



Nominated Supervisor

Law section 169 Offence relating to staffing arrangements

- (1) & (3) An approved provider and nominated supervisor... must ensure that... the relevant number of educators educating and caring for the children is no less than the number prescribed for this purpose. Penalty: \$10 000, in the case of an individual. \$50 000, in any other case.
- (2) & (4) An approved provider and nominated supervisor... must ensure that each educator ... meets the qualification requirements relevant to the educator's role as prescribed by the national regulations. Penalty: \$10 000, in the case of an individual. \$50 000, in any other case.

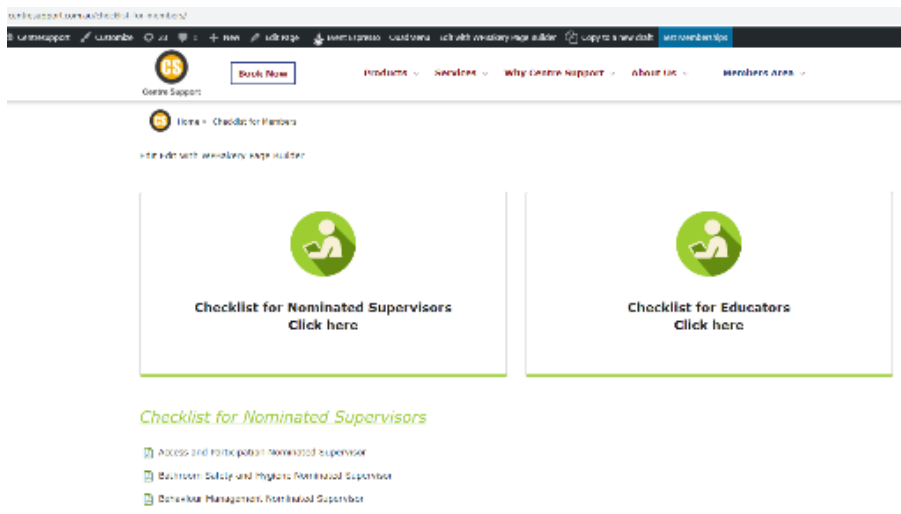
Regulation 8 National Quality Standard

For the purposes of the definition of National Quality Standard in section 5(1) of the Law, the prescribed National Quality Standard is set out in Schedule 1.

Regulation 123 Educator to child ratios – centre based services

See **Guide to the NQF pages 211-213** or **Staffing Arrangements Policy for State/Territory specific staffing Regulations**.

Remember: If you need to use a checklist go to the members area of Centre Support's website where every checklist imaginable is available.



Week 39, 5 December - 9 December 2022 – 4.1.2 Continuity of staff

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Compliance test for educators

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Gracie asks, from a Law or Reg point of view, why it's important to maintain continuity of educators? Please respond.		
Mr Sandon asks what other things can be achieved when continuity of educators is achieved. Please respond.		

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Answers from last week - Compliance test for educators

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Name of educator:

Questions	Response	Pass or Fail
Miss Jenni asks if the topic of professional standards is covered in the Regs. Is it?	Reg 168(2)(i) requires policies and procedures about staffing, including a code of conduct. Also, as mentioned in week 36, the NQS is included in the Regs in Schedule 1.	
Miss Bianca asks if it's mandatory to have policies and procedures based on ECA's Code of Ethics. Please respond.	No it's not, because there's no requirement in the National Law or Regs to do this. ECA's Code of Ethics is mentioned in the Guide to the NQF as a potential reference document. The Guide is not part of the Law.	

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Continuity of Staff Nominated Supervisor

Do you follow robust recruitment practices that adequately screen staff to ensure they're able to do the job and a good fit with your Service values and culture eg detailed position descriptions, relevant interview questions, referee checks?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> ONA
Do you conduct exit interviews when staff resign to find out why they are leaving and change practice where relevant?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> ONA
Do you implement regular performance appraisals to measure performance and understand staff strengths, interests and professional development goals?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> ONA
Do you ensure staff training plans are implemented within agreed timeframes?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> ONA
Do you immediately start to manage underperformance when this occurs so team members are not adversely affected?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> ONA
Do you implement practices which recognise the performance of individual educators eg staff awards?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> ONA
Do you provide regular opportunities for staff to discuss their ideas around the organisation of educators eg staff meetings?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> ONA
Do educators follow written procedures when transitioning children between rooms or groups to ensure children are familiar with new educators before moving?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> ONA
Are relief educators always familiar to children because you have a regular pool of casuals?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> ONA
Do you consider educators' preferences and strengths when planning rosters?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> ONA

Actions required



This week we're looking at what the research says about effective leadership strategies. A 2018 study [‘Professionalism, Paperwork and Pedagogy: Identifying leadership strategies that enable professional practice in long day care’](#) identified five key approaches by Nominated Supervisors which may help you retain educators and staff.

*Note the Educational Leader section discusses ‘Five ways to promote educator wellbeing’ based on a research project by Monash university and Beyond Blue. **You might also share this section with your Educational Leader.**

1. High yet achievable expectations

These Nominated Supervisors played a central role in setting and communicating high expectations for professional practice. Establishing expectations was a collaborative exercise, informed by the NQS and negotiated with the team to ensure they were clear, relevant and achievable. Nominated Supervisors placed emphasis on all educators contributing to expectations which were documented and a focus for conversations between the Nominated Supervisor and educators and between team members. Nominated Supervisors also worked alongside educators to discuss, model and recognise professional practice.

High quality documentation expectations focused on quality over volume. There was a move away from requiring a set number of observations or learning stories per month. There was a renewed focus on the quality of observations, curriculum planning and assessment. The benchmark for quality was demonstrating critically reflective thinking and making professional practice visible.

2. Approachable and accessible

These Nominated Supervisors were approachable and accessible, and some invested considerable time across the week working ‘on the floor’ with educators. They all talked about the importance of connecting with educators, knowing who they are, understanding their strengths and challenges and recognising their contributions. Educators acknowledged and appreciated the availability, and physical and emotional support of their Nominated Supervisors.

3. Managing workload

These Nominated Supervisors proactively managed workloads, balancing their focus on child and family outcomes with a focus on staff health and wellbeing. They implemented a range of strategies that supported educators to meet professional practice expectations and to balance work, study and family demands. Supported by their Approved Provider, Nominated Supervisors reasoned that investment in additional time and support was cost effective as it supported educator wellbeing and retention, and thereby quality service provision. Managing ‘paperwork’ and having high expectations for its quality rather than quantity enabled educators to focus on the important work with children and families. Managing workload was also a strategy to allow more time to build supportive and collaborative partnerships in the centre and community.

4. Supporting professional growth

These Nominated Supervisors placed a strong emphasis on personal and professional growth. All educators were expected to engage in ongoing learning. Nominated Supervisors looked for ways to help educators access professional learning and upgrade their qualification. Nominated Supervisors advocated for necessary funding, engaged with educators to determine learning interests and priorities, sourced qualified relief staff so educators could attend some professional learning during work hours, and expected educators to share learning with colleagues. They also recognised the skills and expertise of individual educators and managed time and resources to support peer learning. They created a workplace culture and climate that enabled educators to feel confident and secure, and able to share their ideas and practices.

5. Respect the work and people who do it

There was a deep regard for the contribution that quality ECEC centres make to children’s learning, parent work, family wellbeing and the broader community. Nominated Supervisors recognised and promoted the professional nature of this work, and expressed deep respect and appreciation for the day-to-day work of their colleagues.

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