

Acorn Child Care Centres

Policies and Procedures



4 Staffing

Background

Legislation sets out specific requirements for the staffing arrangements for approved centre-based services. These requirements cover the number of staff, their qualifications and experience.

Particularly noteworthy are the requirements for the Responsible Person. A Responsible Person must be on the premises at all times the service is educating and caring for children. The Responsible Person can be (a) the Approved Provider if this is an individual or, if the Approved Provider is an organisation or company, then someone with management and control of the service, (b) the Nominated Supervisor of the service or (c) an Educator with a Supervisor's Certificate and who has been placed in day-to-day charge of the service.

Policy statement

This Policy outlines the steps the Service takes to ensure it complies with regulatory staffing requirements at all times. In particular, it details how the Service ensures a Responsible Person is on the premises at all times, and how the identity of that person is made known to staff, parents and visitors.

Strategies and practices

- All employees of Acorn Child Care Centre must comply with the requirements of the Education and Care Services National Regulations, 2011, whereby staff must:
 - Hold appropriate qualifications.
 - Be of good character
 - Have no criminal convictions
 - Hold a current first aid certificate
 - Hold a current Blue Care or are currently being processed by the Commission for Children and Young People and Child Guardian.
- Appointed staff must give certified copies of their qualifications and other required certificates to the director.
- Acorn Child Care Centre is an equal opportunity employer.
- Permanent staff will first work a 6-month probationary period. The employer may then confirm a permanent position.
- Permanent fulltime, permanent part-time and casual staff are all employed under the state "Child Care Industry" award. A copy of the award is available in the staff room and may be copied as needed.
- The Approved Provider of the Service has appointed a Nominated Supervisor to ensure: the Service's operations meet the regulatory requirements at all times; consistency and

Acorn Child Care Centres

Policies and Procedures



continuity in practice; and, high quality care and education are provided to the children. QA 7.1.4

- The Nominated Supervisor is also the Responsible Person whenever on the premises. QA 7.3.2
- The Nominated Supervisor develops rosters in accordance with the availability of Responsible Persons, service operation and attendance patterns of the children. QA 7.3.2
- At any time the Nominated Supervisor is not on the premises, a Responsible Person who is physically present is placed in charge of the Service's day-to-day operations only (i.e. the Responsible Person does not assume all of the responsibilities of the Nominated Supervisor). This acceptance of the additional responsibilities by the replacement is a standing arrangement agreed to in writing by the replacement, and details are maintained in the staff file. QA 4.2.1
- Whenever leaving the premises, the Nominated Supervisor informs the substitute Responsible Person, and displays the person's name at reception. On return, the Nominated Supervisor informs the substitute and removes the sign. QA 7.3.1, 7.3.2
- The details of the Responsible Person at any given time are clearly displayed in the main entrance of the Service. QA 7.1.1
- The Approved Provider ensures that:
 - Nominated Supervisors and Certified Supervisors have a clear understanding of the role of the Responsible Person
 - The Responsible Person is appropriately skilled and qualified
 - The Responsible Person is physically present at the Service. A substitute for the Responsible Person will be present where a Waiver is in place. QA 4.2.1, 4.2.2, 4.2.3, 7.2.1
- The Service has an Educational Leader who oversees the development and implementation of the Service's educational program. QA 7.1.4
- The Service's Policies and Procedures are clear and delineate its practices. QA 7.3.5
- Before commencing at the Service, all educators, staff, students and volunteers are given an orientation wherein they are made purposefully aware of the Service's Policies and Procedures, and of their responsibilities under them. QA 7.1.2
- All educators, staff, students and volunteers sign the Service's Confidentiality Agreement and Safeguarding Children and Young People Policy and Agreement to Comply with Centre Policies Form.
- The Service is cognizant of the requirements – including transitional and saving provisions – for staffing in the Education and Care Services National Regulations 2011 and meets or exceeds these at all times it provides education and care to children. These provisions include:

Acorn Child Care Centres

Policies and Procedures



- Educator-to-child ratios
 - Educator formal qualifications
 - First Aid, anaphylaxis and Emergency Asthma Management
 - Rest periods
 - Educators' rest pauses and short absences
 - The Early Childhood Teacher
 - The Early Childhood Teacher's rest pauses and short absences (including those during rest periods). QA 7.1.4
- The Service is aware of the need for heightened supervision above and beyond the educator-to-child ratios during certain activities (e.g. water play, babies sleeping, nappy change and toileting, mealtimes, unknown persons in the Service), and this is accepted by Service educators as standard practice. Refer to the Service's *Supervision Policy*. QA 2.3.1
 - Educators under 18 years and students and volunteers are never alone with children. Refer to the Service's *Students, Volunteers and Visitors Policy*. QA 2.3.1
 - The Service maintains a relief educators list and, wherever possible, engages educators on this list to replace absentees. QA 4.1.1, 7.1.3
 - All group leaders will receive approximately two hours per week of paid time for the purpose of working on their group program. This time will be allocated by the centre director and will be convenient to both the centre and group leader. Assistant group leaders receive approximately half an hour per week for programming.
 - The centre is required to keep observations and portfolios for individual children in care. Acorn is currently utilising online programming for records to be maintained and updated electronically. Individual portfolios are available online for families to access once written consent has been given. Acorn's educational programs for children are guided by the Early Years Learning Framework and the Queensland Kindergarten Learning guidelines.
 - Acorn has two specific programs, the kindergarten program and a full music immersion program.
 - The Service conducts regular team meetings where educators become familiar with each other's strengths and weaknesses and learn how to work best as a team to achieve quality education and care outcomes for children. Refer to the Service's *Educator Professionalism and Ethics Policy*. QA 4.2.2, 4.2.3, 7.2.3
 - Acorn recognises the benefits of staff training and is committed to providing opportunities for training and development to all staff. It is desirable that Acorn be recognised as a pro-training company with training being one of the advantages of employment at our centre.
 - Amount to be spent on staff training. It is the intention of Acorn to spend the equivalent of 1% of wage costs for the purpose of staff training.

Acorn Child Care Centres

Policies and Procedures



- Breadth of Training Opportunities. The directors and administration will actively investigate training opportunities and resources and will also consider training events brought to their attention by staff. Directors are encouraged to establish a training diary which allows for a training plan amongst staff for the coming 12 months.
- Distribution of Training Expenditure. Acorn intends to provide training opportunities equally amongst all staff. It will be the role of centre directors to ensure all staff have equal access to training - bearing in mind that at times certain training opportunities will provide benefit to staff in a specific role.
- Staff Contribution to Training. There will be times when high cost training events would unfairly advantage the few who are able to attend. At such times staff may be required to share the training costs. All staff who have attended training will be requested to submit a one-page report summarising the key points learned and changes they will make as a result of the training.
- Method of Accounting for Training. The cost of training will include direct attendance fees, travel and accommodation (where it is paid by Acorn), the wages received by a staff member while attending a training session and any resource purchased to facilitate staff training.
- Reporting of Training Expenditure. The amount of training spent as a % of wage costs will be tabled at the Acorn Executive Meeting.
- The Nominated Supervisor ensures all educators are familiar with current child protection law and its application to their work at the Service, and acutely aware of their responsibilities under this legislation. Refer to the Service's *Child Protection and Risk Management Policy*. QA 2.3.4
- The Nominated Supervisor maintains a Staff Summary Sheet (e.g. educational and other qualifications, and currency) and bases all rosters on this Sheet to ensure the Service's staffing arrangements comply with regulation at all times. QA 4.1.1
- All educators use the timesheet of the Wage Lock system to record their arrival and departure times, and their lunch breaks. They use the Rest Pause Sheet displayed in the indoor play space to record their rest pauses. QA 7.3.2
- The Service expects its educators to be diligent and attentive to the children and the children's wellbeing at all times. As team members, they are also expected to be supportive of their colleagues and of students and volunteers. QA 2.3.1, 4.2.2, 4.2.3

Additional safe practices for babies

- To prioritise continuity and consistency when rostering educators working with babies.

Responsibilities of parents

- To be aware of who is the Responsible Person at that time they are in the Service.

Links to other policies

- Child Protection and Risk Management Policy

Acorn Child Care Centres Policies and Procedures



- Educator Professionalism and Ethics Policy
- Students, Volunteers and Visitors Policy
- Supervision Policy

Links Education and Care Services National Regulations 2011, National Quality Standard 2011

Regs	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—centre-based services—fewer than 25 approved places
	131	Requirement for early childhood teacher—centre-based 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
	168	Educators and care services must have policies and procedures
	173	Prescribed information must be displayed
General transitions and saving provisions		
	240	Qualifications for educators—centre-based service applies until 31.12.15. Applies to Reg 126
	241	Persons taken to hold an approved early childhood teaching qualification
	242	Persons taken to be early childhood teachers Applies to Regs 130-134 on and after 1.1.14 to 1.1.16
	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
	245	Person taken to hold approved first aid qualification Applies until 31.12.12 or qualification expires
	246	Anaphylaxis training

Acorn Child Care Centres Policies and Procedures



247	Asthma management training
298	Educator to child ratio—children over preschool age Applies to Reg 123
299	General qualification requirements for educators—children over preschool age Applies to Reg 126
300	Educator to child ratios—children aged 15 months to 24 months Applies to Reg 123 until 31.3.12 or unless the Regulatory Authority deems until 31.12.17
301	Educator to child ratios—children aged over 24 months to 13 years Applies to Reg 123 until 31.12.15
302	General qualifications for educators—centre-based services Applies to Reg 126 until 31.12.13
303	Early childhood teacher—fewer than 60 children Applies to Regs 130-132 until 1.1.14
304	Early childhood teacher—60 or more children Applies to Reg 133 and 134(1)(a) until 1.1.14 Applies to Reg 133(1)(b) and 134(1)(b) until 1.1.20
310	Educator to child ratios Applies until 31.12.19
311	Additional staff members or volunteers Applies to Reg 310
312	Qualifications for educators Applies to Reg 310
314	Educator to child ratios when educator or early childhood teacher on rest pause Applies until 31.12.19
315	Access to or attendance of early childhood teacher on rest pause Applies until 31.12.19
316	Educator to child ratios when educator or early childhood teacher absent for 5 minutes or less Applies until 31.12.19

Acorn Child Care Centres

Policies and Procedures



	317	Access to or attendance of early childhood teacher absent for 5 minutes or less Applies until 31.12.19
QA	2.3.1	Children are adequately supervised at all times
	2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect
	4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times
	4.2.1	Professional standards guide practice, interactions and relationships
	4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn for each other to further develop their skills, to improve practice and relationships
	4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills
	7.1.1	Appropriate governance arrangements are in place to manage the service
	7.1.2	The induction of educators, co-ordinators and staff members is comprehensive
	7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service
	7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning
	7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper
	7.2.3	An effective self-assessment and quality improvement process are in place
	7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements
	7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service
	7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly

Sources

- Education and Care Services National Regulations 2011.
- Guide to the National Quality Standard 2011.

Acorn Child Care Centres Policies and Procedures



Further reading and useful websites

- Australian Children's Education and Care Quality Authority – <http://www.acecqa.gov.au/>
- Community Childcare Co-operative Ltd. NSW. (2013). *The Really Simple Guide to Being an Approved Provider*. <http://cccnsw.org.au/resources/nqf> accessed 24 November 2013
- Community Childcare Co-operative Ltd. NSW. (2013). *The Really Simple Guide to Being a Nominated Supervisor*. <http://cccnsw.org.au/resources/nqf> accessed 24 November 2013
- Department of Education and Communities NSW. (2013). *Frequently asked questions on the National Quality Framework and the current NSW Regulation*. <http://www.dec.nsw.gov.au/what-we-offer/regulation-and-accreditation/early-childhood-education-care/faqs> accessed 24 November 2013
- Office for Early Education and Care (Queensland) – <http://deta.qld.gov.au/earlychildhood/>
- Community Services, Office for Children, Youth and Family Support (ACT) – <http://www.communityservices.act.gov.au/ocylfs>
- Department of Education and Communities, Early Childhood Education And Care (NSW) – <http://www.dec.nsw.gov.au/what-we-offer/regulation-and-accreditation/early-childhood-education-care/>
- Department of Education, Training and Employment, Office for Early Childhood Education and Care (QLD) – <http://deta.qld.gov.au/earlychildhood/>
- Department of Education and Children's Services, Early Childhood (NT) – <http://www.education.nt.gov.au/teachers-educators/ec>
- Education and Early Childhood Services Registration and Standards Board of South Australia <http://www.eecrsb.sa.gov.au/>
- Department of Education, Education and Care Unit (TAS) – http://www.education.tas.gov.au/parents_carers/early_years/education-and-care/Pages/Education-and-Care-Unit.aspx
- Department of Education and Early Childhood Development (VIC) – <http://www.education.vic.gov.au/childhood/Pages/default.aspx>
- Department for Communities, Education and Care (WA) – <http://www.communities.wa.gov.au/CHILDRENANDFAMILIES/CHILDCARE/Pages/default.aspx>
- The Commission for Children and Young People and Child Guardian (Queensland) – <http://www.ccypcg.qld.gov.au/index.aspx>

Acorn Child Care Centres Policies and Procedures



15/03/2016							
15/04/2017							
28/02/2019							

Next review Date: 28/02/2020