

Quality Area Four: STAFFING ARRANGEMENTS

**Self-Assessment Tool &
Quality Improvement Plan Summary**

Quality Area 4: Staffing arrangements

Staffing arrangements create a safe and predictable environment for children and support warm, respectful relationships. Qualified and experienced educators and co-ordinators encourage children's active engagement in the learning program. Positive relationships among educators, co-ordinators and staff members contribute to an environment where children feel emotionally safe, secure and happy.

Quality Area 4 focuses on 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. A collaborative and ethical culture where professional standards guide all aspects of practice is critical to a quality service.

Additional information and resources about Quality Area 4 are available in the [Guide to the National Quality Framework](#) and on the [ACECQA website](#).

Quality Area 4: Standards and elements

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

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 4.

Please assess whether your service is compliant or non-compliant in accordance with the [National Law and Regulations](#), relevant to your service type.

NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
R.122-124	STD4.1	Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.145-154	STD4.1	Have you ensured that all records relating to staff at the service are maintained and include all of the required information? Including; <ul style="list-style-type: none"> Records for nominated supervisors, each educator, educator assistant, coordinator and staff member, volunteer and student? The name of the educational leader and responsible person? A record of educators working directly with children? A record of access to an early childhood teacher (if required by R.152)? A register of family day care educators (where applicable) including evidence that the educator is adequately monitored and supported by a family day care coordinator while the educator is providing education and care to children ? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.153 R.154	STD4.1	For family day care services; Have you ensured that you maintain a register of educators, coordinators and assistants?	<input type="radio"/> Compliant <input type="radio"/> Non-compliant
R117A R117B R117C	STD4.1	Have you taken reasonable steps to ensure that the nominated supervisors and person in day-to-day charge has adequate knowledge and understanding of the provision of education and care to children and an ability to effectively supervise and manage an education and care service?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.119 R123A R.127-128 R136 R143A R143B R144	STD4.1	For family day care services;	

		<ul style="list-style-type: none"> • Have you ensured that all educators and educator assistants are at least 18 years of age? • Have you ensured that all coordinators have an approved diploma level qualification? • Have you ensured that all educators have or are actively working towards an approved certificate III level qualification? • Ensure that all educators and educator assistants hold an approved first aid qualification and have completed an approved training in the management of asthma and anaphylaxis? • How do you ensure each family day care educator engaged by or registered with the service maintains an adequate knowledge and understanding of the provision of education and care to children? • Is there a process in place to ensure serious incidents and complaints are adequately addressed? • Does your FDC Coordinator provide adequate monitoring and support to educators • Have you taken reasonable steps to ensure your educators have adequate knowledge and understanding of the provision of education and care to children? • If you employ educator assistants, • Do you ensure you and the educator assistant comply with the requirements of R.144? 	<input type="radio"/> Compliant <input type="radio"/> Non-compliant
R.120 R126 R.129-135	STD4.1	<p>If you are a long day care or preschool or outside school hours care service,</p> <ul style="list-style-type: none"> • Have you ensured that educators who are under 18 years of age do not work alone and are adequately supervised? • Have you ensured that educators required to meet the ratio hold or are actively working towards the qualifications applicable in your state and territory? 	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.136	STD4.1	Have you ensured that at all times children are in attendance at the service there is at least one person with a first aid qualification available, and at least one person who has completed training in the management of asthma and anaphylaxis?	<input checked="" type="radio"/> Compliant <input type="radio"/> Non-compliant
R.123A	STD4.1	<p>For family day care services;</p> <p>Have you ensured that coordinators to educator ratios are maintained?</p>	<input type="radio"/> Compliant <input type="radio"/> Non-compliant

If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

Standard 4.1 Staffing arrangements enhance children's learning and development.

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Organisation of educators	ELE4.1.1	The organisation of educators across the service supports children's learning and development.	<ol style="list-style-type: none"> 1. In 2019 we reviewed our staffing structure to ensure it was creating the best outcomes for the children. This review included feedback from the Management Committee, Parents & staff, and recognised the challenges the team were facing in implementing the program & focusing on the key practices of MTOP such as intentionality. We created a coordinator and educational leader role in each area of K-3 & SKOOSH, and an assistant coordinator in K-3, to focus more wholly on the delivery of the program 2. A 2019 review of rostering identified an opportunity for improvement to ensure the best mix of staff skillset & experience per shift. The Director consulted with other OSHC services for advice. Possible solutions were discussed with both the committee & staff, and a decision made to trial Deputy. The trial identified that staff could be entered with detailed information on their skillsets & roles, which feeds into the regular rostering process to ensure the best combination of staff. 3. Key staff at NWOOSH specialise in year groupings. This ensures staff are more aware of individual children, as well as the needs of the group, better enabling them to support learning opportunities through programmed activities. Prior to each afternoon session, a permanent staff member completes a briefing post on deputy. This post organises staff into areas and takes into account these specialties, along with staff who are out of ratio, such as the RPD and at present, the Gate person. 	<div> <input checked="" type="radio"/> Met <input type="radio"/> Not Met </div>



			<p>4. Following each vacation care, the program, routines & rostering are reflected upon by the staff team, children & families. A recent outcome of this review was the challenge noticed that there wasn't enough time to prepare the activities, & this was leading to less time being engaged in the activities with children. After review, we designed a new rostering schedule, allowing administration time for these activities, as well as handover activities, to ensure the most benefit for the children.</p> <p>5. NWOOSH has a strong focus on professional development, both externally and through internal Staff training opportunities. Educators have engaged in training regarding inclusion and for additional needs and challenging behaviours; as well as Quality Development Program webinars. This training builds the educators knowledge and capacity, and allows for the organisation of educators into roles to support the learning and development of children</p>	
Continuity of staff	ELE4.1.2	Every effort is made for children to experience continuity of educators at the service.	<p>1. We recognise the importance of motivated Educators in providing a meaningful service & this is created through a sense of significance at the centre. For Educators day, we took part in a feedback session which involved all staff members writing down something positive they appreciate about each other. These comments were collated & shared with the individual Educators. Parents were also asked for their feedback via Facebook, ensuring this validation was indicative of the NWOOSH community</p> <p>2. We are aware pathways for growth of Educators are integral to job satisfaction & tenure. In 2019 we reviewed our appraisal system as we were concerned the process was based around assessment rather than support. We created Appraisal groupings, led by our senior staff, with a small grouping of 4-5 educators. These senior staff work with educators regularly to identify areas for growth & learning, & provide a support system, focusing on the Educator as a whole.</p> <p>3. Teamwork is a vital part of encouraging continuity with Educators. Through leadership training sessions, Senior Educators learn strategies & tools to bring back to the team. A recent example of this was a review into the leadership style of others through the Leadership compass self-assessment. Staff completed this during a staff meeting, and shared results, helping them to understand their own leadership style and that of others, to allow them to explore ways to communicate and work together</p>	<p> <input checked="" type="radio"/> Met <input type="radio"/> Not Met </p>



			<p>4. A challenge of OSHC is keeping staff connected to the team when they may only do 1-2 shifts/week. At NWOOSH we increased the frequency of Staff Meetings, so they are conducted 3 times per term on varying days. This increases time for all staff to feel a sense of Connection with each other and the centre. We also utilise our Facebook page to ensure all members of the team are aware of important information. We regularly do shout-outs to congratulate & thank staff for their input into the team.</p> <p>5. At NWOOSH we are extremely proud of our low staff turnover & high tenure. We now have over 25% of our staff members who have been involved with the centre for 5 years or more. This means our children are extremely familiar and comfortable with our staff members, and ensures there is continuity day on day, and week on week. Staff generally work similar shifts each week, and this has created a real sense of belonging for children, which can be difficult to create if turnover is high.</p>	
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Standard 4.2 Management, educators and staff are collaborative, respectful and ethical

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Professional collaboration	ELE4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	<ol style="list-style-type: none"> 1. Our philosophy was reviewed recently, and we found that although the content was still appropriate, it did not necessarily reflect the current values at the centre. We therefore discussed creating our own philosophy and pulling this together to create a draft version to provide to other stakeholders for input. This process was important as it provided staff with an opportunity to work collaboratively, and respectfully, recognising individual differences as well as shared beliefs. 2. We run a club program, which has grown from an external provider once a week, to a daily opportunity for staff to share their passions & diversity with the centre. This has been incredible in allowing our Management and staff to recognise & appreciate the talents and abilities of others. At present, one of our Educators is running a language club. This has been developed due to her own linguistic skills and is adjusted each week based on the interests of the children participating 3. Our Appraisal groups are a feature of our staff meeting agendas, to ensure staff are provided an opportunity for professional questioning about practice in a supportive small group environment. The group come back together during the staff meeting with questions about practices and suggestions for growth. Recently we reviewed our Conflict resolution skills in this format and discussed our practices, enabling staff to learn from each other & ensuring our current practices were sound. 	<div>  Met  Not Met </div>

			<p>4. Current educators support new staff through a shadow system. This assists our new staff members in becoming aware of current practices and procedures, and assist them in learning about our children and families. Importantly, this process reinforces a culture of professional collaboration and support from commencement. Our current staff also run orientation training sessions for new members, further adding to the culture of learning from one another.</p> <p>5. Staff attend training in groups, where possible to foster opportunities for staff to collaboratively reflect on service specifics & discuss learnings. A recent example of this is the challenging behaviours training, Majority of our staff attended and we then used the next staff meeting to review practices and discuss changes to be implemented, such as the rainbow toolbelt. The collaborative approach to staff training also allows staff to develop respectful, professional relationships</p>	
Professional standards	ELE4.2.2	Professional standards guide practice, interactions and relationships.	<p>1. Our Code of Conduct / Professional Standards are shared with staff on orientation and through the staff handbook. We noticed these standards only minimally referred to how our relationships and interactions with parents and children took place, so undertook a review against the Early Childhood Australia Code of Ethics, to identify ethical standards we wanted to make more explicit. From this, we edited our Code of Conduct, and shared with our team, making visible our shared beliefs & practices.</p> <p>2. We ensure our staff are well-aware of external professional standards such as NQS. Most recently, through ZOOM educator meetings, we self-assessed against each of the quality standards & elements, noting what are we doing well & how can we improve. Through this deep knowledge & interaction with NQS, staff then utilise these standards to guide the way they interact with everyone at the service. We also discuss the NQS in appraisal groups regularly and methods staff use in practice.</p> <p>3. Changes to regulations and the impact on practice is discussed regularly. Most recently, the changes to transport regulations have been discussed with senior staff members & our external administrative provider, and our practices reviewed. Throughout this review, alterations were made to our Authorisation Forms in handwritten format for these holidays, with a longer-term plan to make changes to online authorisations. These changed regulations & practices were shared with staff via Facebook.</p>	<p>  Met  Not Met </p>

			<p>4. We recognise that having an inclusive environment is critical to children feeling a sense of belonging to the community. At NWOOSH we have undertaken staff training on challenging behaviours, which involved sections on recognising our own bias. Through this deep self-reflection, staff are able to recognise where their bias is impacting their practice, and attempt to address this.</p> <p>5. To ensure our staff are able to reflect on our implementation of professional standards, senior staff members attend local KHOOSH Meetings. Through these meetings, suggestions and ideas about implementation are discussed and brought back to the group for discussion. Recently the discussion surrounded Mental Health check-ins with staff during COVID. This was brought back to the group, & changes made such as mediation sections at the start of staff meetings, and the promotion of Smiling Mind app.</p>	
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Quality Area Four: STAFFING ARRANGEMENTS

Standard 4.1 - Staffing arrangements enhance children's learning and development.

Standard 4.2 - Management, educators and staff are collaborative, respectful & ethical.

Staff arrangements provides the vital human resourcing that underlies/facilitates a quality care service to our community. To facilitate care at a high-quality level of service it is vital to reflect upon current practice, recognise areas of improvement and develop S.M.A.R.T. goals to implement these changes. The focuses of improvement for this area include:

- Upon reflection from appraisal group leaders it was noted that multiple educators had expressed the desire for increased preparation time before shift commencement. Educators stated that attaining this knowledge re: age group designation earlier would enable resourcing/interaction with the specificities of the planning cycle and program, targeted observations and follow ups, and appropriate choice of clothing/shoes for activities.

Progress Notes: Designation of roles is now available at the latest from 2:15pm (subject to changes) via the Deputy App's newsfeed.

- Also, upon reflection from junior staff within appraisal groups was feedback regarding implementation of program and the suggestion for the development of a need-to-know package regarding program implementation. This resourcing of staff would develop deeper understanding of the role of educators in supporting children's learning and development through the implementation of program, specifically in accordance to our centre's philosophy.

Progress Notes: Weekly planning cycle summaries are provided at the start of each week via Staff Facebook Page. These are also provided through planning cycle displays in each age group allowing for easy on-hand access during

commencement of session staff huddle discussions.

- During appraisal group time in breakout rooms within Zoom meetings, it was reflected that the majority of NWOOSH staff would benefit from increased levels of recognition of strengths, improvements and affirmation of exceptional practice to build team moral and confidence. This is critical to building a staff workplace culture of mutual respect and collaboration.

Progress Notes: Individual efforts are recognised publicly via the Staff Facebook Page through “Shoutout” posts.

- Through the modification process of staff appraisal format, the new structure allowed appraisal group leaders to identify/clarify educators understanding of assumed knowledge regarding professional practice. This new understanding provides a base level of each staff member to grow and develop from without missing key building blocks as to the “how” and “why”.

Progress Notes: NQF Zoom Reflection Workshops were run to ensure staff had a strong base understanding of the NQS and NQF Curriculum “MTOP” and were able to reflect upon current practice and identify areas for improvement for both the centre and themselves.