

# Intereach Children's Services

## Staffing Arrangements Policy



<b>Applies to</b>	Intereach Family Day Care (FDC) and Intereach Out Of School Hours (OOSH)				
<b>Definitions</b>	Refer to Schedule of Definitions: <i>Approved Provider, Nominated Supervisor</i>				
<b>Version</b>	2.0	<b>Date approved:</b>	26/07/2023	<b>Next review date</b>	26/07/2026

### 1. Policy Statement

Intereach is committed to meeting our regulatory requirements in relation to staffing, including that professional standards guide our practices, our responsible person ensures that the service is effectively supervised and managed, and volunteers and students are provided with the necessary training and support.

### 2. Objective

Intereach, as the Approved Provider, supports the provision of qualified and experienced educators who develop warm, respectful relationships with children, create predictable environments and encourage children's active engagement in the learning program. Each of Intereach's Children's Services will embrace a collaborative and ethical culture where professional standards guide all aspects of practices.

The approved provider, educational leader, responsible person, co-ordinators and educators will each play a vital role in establishing effective and ethical practices in the service. A sound philosophy will guide decision-making, including decisions about the appropriate arrangement of suitably qualified educators and staff members at each of the services. This will assist to promote continuity of staff, which will contribute to children's learning and development.

### 3. Responsibilities

#### 3.1. Staffing arrangements enhance children's learning and development.

Intereach will ensure to appoint suitably qualified Nominated Supervisors and Educational Leaders for managing Children's Services.

The Nominated Supervisor is responsible for ensuring:

- all coordinator unit staff engaged have a minimum Diploma qualification;
- there is a Responsible Person available at times when the services are in operation;
- all staff and educators comply with the Code of Ethics, Code of Conduct and Child Safe Code of Conduct;
- staff and educators ratios are maintained at all times when children are present. This enables the service to deliver quality education and care programs that respond to and promote children's learning and development;
- appropriate staffing arrangements at the service to enable staff to direct their full attention to their work with children so they do not have to attend simultaneously to other tasks. This supports educators to be responsive, purposeful and reflective when staffing; and,
- staff and educators are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

Responsive learning relationships are strengthened as educators and children engage and learn together. The service is encouraged to arrange staff in ways that support positive experiences for all children at the service at all times.

### **3.2. Management, educators and staff are collaborative, respectful and ethical**

Staff and educators are responsible for:

- developing and maintaining relationships with each other that are based on the principles of mutual respect, equity and fairness;
- fostering team collaboration that is based on understanding the expectations and attitudes of team members, and build on the strength of each other's knowledge, help nurture constructive professional relationships. These relationships reduce the likelihood of misunderstanding and conflict. For more information, see Early Childhood Australia's Code of Ethics (2016), a resource that guides the behaviour of early childhood professionals; and,
- communicating effectively and respectfully with each other to promote a positive and calm atmosphere at the service, supporting children to feel safe and secure and contributing to the development of positive relationships between children and educators.

Unresolved and poorly managed conflict between adults in the service affects morale and impacts on the provision of quality education and care to children. Services support staff to act cohesively and ethically as a team and provide an environment that is conducive to children's learning and development.

## **4. National Quality Framework**

<b>Standard/ Elements</b>	<b>Concept</b>	<b>Descriptor</b>
<b>4.1</b>	Staffing arrangements	Staffing arrangements enhance children's learning and development.
<b>4.1.1</b>	Organisation of educators	The organisation of educators across the service supports children's learning and development.
<b>4.1.2</b>	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
<b>4.2</b>	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
<b>4.2.1</b>	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
<b>4.2.2</b>	Professional standards	Professional standards guide practice, interactions and relationships.

5. Context	
<b>5.1. Standards or other external requirements</b>	<p>Australian Children's Education and Care Quality Authority (2017). <i>National Quality Standards</i></p> <p>Australian Children's Education and Care Quality Authority (2017). <i>Guide to the National Quality Framework</i></p> <p>Early Childhood Australia (2016). <i>Code of Ethics</i></p> <p><i>Child Safe Standards NSW</i></p> <p><i>Child Safe Standards VIC</i></p>
<b>5.2. Legislation or other requirements</b>	<p>Education and Care Services National Regulations consolidated 2017</p> <p>Education and Care Services National Law Act 2010</p>
<b>5.3. Internal documents</b>	<p>A range of procedures and forms support the Staffing Arrangements Policy</p>

6. Document control			
Version	Date approved	Approved by	Next review date
1.0	13/05/2020	Senior Leadership Governance Group	13/05/2023
2.0	26/07/2023	Quality Governance Group	26/07/2026