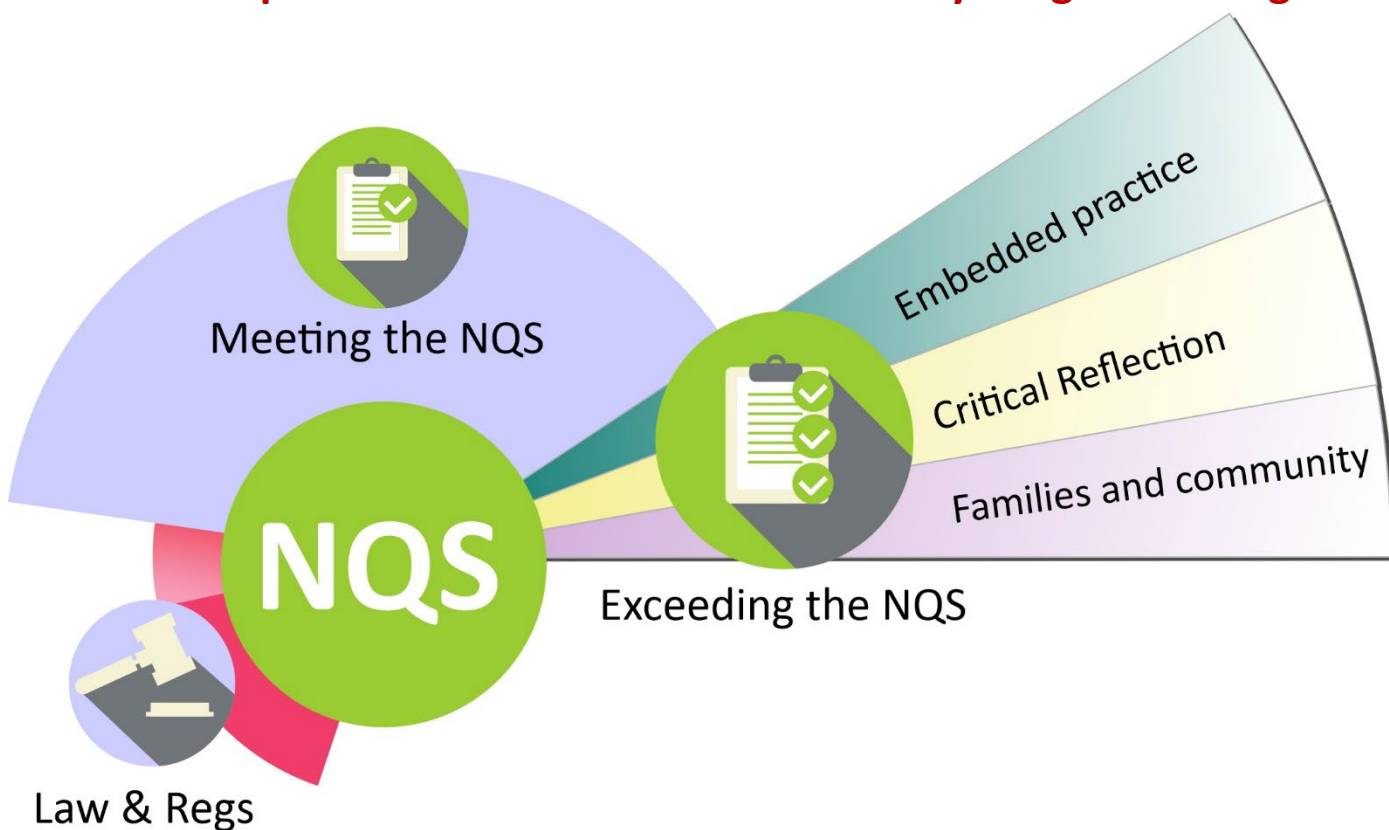


Section 2. Experienced educators – ensure everything is meeting.



First step: We must ensure the Law and Regulations are always met. **Second step:** then we look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes. The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.



Law & Regs

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

Regulation 126 Centre-based services – general educator qualifications

Regulations 130 – 134 Requirements for ECTs

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

Week 37, 20 to 24 November 2023 – 4.1.2 Continuity of Staff

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Meeting the NQS

Looking at the element in detail - A service reviewed what the NQF Guide said about element 4.1.2 and understood practices that promote long-term employment of staff and educators in turn support improved outcomes for children and families.

Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Meeting – Service Practices for Educator Continuity:

We offer competitive wages, flexible schedules, and professional development opportunities. Mentorship programs pair new staff with experienced educators, promoting knowledge sharing and community building. Regular recognition and rewards ensure educators feel valued and motivated.

Educator Assignment Considerations:

We assign educators to rooms based on their skills, qualifications, and preferences. Teams are balanced with a mix of experienced and novice educators, and cultural or linguistic backgrounds are matched with children's needs, fostering effective communication and understanding.

Long-term Educator Impact Example:

Ms. Ting, an experienced educator at our service, used her deep understanding of a child, Maria's, cultural background to ease her transition into a new environment. This personalised approach improved Maria's social and academic skills and reassured her family, highlighting the value of longstanding, culturally aware educators.

If you are doing similar practices to the example, use the below questions to help you write your 'meeting' description so you can add it to your QIP.

A MEETING QIP and Self-Assessment Tool (SAT)

Please give examples of service practices that support continuity of educators.

Please discuss how educators' experience, qualifications, strengths, and preferences are considered when organising educators in particular rooms or groups.

Please give an example showing a child or family benefiting from engaging with an educator who's been at the service for a long time, that is, from the understanding they have of the child or family's needs or culture.

If you and your educators need to learn how to do the above to achieve meeting, proceed to the next page.

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