

Staffing – preschool procedure table

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</p>
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	<p>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.
<p>Preschool teacher(s) and educator(s)</p>	<p>Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:</p> <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) or Aboriginal Education Officer (AEO). <i>(Edit text so it is accurate.)</i> • All preschool teachers and educators (ongoing, temporary, casual and relieving):
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- **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 *NSW Education Standards Authority (NESA)*.**
- The preschool receives a .2 (one day a week) staffing allocation to complete administrative tasks related to the preschool.
 - *(Which specific tasks are performed? Who determines which tasks are prioritised?)*

Specific tasks requiring completion are listed under ‘Administration’ on whiteboard by Preschool staff and noted on School Bytes by Executive staff.

Specific tasks include – completing notes/info graphics, assisting in excursion management, providing & maintaining daily attendance register and staff sign on forms, maintaining EOI’s following DoE guidelines, processing enrolments, establishing & maintaining group lists, communication with families, maintaining immunisation register & following up with families, communication of enrolments to Preschool staff, maintaining staff qualifications paperwork, updating processes & procedures and risk management plans, ensuring school website is accurate with Preschool information, supporting development of student IHCP, managing WHS & maintenance issues requiring FMWeb notification, uploading of information to School Bytes profile & filing

<p>Continuity</p>	<ul style="list-style-type: none"> • The preschool staffing roster ensures continuity of educators. • <i>(Who develops the roster? Where is it displayed? What other strategies are in place to ensure continuity? For example, a pool of casual staff, consistent relieving staff.)</i> <p>Daily staff are permanent appointments or on annual temporary contracts. Where possible, casual staff are kept the same to ensure the children are familiar with them.</p> <p>Casual teaching staff are contacted by designated AP & casual SLSO are contacted by School Business Manager.</p> <p>Regular educators are replaced by equally qualified educators during their breaks, release from face-to-face teaching and absences. This roster is created by designated AP and displayed above teacher desks in Murrin and Becan rooms.</p> <ul style="list-style-type: none"> • To demonstrate educator to child ratios are being met, the preschool maintains a daily record of which educators have been work directly with the children and when. • <i>(How is this documented? How do relieving staff record when they are on duty?)</i> <p>A sign in book is provided for all staff coming to the Preschool to complete, situated outside Preschool staffroom.</p>
<p>Induction</p>	<ul style="list-style-type: none"> • All staff receive an induction before they commence work in the preschool. • <i>(Who provides the induction for newly appointed staff? Who inducts casual staff? What content does induction cover? How is it recorded that inductions have been undertaken and completed? Where are staff responsibilities documented? How are staff made aware of their responsibilities?)</i> <p>This induction includes face-to-face with a regular staff member prior to 9am. Staff are made familiar with where they can access the Preschool Philosophy, Early Childcare Australia Code of Ethics, Preschool Policies & Procedures, WHS procedures, Alerts or medical risk minimisation plans for children with intolerances or medical conditions, class profile, Preschool program, RFF & duty roster, Supervision plans and daily routine for each classroom.</p> <p>Casual staff are to sign off after the induction is completed and these are stored within the induction folder.</p>

	<p>All school staff attend an induction during Term 1 SDD's. The signed checklists are kept in a staff induction folder kept under sign on desk. (form template attached)</p>
<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>. • <i>(How is the code of ethics accessible to staff, utilised and promoted? How has the code of ethics informed the preschool philosophy?)</i> <p>The Early Childhood Australia's Code of Ethics is kept in the Preschool foyer, in the teacher's program and also in the casual teacher folder and induction booklet.</p> <ul style="list-style-type: none"> • 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. • <i>(Are goals devised collaboratively or independently? Who conducts the reviews of the plans with staff?)</i> <p>Goals maybe devised independently or collaboratively and are reviewed with the preschool supervisor.</p> <ul style="list-style-type: none"> • Staff are provided with professional learning opportunities to meet their goals. • <i>(What is the process for staff to request to attend professional learning? Do staff attend network meetings? How are school development days utilised?)</i> <p>Each educators plan identifies professional learning opportunities to meet their goals. An implementation plan is developed with the Preschool supervisor</p>

Volunteers and practicum students

- Volunteers sign the visitor’s book to record the date and hours they were in the preschool.
- Volunteers sign in electronically via DoE Check-in system in place. This records name, date, contact number, reason for visit and time – in & out. This information can be attained at any time via the DoE portal ‘Check-in Logbook’.
- *(What role do volunteers play in the preschool? Who collects the signed declarations that volunteers have no offences that would bar them from working with children, and their 100-points of proof of identity?)*

Usually volunteers are parents accompanying the preschool on an excursion, in which case they are required to complete a WWCC Declaration for Child related contractors as a parent or close relative of a student.

External Provider checks and indications are completed by the School Business Manager. All records for providers and therapists servicing children on Preschool site are kept electronically in Teams. Once clearance has been granted to provider, the BM notifies Preschool staff and schedules are kept on central system. External Providers follow visitor sign in procedures when attending site.

Signed declarations, mandatory training certificates and identity checks are performed by either the Preschool Supervisor or the School Business Manager.

- *(Does the preschool host education students completing practicums? If so, what are the details?)*

Practicum students sign the Preschool’s sign in book along with whatever University requirements they may have and are to provide all documentation.

- The staff record includes the full name, address and date of birth of each volunteer or student or who participates in the preschool.

Record of procedure's review

Date of review	21/06/2024
Who was involved	Beth Cameron, Jordan McPhail, Natalie O'Donnell, Julie Greedy, Hannah Gibson, Bronwyn Price, Cathy Banister and Aimee Vincent
Key changes made and reason why	N/A
Record of communication of significant changes to relevant stakeholders	<p>Principal: Preschool – Microsoft Teams</p> <p>Staff: Preschool – Microsoft Teams and Policy/Procedure Folder</p> <p>Parents: a copy is displayed at the entrance of Preschool and copies for Preschool families to take home if requested. Preschool Facebook page and School Website. All relevant educators to review at regular staff meeting.</p> <p>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.</p>

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