	Professional standards	Professional standards guide practice, interactions and relationships.

This policy relates to the following law and national regulations:

Standard/ Elements	Concept	Related law and national regulations
QA4		Staffing arrangements
4.1	Staffing arrangements	Staffing arrangements enhance children’s learning and development.

		<p>Section 51(2) Conditions on service approval (FDC Co-coordinators)</p> <p>Section 161 Offence to operate education and care service without nominated supervisor</p> <p>Section 161A Offence for nominated supervisor not to meet prescribed minimum requirements</p> <p>Section 162 Offence to operate education and care service unless responsible person is present</p> <p>Section 163 Offence relating to appointment or engagement of family day care coordinators</p> <p>Section 164 Offence relating to assistance to family day care</p> <p>Section 164A Offence relating to the education and care of children by family day care service</p> <p>Section 169 Offence relating to staffing arrangements</p> <p>Section 269 Register of family day care educators, coordinators and assistants</p> <p>Regulation 117A Placing a person in day-to-day charge</p> <p>Regulation 117B Minimum requirement for a person in day-to-day charge</p> <p>Regulation 117C Minimum requirement for a nominated supervisor</p> <p>Regulation 118 Educational leader</p> <p>Regulation 119 Family day care educator and family day care educator assistant to be at least 18 years old</p> <p>Regulation 120 Educators who are under 18 to be supervised</p> <p>Regulation 123 Educators to child ratios – centre-based services</p> <p>Regulation 123A Family day care coordinator to educator ratios— family day care service</p> <p>Regulation 124 Number of children who can be educated and cared for—family day care educator</p> <p>Regulation 126 Centre-based services—general educator qualifications</p> <p>Regulation 127 Family day care educator qualifications</p> <p>Regulation 128 Family day care coordinator qualifications</p> <p>Regulation 130 Requirement for early childhood teacher—centre-based services— fewer than 25 approved places</p> <p>Regulation 131 Requirement for early childhood teacher—centre-based services—25 or more approved places but fewer than 25 children</p> <p>Regulation 132 Requirement for early childhood teacher—centre-based services—25 to 59 children</p> <p>Regulation 133 Requirement for early childhood teacher—centre-based services—60 to 80 children</p> <p>Regulation 134 Requirement for early childhood teacher—centre-based services— more than 80 children</p> <p>Regulation 135 Early childhood teacher illness or absence</p> <p>Regulation 136 First aid qualifications</p> <p>Regulation 143A Minimum requirements for a family day care educator</p> <p>Regulation 143B Ongoing management of family day care educators</p> <p>Regulation 144 Family day care educator assistant</p> <p>Regulation 145 Staff record</p> <p>Regulation 146 Nominated supervisor</p> <p>Regulation 147 Staff members</p> <p>Regulation 148 Educational leader</p> <p>Regulation 149 Volunteers and students</p> <p>Regulation 150 Responsible person</p> <p>Regulation 151 Record of educators working directly with children</p>
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4.2	Professionalism	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
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ACKNOWLEDGEMENTS, REFERENCES AND RESOURCES

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DOCUMENT CONTROL

Date Reviewed	Modifications
Nov 2019	Reviewed and created new policy document
January 2022	No changes
February 2023	No changes
September 2025	Reviewed and updated to include reporting culture statement