### Staffing procedure

| Associated National Quality Standards | Education and Care Services National Law or Regulation | Associated department policy, procedure or guideline |
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| 4.14.27.1 | Regulation [135](https://www.legislation.nsw.gov.au/#/view/regulation/2011/653/chap4/part4.4/div5/reg135)Regulation [136](https://www.legislation.nsw.gov.au/#/view/regulation/2011/653/chap4/part4.4/div6/reg136)Regulation [149](https://www.legislation.nsw.gov.au/#/view/regulation/2011/653/chap4/part4.4/div9/reg149)Regulation [151](https://www.legislation.nsw.gov.au/#/view/regulation/2011/653/chap4/part4.4/div9/reg151) | [Leading and Operating Department Preschool Guidelines](https://schoolsequella.det.nsw.edu.au/file/a240a1ff-d3e3-4883-92b4-a3591f4e12d7/1/leading-and-operating-department-preschool-guidelines.pdf)[Working with Children Check Policy](https://education.nsw.gov.au/policy-library/policies/working-with-children-check-policy)[Code of Conduct Policy](https://education.nsw.gov.au/policy-library/policies/code-of-conduct-policy)[Management of Conduct and Performance](https://education.nsw.gov.au/policy-library/policies/management-of-conduct-and-performance)[Teacher’s Handbook](https://education.nsw.gov.au/about-us/careers-at-education/roles-and-locations/roles-at-education/teaching/teachers-handbook)[Non-Teaching Staff in Schools handbook](http://psa.asn.au/wp-content/uploads/2015/09/Handbook-for-non-teaching-staff-in-schools-January-2009.pdf). [Statement of duties – school learning support officer](https://education.nsw.gov.au/industrial-relations/sass-pay-equity-case-2019/SASS-statements-of-duties/statement-of-duties-school-learning-support-officer)[Statement of duties – Aboriginal education officer](https://education.nsw.gov.au/industrial-relations/sass-pay-equity-case-2019/SASS-statements-of-duties/statement-of-duties-aboriginal-education-officer) |
| **Pre-reading and reference documents** |
| [Early Childhood Australia’s Code of Ethics](http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/) [ACECQA qualification checker](https://www.acecqa.gov.au/qualifications/check)[ACECQA Information Sheet: Belonging, Being and Becoming for Educators](https://www.acecqa.gov.au/sites/default/files/2018-04/QA4_BelongingAndBecomingForEducators.pdf) |
| **Staff roles and responsibilities** |
| **School principal** | The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool. The principal is responsible for ensuring:* 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.
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| **Preschool supervisor** | 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 includes: * analysing complaints, incidents or issues and what the implications are for the updates to this procedure
* reflecting on how this procedure is informed by relevant recognised 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.
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| **Preschool educators** | The preschool educators are responsible for working with leadership to ensure:* all staff in the preschool and daily practices comply with this procedure
* storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers
* being actively involved in the review of this procedure, as required, or at least annually
* ensuring the details of this procedure’s review are documented.
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| **Procedure** |
| **Staffing allocation and qualifications** | * Each preschool class is staffed at all times by an early childhood teacher and School Learning Support Officer and Preschool (SLSO).
* All preschool educators (ongoing, temporary, casual and relieving):
	+ 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 regular educators are replaced by qualified educators during their breaks, release from face to face teaching, and absences.
* SLSOs are relieved for a lunch and recess break by a suitably qualified SLSO or teacher from the school.
* The preschool receives a 0.2 (one day a week) staffing allocation to complete administrative tasks related to the preschool. This includes enrolments, maintenance of the immunisation record, photocopying and other administrative tasks.
* The preschool receives a 0.4 (two days a week) staffing allocation for a Vietnamese Community Language teacher. This teacher works with the children with a Vietnamese language background, developing their verbal and written communication skills.
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| **Continuity** | * The preschool staffing roster ensures a continuity of educators.
	+ The roster is developed by a member of the executive team.
	+ The roster is displayed in the preschool and an additional visual timetable is displayed at the preschool entrance, allowing for changes to the set roster to be displayed for parents and children.
	+ Where possible, a small pool of regular teachers or suitably qualified SLSOs from the K-6 school are used for preschool duties.
	+ RFF is provided by the same educator each week.
	+ The school prioritises regular and well-known ECT casual staff when organising casual relief.
* To demonstrate educator to child ratios are being met, the preschool maintains a record of which educators have been working directly with the children and when.
	+ All staff working directly with the children sign on using the staff sign in and out sheet, stored near the preschool entrance.
	+ These records are stored in a locked cupboard, underneath the sign in register.
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| **Induction** | * All staff receive an induction before they commence work in the preschool.
	+ Newly appointed teachers are included in whole school induction procedures managed by the Principal, Deputy Principal and/or administrative staff.
	+ A preschool specific induction checklist is completed with new teachers and SLSOs and is the responsibility of the preschool teacher, or the preschool supervisor in the absence of the preschool teacher.
	+ Signed records of completed inductions are stored in the preschool staff details folder.
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| **Educator performance and professional learning** | * All educators are familiar with [Early Childhood Australia’s Code of Ethics](http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/).
	+ The document is displayed in the preschool office.
	+ The document is included in the preschool induction checklist, to be read and discussed by new and existing staff.
* All educators comply with the department’s [Code of Conduct](https://policies.education.nsw.gov.au/policy-library/policies/code-of-conduct-policy) and complete annual training led by the principal.
* Educator performance is managed by the school principal through the annual *Performance and Development Plan.*
* Each educator’s performance and development plan identifies professional learning goals and strategies to meet these.
	+ Goals are developed based on collegial discussions between staff and their supervisor.
	+ The PDP process for preschool staff is overseen by the preschool supervisor, including reviews of their plans.
* Staff are provided with professional learning opportunities to meet their goals.
	+ Preschool educators engage in whole school professional learning, as per the whole school professional learning calendar.
	+ Staff who would like to attend additional professional learning seek advice and approval from their supervisor and principal.
	+ Staff are encouraged to attend network meetings and other opportunities provided by Department of Education and other Early Childhood providers or agencies.
	+ Preschool staff engage in whole school activities for Staff Development Days unless there are other scheduled Early Childhood opportunities or events available.
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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.
	+ Volunteers play varied roles in the preschool dependent on their skills, e.g. gardening, supporting students and whole school events.
* All volunteers and practicum students must be screened through the Department of Education’s eCPC system prior to volunteering in the preschool. The screening process is completed by the main school office. Volunteers are required to provide sufficient identification and either a paid or unpaid WWCC.
* The preschool hosts education students completing practicums if requested by TAFE or universities. They are supported by the preschool educator and the whole school Practicum Student Coordinator.
* The staff record (staff information folder) includes the full name, address and date of birth of each volunteer or student or who participates in the preschool.
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| Record of procedure’s review |
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| **Date of review and who was involved** |
| 5.8.2021. Sally Egan, Rebecca Donaldson, Jessica Le. |
| **Key changes made and reason/s why** |
| Adopted DoE template. Develop preschool induction process to be completed with visiting and casual staff.  |
| **Record of communication of significant changes to relevant stakeholders** |
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| Record of procedure’s review |
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| **Date of review and who was involved** |
| 18.8.2021. Sally Egan |
| **Key changes made and reason/s why** |
| Updated procedures for screening new volunteers in line with DoE processes and ‘*Providing a child safe environment procedure*’.  |
| **Record of communication of significant changes to relevant stakeholders** |
| Updated copy emailed to Neil Bourke, Jessica Le, Rebecca Donaldson on 18.8.2021. |

*Copy and paste a new table to record each occasion the procedure is reviewed.*

| Record of procedure’s review |
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| **Date of review and who was involved** |
| 10.8.2022. Sally Egan, Rebecca Donaldson.  |
| **Key changes made and reason/s why** |
| Nil changes – annual review.  |
| **Record of communication of significant changes to relevant stakeholders** |
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*Copy and paste a new table to record each occasion the procedure is reviewed.*

| Record of procedure’s review |
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| **Date of review and who was involved** |
| 2.6.2023. Sally Egan. |
| **Key changes made and reason/s why** |
| Clarified who managed whole school induction for new employees.  |
| **Record of communication of significant changes to relevant stakeholders** |
| Communicated to Neil Bourke and Rebecca Donaldson.  |

*Copy and paste a new table to record each occasion the procedure is reviewed.*