### Preschool staffing procedure

| Associated National Quality Standards | Education and Care Services National Law or Regulation | Associated department policy, procedure or guideline |
| --- | --- | --- |
| 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.
 |
| **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.  |
| **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.
 |
| **Procedure** |
| **Staffing allocation and qualifications** | * 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). Djanenjam Preschool is currently staffed with an Early Childhood teacher, AEO and SLSO to support children with additional needs daily.
* 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 equally qualified educators during their breaks, release from face to face teaching, and absences.
* The preschool receives a .2 (one day a week) staffing allocation to complete administrative tasks related to the preschool. This will for instance include student enrolment enquires and ensure student files are up to date and compliant
* In line with increased demands, an additional 2 days (.4) is allocated for compliance tasks, QIP tasks and Learning support tasks in 2022, and to support children on the floor as needed. During allocated time Teachers complete program documentation, review policies and procedures, complete compliance-based tasks, learning support access funding requests, complete QIP documentation and engage in critical reflection.
 |
| **Continuity** | * The preschool staffing roster ensures a continuity of educators. The roster is developed by the lead preschool teacher and is displayed in the staffroom, and in the kitchen. A simplified roster of “who’s here today” is available for families in the entrance foyer. Where possible we ensure a consistent pool of replacing staff members are drawn from.
* 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. This record is kept in the staff kitchen, with relieving/duty staff signing in and out whilst on premises.
 |
| **Induction** | * All staff receive an induction before they commence work in the preschool. The lead teacher completes this induction, or when unavailable the supporting teacher, assistant principal or principal will complete this. The induction covers health and safety, compliance, program and the children’s routine. Staff are made aware of their responsibilities and this is documented alongside the induction checklist. This information is recorded in the form of a checklist and added to the induction folder in the staff room.
 |
| **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/). This is available for all staff to read on the wall of the staff room and a copy is provided to staff on induction. The code of ethics was referred to and included within the creation of the preschool philosophy.
* 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 bi – 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 identify professional learning goals and strategies to meet these. These plans are created collaboratively, with individual considerations. The lead preschool teacher or assistant principal will review these alongside staff.
* Staff are provided with professional learning opportunities to meet their goals. Preschool staff are included in the schools rostered professional development days, a portion of the day is set aside for preschool staff to engage in appropriate in-service training based around individual and QIP goals. Staff are able to request attendance at relevant training events as these become available. Our local DoE preschools collaborate together in a collegial network- usually meeting via Microsoft teams or in person at various preschool sites.
 |
| **Volunteers and practicum students** | * Volunteers sign the visitor’s book to record the date and hours they were in the preschool.
* Volunteers are encouraged to contribute to the children’s learning as part of the wider community network. All volunteers complete a 100-point check and signed declarations that volunteers have no offences that would bar them from working with children. This is completed by the preschools SAM (School administrative managers).
* Education students’ regularly complete practicums. Preschool collects their course and relevant personal information prior to deciding on their suitability to complete their practicum at Djanenjam preschool. A 100-point check and signed declaration is completed prior to starting practicum.
* 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 and who was involved** |
| Emily Roalfe 19/5/2021, all staff and family input sought through story park |
| **Key changes made and reason/s why** |
| Update from old template to new template. Minor changes as needed. |
| **Record of communication of significant changes to relevant stakeholders** |
| Communicated with core staff 19/5/2022 with printed policy to review in detail.  |

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