



**ACT**  
Government

Education

# ACT Public Preschool – Staffing Guidelines

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## 1. Overview

1.1. This procedure outlines strategies for engaging qualified and with a range of experiences to provide quality education and care in the Public preschool environment.

## 2. Rationale

2.1. The following procedures are in place to assist in the development of a collaborative and ethical culture where professional standards guide all aspects of practice.

## 3. Procedures

It is important that all educators are aware that they are employed under the ACT Public Service Code of Conduct, ACTPS Values and Signature Behaviours and the Teachers' Code of Professional Practice. *The Australian Professional Standards for Teachers provide a common understanding of, and language for, the work of teachers and describe professional knowledge, professional practice and professional engagement. They reflect a continuum of teacher's developing professional expertise.*

The ACTPS Employment Portal is an online management system which provides support for managing staff across the ACT Public Service, including the ACT Education Directorate.

### 3.1. Staffing Allocation

School staffing is allocated through the use of a staffing formulae, with guidelines provided to principals. Each principal is responsible for school's staffing funding through School Resource Allocation. Funding is allocated in the previous year based on enrolment projections. Human resource guidelines for school staffing and recruitment are available. Staff Support and Wellbeing information is also available to assist with key staff support issues.

### 3.2. The Preschool Team

The nominated supervisor of the Public preschool is the principal of the school. The nominated supervisor is the person who has day to day responsibilities for the management and operation of the Public preschool and therefore, to maintain compliance with the *Education and Care Services National Law*. The nominated supervisor consents in writing that they understand their responsibilities. An educational leader is designated in writing and is typically a member of the executive leadership team or an experienced preschool educator.

The nominated supervisor and educational leader work together to strategically plan the development of a consistent staff team and lead the ongoing quality improvement of educational programs provided to children and their families.

The team who work directly with each group of children are typically two educators; one who holds an approved early childhood qualification and the other who holds, or is actively working towards, a certificate III qualification. The ratio of one educator to 11 children is maintained in a group of children which is typically 22 children, aged from four to five years.

The preschool philosophy guides the decision making, including the appropriate arrangement of suitably qualified educators, promoting continuity.

The early childhood teacher is typically responsible for the development of the learning program in collaboration with the certificate III trained educator. Joint planning develops common understanding to provide the optimal learning environment for children's growth and development. Both staff members working directly with children work as a collaborative team to support children's learning in an early childhood environment through the implementation of educational programs. While the early childhood teacher is ultimately responsible for the development of the learning program and reporting of children's learning, the certificate III educator, in partnership, participates in the planning, development and implementation of educational programs, communicating with families, liaise with external stakeholders, monitors children, contributes to decision making and assists to maintain a clean safe work environment.

A preschool setting may consist of one or more rooms where collaboration across the environment is encouraged for professional growth. In a preschool setting where there is one group of children, ideally the educators will have the opportunity to collaborate with others from alternate settings.

A staff record will be kept in accordance with regulation 145 – Staff record - of the *National Law*.

### 3.3. Continuity of Educators

It is recognised that continuity of educators supports continuous improvement, leading to improved learning experiences and outcomes for children.

The timetable, including replacing educators for release from face to face, must be designed in such a way that it provides for continuity of educators working with children. If possible, an educator holding the required qualifications will be used to replace key staff, with continuity being the primary focus.

Continuity of educators provides children with stable, responsive learning relationships which, in turn, supports children's learning and development and enables positive and respectful relationships with families.

### 3.4. Professionalism

A continuous, stable team based on understanding the expectations of both the ACT Education Directorate and the Public preschool in which they are placed, can build a collaborative team environment and nurture relationships.

Early Childhood Australia's Code of Ethics is utilised to further assist and guide the development of positive, nurturing professional relationships.

Updating and maintaining educator's knowledge is seen as a joint responsibility of the approved provider, nominated supervisor, the educational leader and each educator. The Performance and Development Framework and ACTPS Performance Framework are used to develop a strong culture to produce high performing educators. Ideally educators identify and participate in professional learning as a team. This enables the development of a shared understanding and strategic vision for quality improvement.

## 4. Contact

- 4.1. The Director, School Improvement Branch is responsible for this procedure.
- 4.2. For support contact The School Operations Branch on 6205 3313 or email [SchoolOperations@act.gov.au](mailto:SchoolOperations@act.gov.au)

## 5. Monitoring and review

- 5.1. The procedure owner will be responsible for monitoring the procedure through annual scans. A full review will occur as necessary, or within a three-year period.

## 6. Complaints

- 6.1. Any concerns about the application of this procedure or the procedure itself, should be raised with:
  - the school principal in the first instance;
  - the Directorate's Liaison Unit on (02) 6205 5429;
  - online at [http://www.det.act.gov.au/contact\\_us](http://www.det.act.gov.au/contact_us);
  - the Director of Early Childhood Policy and Regulation within *Children's Education and Care Assurance* within the Education Directorate via [complaintsCECA@act.gov.au](mailto:complaintsCECA@act.gov.au) ;
  - see also the *Complaints Policy* on the Directorate's website.

## 7. Related Policy and Implementation Documents

- 7.1. ACT Public Service Code of Conduct
- 7.2. ACTPS Values and signature Behaviours
- 7.3. Teachers' Code of Conduct
- 7.4. Australian Professional Standards for Teachers
- 7.5. Additional Information
- 7.6. ECA Code of Ethics
- 7.7. Induction Manual
- 7.8. Leadership Profiles

- 7.9. Education Directorate Induction Checklist
- 7.10. NQF handbook for Nominated Supervisors
- 7.11. SA3 Koori Preschool Assistant
- 7.12. SA3 Preschool Assistant Job Description
- 7.13. SA Position Description Guide

## **8. References**

- 8.1. Education and Care Services National Regulations
- 8.2. Directorate Performance and Development Framework
- 8.3. ACTPS Performance Framework