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1. Summary

- 1.1 This policy sets out the obligations of Early Learning Centres (ELC) and School Age Care Services (SAC) operating under the Education and Care Services National Law (the National Law) and the Education and Care Services National Regulations (the Regulations) in respect to Staffing Arrangements. The policy also sets out the Archdiocese of Canberra and Goulburn, Catholic Educations (CECG) expectations of its ELCs and SACs (ELC) in respect to responsibility and management of staffing requirements.

2. ELC and SAC Staffing Policy

- 2.1 The National Law and Regulations prescribe minimum staffing requirements for operation of education and care services including the attendance of an early childhood teacher.
- 2.2 The National Quality Standard applied by the National Law requires standards in relation to staffing be met.
- 2.3 All staff performing a role as a teacher in an ELC have current registration with the ACT Teaching Quality Institute (TQI).
- 2.4 In considering staffing requirements a service may need to consider the requirements and needs of individual children and make appropriate adjustments. This may require additional support staff above ratio, to support the needs of that child at a particular time.
- 2.5 These requirements of the ELC and SAC Staffing Policy are designed to comply with Guide to the National Quality Framework and [ACECQA Newsletter Issue 8 2019](#).

3. ELC Qualification Requirements

- 3.1 The requirements in this section apply to all CECG ELCs (see section 4 for SAC qualification requirements).
- 3.2 CECG consider children's education paramount and it requires Early Childhood Teachers (ECT) to exceed the minimum requirements of the National Law and Regulations. CECG ELCs must have an ECT appointed for each group of children.
- 3.3 At least 50 per cent of ELC educators on site while the centre is open must hold, or be actively working towards, a Diploma-level or higher education and care qualification (regulation 126(1)).
- 3.4 All other educators must hold, or be [actively working towards](#), an approved Certificate III level education and care qualification. The qualification requirements do not apply to an educator who has been employed on a probationary basis for not more than 3 months (regulation 126).
- 3.5 Diploma and Certificate III educators on breaks must be replaced with educators with equivalent qualifications to meet ECT requirements and educator to child ratios (r123c).
- 3.6 Approved qualifications for working in an ELC can be checked [ACEQA Qualification Checker](#)¹

¹ <https://www.acecqa.gov.au/qualifications/nqf-approved?list=1381>



4. SAC Qualification Requirements

- 4.1 For SACs in the ACT, at least 1 qualified educator must be appointed for every 33 children enrolled and in attendance ([r261](#)).
- 4.2 Approved qualifications for working in SAC can be checked on the [ACEQA Qualification Checker](#)².

5. ELC and SAC Educator to Child Ratios

- 5.1 CECG ELCs and SACs accept enrolments from 36-months of age and above and must have a minimum of 1 educator to every 11 children, working directly with children at all times ([r123\(c\)](#)).
- 5.2 The ratio requirement is applied based on all children in attendance at the service regardless of grouping and room configuration. By applying minimum educator to child ratios across the entire service gives Nominated Supervisors the flexibility to arrange educators in a way that effectively responds to the needs of all children.
- 5.3 To be included in the educator to child ratio, educators must be working directly with children, meaning that educators are physically present with the children and directly engaged in providing education and care to children.
- 5.4 The ACT requires that educators that are part of the required ratio must be replaced when not working directly with children, such as taking breaks and off the floor programming.
- 5.5 Educators part of the ratio do not have to be replaced during short periods when going to the toilet, answering a phone call, briefly talking to a parent, checking paperwork etc.
- 5.6 Nominated Supervisors must ensure adequacy of supervision in all circumstances.

6. Early Childhood Teacher

- 6.1 The early childhood teacher should contribute to the quality of education and care and better learning outcomes for all children being educated and cared for in a range of ways including working directly with the children and providing mentoring, coaching and support to other educators.

7. Teacher Quality Institute

- 7.1 The Teacher Quality Institute (TQI) requires that all ECT's to hold and maintain a current Teacher Registration.
- 7.2 Nominated Supervisors are responsible for monitoring to ensure all ECT's including relief hold a current Teacher Registration issued by the TQI.

8. First Aid Qualifications

- 8.1 The following persons must be at any place where children are being educated and cared for by the service and immediately available in an emergency at all times that children are being educated and cared for by the service:
 - at least one educator who holds a current approved first aid qualification.

² <https://www.acecqa.gov.au/qualifications/nqf-approved?list=1381>



- at least one educator who has undertaken current approved anaphylaxis management training.
- at least one educator who has undertaken current approved emergency asthma management training (r 136).

8.2 The same person may hold one or more of the above qualifications.

8.3 It is a condition of employment with CECG that all ELC educators obtain and maintain first aid qualifications

8.4 Approved first aid, anaphylaxis and emergency asthma qualifications can be checked here www.acecqa.gov.au/qualifications/nqf-approved

8.5 Nominated Supervisor are responsible for monitoring currency of required first aid qualifications and to ensure that at all times there is an educator at the service who holds the required qualification.

9. National Quality Standard

9.1 Quality Area 4 under the National Quality Standard (NQS) is to ensure the provision of qualified and experienced educators, coordinators and nominated supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

9.2 In making staffing arrangements consideration should also be given to how to best meet the relevant NQS. This may require staffing above the minimum ratio and qualification requirements of the Regulations.

9.3 Standards include:

- Staffing arrangements enhance children's learning and development.
- The organisation of educators across the service supports children's learning and development.
- Every effort is made for children to experience continuity of educators at the service.

10. Rostering and monitoring

10.1 Nominated Supervisors must ensure rosters are developed at least one week in advance.

10.2 Nominated Supervisor, Responsible Person, Person with Day to Day Control and Room Leaders are all responsible for monitoring educator numbers to ensure the minimum ratio requirements are maintained at all times. They are also responsible for ensuring the qualification requirements are maintained.

10.3 A standard template is to be used for rosters can be found in the attachment link to this policy.

10.4 Nominated Supervisor, Responsible Person, Person with Day to Day Control are responsible for managing any changes to the roster that arise due to educator absences. Any changes should be documented in the roster at the time the change is made – this is particularly important if the roster is serving as the 'record of working directly with children'



10.5 Key principles underpinning CECG rostering are outlined in the below table.

Area	Principle
Deliver the service	Delivery of service to children and families and compliance with the National Law is always the first consideration when developing a roster.
Sufficient and skilled staff	Rosters must ensure that there are sufficient and appropriately skilled staff rostered to work in order to provide appropriate education and care and to meet anticipated service demands.
Regulations and policies	Rosters must conform to relevant regulatory frameworks, including antidiscrimination, work health and safety legislation, employment requirements and the National Law.
Fairness and equity	Rostering processes should ensure staff are rostered fairly, while still providing appropriate flexibility to facilitate meeting service and staffing needs.
Supervision, training and handover	Rosters must make appropriate provision for adequate staff supervision and training and specific children needs such as complex behaviours.
Governance	The service must have appropriate governance structures in place to oversee roster planning, creation, approval, monitoring and reporting.
Co-operation	Rostering practices on co-operation between the person completing the roster, managers and staff, in order to promote fairness in rostering and to deliver appropriate education and care to children.
Knowledge	Nominated Supervisors preparing rosters are required to use available information to prepare the roster and educators are required to advise of any factors which will impact their ability to perform a shift 7 days in advance and to be aware of their rostered hours.

11. Record Keeping – Staff Record

11.1 The Regulations (r145) require the approved provider of a centre-based service to keep a staff record including information set out in Regulations (r146, r147, r148 and r149 (1)). It is the responsibility of the Nominated supervisor to maintain and keep the Staff Record for each educator working at the ELC or SAC:

- [Staff Record - Nominated Supervisor](#)
- [Staff Record - Educators and Other Staff](#)
- [Staff Record - Students and Volunteers](#)

11.2 Nominated Supervisors are responsible for the completion of a Staff Record for each permanent educator, casual/relief educator and volunteer or student working at the service.

12. Record Keeping – Educators Working Directly with Children

12.1 The Regulations (r151) requires the approved provider of a centre-based service to keep a record of educators working directly with children.



- 12.2 The SignMe system is used by ELCs to document educators working directly with children. SignMe is an app based system designed to record the attendance of visitors and educators.
- 12.3 To maintain the required records of educators working directly with children the following procedures are to be complied with:
- Nominated Supervisors, as part of the induction process will generate a unique QR Code for each educator and demonstrate how to sign in and out of SignMe with the QR code or manually. Casual/Relief educators and volunteers will be shown how to enter themselves manually into SigMe.
 - Educators are required to use the SignMe in system to sign themselves into and out of children's rooms
 - Educators must sign themselves into each room on arrival, when moving to work in another room and when returning from a scheduled break.
 - Educators must sign themselves out of the children's room when they are moving to work in another room, taking a break or finishing their shift.
- 12.4 The record does not need to include short breaks and these do not need to be recorded by sign out and back in again to the such as: going to the toilet, answering a phone call, briefly talking to a parent, checking paperwork etc.
- 12.5 The source of the above exclusions is the [Guide to the National Quality Framework](#).

13. Record Keeping – Early Childhood Teacher

- 13.1 The Regulations (r145) require the approved provider of a centre-based service to keep a record of the children's access to an early childhood teacher. This information is recorded by combination of the Staff Record and Educators working directly with children recorded by SignMe.

14. Related Documents and Legislation

14.1 CECG Documents:

- [Staff Record - Nominated Supervisor](#)
- [Staff Record - Educators and Other Staff](#)
- [Staff Record - Students and Volunteers](#)
- [ELC and SAC Supervision Policy](#)
- [ELC and SAC Nominated Supervisor and Educational Leader Policy](#)

14.2 Legislation and Standards:

- [Education and Care Services National Law 2011](#)
- [Education and Care Services National Regulations 2011](#)
- [National Quality Standard](#)
- [Teacher Quality Institute Act 2010 \(ACT\)](#)

15. Contact

- 15.1 For support or further questions relating to this policy, contact the General Manager, Early Learning Centres.