



# Guliyali Preschool Procedure

## Staffing



<b>Current</b>	15/03/2017
<b>Next Review</b>	15/03/2018
<b>Regulation(s)</b>	R. 47, R. 49, R. 126, 135, 137, 145-152, R. 273, R. 242-244
<b>National Quality Standard(s)</b>	<p>4.1.1: Educator-to-child ratios and qualification requirements are maintained at all times.</p> <p>4.2.1: Professional standards guide practice, interactions and relationships.</p> <p>4.2.2: Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.</p> <p>4.2.3: Interactions convey mutual respect, equity and recognition of each other's strengths and skills</p> <p>7.1.1: Appropriate governance arrangements are in place to manage the service.</p> <p>7.1.2: The induction of educators, co-ordinators and staff members, including relief educators, is comprehensive.</p> <p>7.1.3: Every effort is made to promote continuity of educators and co-ordinators at the service.</p> <p>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.</p> <p>7.1.5: Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.</p>
<b>Relevant DoE Policy and link</b>	<ul style="list-style-type: none"> <li>➤ <a href="#">Code of Conduct Policy PD/2004/0020/V06</a></li> <li>➤ <a href="#">Code of Conduct Procedures (PDF)</a></li> <li>➤ <a href="#">Working with Children Check Policy</a></li> <li>➤ <a href="#">Working with Children Check – Appendix 1 – Determining which checks are required</a></li> <li>➤ <a href="#">Working with Children Check – Appendix 5 – WWCC Declaration for volunteers and contractors</a></li> <li>➤ <a href="#">Working with Children Check – Appendix 9 - Transitional arrangements for existing child-related workers (employees, volunteers and contractors)</a></li> </ul>
<b>DoE Preschool Handbook January 2016</b>	<ul style="list-style-type: none"> <li>➤ Staffing, pages 57-62</li> <li>➤ Staffing Appendix 3.1</li> <li>➤ <b>School Learning Support Officer General Conditions of Employment</b></li> </ul>
<b>Key Resources</b>	<ul style="list-style-type: none"> <li>➤ <a href="#">Departmental preschools and the National Regulations</a></li> <li>➤ <a href="#">Early Childhood Australia's Code of Ethics</a></li> </ul>

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 and 6 years of age is one adult to 10 children (regulation 271). The staff to child ratio for preschool aged children is one to ten. 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. Each preschool class at Guliyali Preschool offers a maximum of 20 full time equivalent (FTE) places. This may include multiple groups with a maximum of 20 children in each group. The Pelican Group is staffed by an Early Childhood trained teacher and a permanent School Learning Support Officer however the Seahorse Group has one extra-designated School Learning Support Officer to support the teacher and permanent SLSO in classroom to provide the best possible care and education for children who have a special need diagnosis or who are EAL.

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 and this person is the principal of the school. If the principal is absent the executive replacing the principal becomes the nominated supervisor. In addition, each preschool receives weekly administration support (0.2) and each preschool teacher is entitled to release from face to face (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.

## ➤ **STAFFING OF THE PRESCHOOL:**

### *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.
- Teachers are responsible for his or her own professional development and in consultation with their supervisor 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 school supervisor and principal.
- The teacher and support staff operates 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. It is recommended that an up to date staff timetable for the preschool be on view to inform parents and visitors of the staff on duty and any changes to staff for that 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 plans and activities.

### *Preschool Support Staff*

- Support staff in a DEC preschool consists of either a School Learning Support Officer (SLSO) or an Aboriginal Education Officer (AEO). These positions are responsible to the principal and function under the immediate supervision of the preschool teacher.
- Staff in these positions is required to be working towards or hold an ACECQA approved Certificate 111 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. The school administrative officer may undertake their role in the preschool or be situated 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.

### *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*

- 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 would include an overview of the general operational requirements and important information about the preschool.

#### *Staffing of breaks in the preschool*

- Adequate supervision must be maintained at all times including breaks.
- 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.
- For the staffing of these breaks it is useful if the preschool is part of the duty roster for the whole school. *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, and
- One person who has undertaken approved anaphylaxis training, and
- One person who has undertaken approved emergency asthma training need to be on the premises at all times while children are present and immediately available in an emergency. It may be the same person who holds all these qualifications.

Under the regulation 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

When a child with Anaphylaxis is enrolled in the preschool all staff are required to do the face-to-face training.

- **DETERMINING THE RESPONSIBLE PERSON IN CHARGE:**

- This role is also 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 Guliyali Preschool. Family members are always welcome at the service and potential families want to visit a service when deciding on future care for their children. Students attend for their practicum periods, 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 our centre. Guliyali Preschool encourages student and volunteer participation as we are committed to assisting students gain valuable experience in early childhood settings, however, the presence of visitors at the service must be monitored and documented.

*For example:*

- Records relating to visitors and students to our service will be maintained.
- 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 or RTOs in relation to participating students.
- Ensure Working with Children Checks are made available.
- Welcome visitors arriving at the service and determine their reason for visiting.
- Direct visitors to appropriate staff members and 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.