Glen Iris Child Care and Kindergarten

GI-032 – Staffing Arrangements Policy

Policy Number	GI-032
Quality Area	QA4 – Staffing Arrangements • QA7 – Governance and Leadership
National Law	s.162 • s.167 • s.168 • s.169
National Regulations	Regs. 123 • 126–129 • 135–136 • 149 • 151 • 152 • 168 • 169
Related NQS	QA4.1.1 • QA4.1.2 • QA4.2.1 • QA4.2.2 • QA7.1.2
VEYLDF (2026)	Practice Principles – Collaborative Leadership and Teamwork • Respectful Relationships and Responsive Engagement
Victorian Child Safe Standards:	Standards 2 • 5 • 6 • 11
Version:	1.0
Approved By:	Centre Director
Approved Date:	July 2026
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OUR COMMITMENT

Glen Iris Childcare Centre & Kindergarten Child Care Centre is committed to maintaining staffing arrangements that ensure the safety, health, wellbeing and learning of every child while meeting all legislative requirements.

We recognise that qualified, experienced and well-supported educators are fundamental to providing high-quality education and care. Through thoughtful rostering, continuity of educators, professional collaboration and strong leadership, we create secure relationships for children and families and promote a positive, respectful workplace culture.

LEGISLATIVE INTENT

This policy supports Glen Iris Childcare Centre & Kindergarten Child Care Centre in meeting its obligations under the Education and Care Services National Law and National Regulations by ensuring appropriate staffing arrangements, educator qualifications, educator-to-child ratios and continuity of care.

The policy also supports the National Quality Standard by promoting professional practice, effective leadership and staffing arrangements that enable high-quality outcomes for children.

PURPOSE

The purpose of this policy is to:

- Ensure staffing arrangements comply with legislative requirements.
- Maintain required educator-to-child ratios at all times.
- Ensure appropriately qualified educators are available throughout operating hours.
- Promote continuity of educators and secure relationships for children.
- Support educator wellbeing, collaboration and professional practice.
- Ensure staffing decisions reflect children's individual needs and the daily operation of the service.
- Promote a safe, child-focused and well-managed learning environment.

WHO THIS POLICY APPLIES TO

This policy applies to:

- Approved Providers.
- Centre Director.
- Nominated Supervisor.
- Educational Leader.
- Responsible Persons.
- Educators.
- Administration Staff.
- Students and Volunteers (where applicable).

DEFINITIONS

Educator
A person employed by the service to educate and care for children.

Educator-to-Child Ratio
The minimum number of educators required in relation to the number and ages of children being educated and cared for, as prescribed under the National Regulations.

Continuity of Educators
The consistent allocation of educators to children to support secure relationships, emotional wellbeing and ongoing learning.

Working Directly with Children
Being physically present with children and actively engaged in providing education and care.

Roster
The planned allocation of educators to shifts, rooms and responsibilities to ensure legislative compliance and effective service operations.

WHY THIS POLICY MATTERS

High-quality staffing arrangements underpin every aspect of children's education, care and wellbeing.

Children thrive when they experience consistent relationships with familiar educators who know their strengths, interests and individual needs. Appropriate staffing arrangements also ensure children's safety, support collaborative practice and enable educators to deliver meaningful learning experiences.

This policy establishes clear expectations for staffing, qualifications, rostering and professional practice while supporting a culture of continuous improvement and compliance with the National Quality Framework.

GUIDING PRINCIPLES

Glen Iris Childcare Centre & Kindergarten Child Care Centre is committed to:

- Maintaining staffing arrangements that prioritise the safety, wellbeing and learning of every child.
- Ensuring educator-to-child ratios and qualification requirements are met at all times.
- Promoting continuity of educators to build secure, trusting and responsive relationships with children and families.
- Supporting collaborative leadership, teamwork and professional practice.
- Providing a safe, inclusive and respectful workplace where educators feel valued and supported.
- Ensuring staffing decisions reflect children's individual needs, attendance patterns and the daily operation of the service.
- Continuously reviewing staffing practices to strengthen quality outcomes and legislative compliance.

OUR POLICY

Glen Iris Childcare Centre & Kindergarten Child Care Centre will maintain staffing arrangements that comply with the Education and Care Services National Law, National Regulations and National Quality Standard.

Staffing arrangements will ensure:

- Required educator-to-child ratios are maintained throughout operating hours.
- Required qualifications are present at all times.
- A Responsible Person is present whenever children are attending the service.
- Educators are deployed in a manner that supports children's supervision, safety and learning.
- Children experience continuity of educators wherever possible.
- Rosters support effective teamwork, communication and continuity of operations.
- Relief educators are inducted into the service before working with children.
- Students and volunteers are appropriately supervised and do not replace employed educators.

The Centre Director will regularly review staffing arrangements to ensure they continue to meet the changing needs of children, families and the service.

HOW WE PUT THIS POLICY INTO PRACTICE

Staffing and Rostering

Glen Iris Childcare Centre & Kindergarten Child Care Centre will:

- Prepare staff rosters that meet legislative requirements.
- Monitor educator-to-child ratios throughout the day.
- Adjust staffing as children's attendance changes.
- Allocate educators according to qualifications, experience and children's needs.
- Ensure opening and closing shifts are appropriately staffed.
- Plan for staff leave, training and unexpected absences.

Continuity of Educators

The service will:

- Allocate primary educators to rooms wherever possible.
- Minimise unnecessary movement of educators between rooms.
- Support children to build secure and trusting relationships with familiar educators.
- Inform families when significant staffing changes occur.
- Consider children's emotional wellbeing when making staffing decisions.

Professional Conduct

Qualifications and Professional Practice

Glen Iris Childcare Centre & Kindergarten Child Care Centre will:

- Verify educator qualifications before employment.
- Maintain current records of qualifications, training and professional development.
- Ensure required first aid, CPR, asthma and anaphylaxis qualifications remain current.
- Encourage ongoing professional learning.
- Support educators to participate in mentoring, coaching and reflective practice.

Additional Staffing Support

The service will:

- Utilise suitably qualified in-house educators to cover planned and unplanned staff absences wherever possible.
- Ensure educators working across different rooms are familiar with the service's philosophy, routines, policies and procedures.
- Introduce educators working in a different room to children and families where appropriate.
- Ensure all educators understand emergency procedures, child safety requirements and their responsibilities before commencing duties in another room.
- Provide ongoing leadership and support throughout the shift.
- Maintain current records of all educator qualifications, mandatory training and Working with Children Checks.

Educator Wellbeing

Glen Iris Childcare Centre & Kindergarten Child Care Centre recognises that educator wellbeing contributes directly to quality outcomes for children.

The service will:

- Promote respectful communication and teamwork.
- Encourage work-life balance where possible.
- Provide opportunities for professional reflection and support.
- Monitor workloads and staffing arrangements.
- Foster a positive workplace culture where educators feel safe to seek assistance.

ROLES & RESPONSIBILITIES

Approved Providers

Will:

- Ensure staffing arrangements comply with legislative requirements.
- Provide sufficient resources to maintain appropriate staffing levels.
- Support recruitment and retention of qualified educators.
- Monitor compliance with staffing obligations.
- Promote continuous improvement in workforce planning.

Centre Director

Will:

- Develop and monitor staff rosters.
- Ensure educator-to-child ratios are maintained.
- Verify qualifications and mandatory training.
- Allocate educators according to children's needs.
- Support educator wellbeing and professional growth.
- Review staffing arrangements regularly.
- Ensure accurate staffing records are maintained.

Educational Leader

Will:

- Support educators in delivering high-quality educational programs.
- Promote collaborative practice and reflective learning.
- Mentor educators to strengthen professional capability.
- Assist with planning staffing arrangements that support curriculum delivery.

Responsible Persons

Will:

- Monitor staffing arrangements throughout the day.
- Ensure ratios remain compliant.
- Respond promptly to staffing changes or unexpected absences.
- Support educators in maintaining quality practice.

Educators

Will:

- Work collaboratively with colleagues.
- Maintain professional standards.
- Notify leadership of attendance or staffing concerns.
- Participate in professional learning.
- Support continuity of care for children and families.
- Follow rostered duties and service procedures.

Students and Volunteers

Will:

- Work under the supervision of educators.
- Support children's learning within the scope of their role.
- Follow service policies and procedures.
- Maintain professional conduct and confidentiality.
- Contribute positively to the team environment.

GLEN IRIS CHILDCARE CENTRE & KINDERGARTEN IN PRACTICE

At Glen Iris Childcare Centre & Kindergarten Child Care Centre, staffing arrangements are carefully planned to ensure children experience consistent, responsive and high-quality education and care throughout the day. We recognise that secure relationships with familiar educator's support children's sense of belonging, wellbeing and learning.

Wherever possible, educators remain in their allocated rooms to promote continuity of care and build strong relationships with children and families. When additional staffing support is required due to planned or unexpected absences, we utilise our own qualified educators who are familiar with the service, our routines, policies and the individual needs of the children. This approach minimises disruption and provides children with familiar faces and consistent care.

Our leadership team monitors educator-to-child ratios throughout the day, taking into account attendance patterns, children's needs, breaks and transitions. Rosters are reviewed regularly to ensure legislative compliance while supporting educator wellbeing and maintaining quality learning environments.
Staffing decisions are guided by the best interests of children and reflect our commitment to providing safe, nurturing and engaging environments where every child can thrive.

CHILDREN'S VOICE IN ACTION

Children's wellbeing is strengthened through consistent relationships with familiar educators who know and respond to their individual needs.
Children's voices are supported when educators:

- Build secure, trusting and respectful relationships.
- Respond to children's interests, ideas and emerging abilities.
- Provide consistent routines that help children feel safe and confident.
- Support children to express their thoughts, feelings and preferences.
- Foster independence while providing guidance and reassurance.
- Create inclusive environments where every child feels valued and respected.

Children's feedback, interests and relationships are considered when staffing decisions are made to support continuity and positive learning experiences.

EXCEEDING PRACTICE

Glen Iris Childcare Centre & Kindergarten Child Care Centre goes beyond legislative requirements by intentionally using staffing arrangements to strengthen children's relationships, educator collaboration and service quality.

Our leadership team carefully plans rosters to promote continuity of educators, minimise unnecessary room changes and support secure attachments for children. Rather than relying on external relief agencies, we utilise our own qualified educators who are already familiar with the children, families, service philosophy and daily routines. This ensures consistency in care, reduces disruption and strengthens children's sense of belonging.

Staffing arrangements are regularly reviewed through critical reflection, educator feedback and observations of children's wellbeing to ensure they continue to support high-quality outcomes for children, families and educators.

CONTINUOUS IMPROVEMENT

Glen Iris Childcare Centre & Kindergarten Child Care Centre is committed to continually strengthening staffing practices.
This policy will be reviewed through:

- Staffing and roster reviews.
- Educator feedback and reflective discussions.
- Leadership meetings.
- Professional learning and workforce planning.
- Children's wellbeing and engagement observations.
- Family feedback.
- Quality Improvement Plan goals.
- Changes to legislation and recognised best practice.

Continuous improvement ensures staffing arrangements remain responsive, sustainable and focused on achieving the best outcomes for children.

RELATED LEGISLATION

Education and Care Services National Law Act 2010

- **s.162** – Health, safety and wellbeing of children.
- **s.167** – Protection from harm and hazards.
- **s.168** – Education and care service policies and procedures.
- **s.169** – Policies and procedures to be followed.

Education and Care Services National Regulations 2011

- **Reg. 123** – Educator-to-child ratios.
- **Regs. 126–129** – Educator qualifications.
- **Regs. 135–136** – First aid qualifications.
- **Reg. 149** – Volunteers and students.
- **Reg. 151** – Record of educators working directly with children.
- **Reg. 152** – Employment of additional early childhood teachers (where applicable).
- **Reg. 168** – Education and care service policies and procedures.

- **Reg. 169** – Policies and procedures to be followed**.**

National Quality Standard
Quality Area 4 – Staffing Arrangements
- QA4.1.1 – Organisation of educators.
- QA4.1.2 – Continuity of staff.
- QA4.2.1 – Professional collaboration.
- QA4.2.2 – Professional standards.

Quality Area 7 – Governance and Leadership
- QA7.1.2 – Systems are in place to manage risk and enable the effective management and operation of a quality service.

Victorian Early Years Learning and Development Framework (VEYLDF) 2026
- Practice Principles for Learning and Development.
- Collaborative Leadership and Teamwork.
- Respectful Relationships and Responsive Engagement.

Victorian Child Safe Standards
This policy supports:
- **Standard 2 –** Child safety and wellbeing is embedded in leadership, governance and culture.
- **Standard 5 –** Equity is upheld and diverse needs are respected in policy and practice.
- **Standard 6 –** People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
- **Standard 11 –** Policies and procedures document how the organisation is safe for children and young people.

RELATED DOCUMENTS

This policy should be read in conjunction with:
- Responsible Person Policy
- Participation of Volunteers and Students Policy
- Recruitment and Selection Policy
- Code of Conduct Policy
- Child Safe Environment Policy
- Supervision Policy
- Privacy and Confidentiality Policy
- Work Health and Safety Policy

SUPPORTING DOCUMENTS

The following documents support the implementation of this policy:
- Staff Rosters
- Educator Qualification Register
- Working with Children Check Register
- First Aid, CPR, Asthma and Anaphylaxis Training Records
- Staff Induction Checklist
- Staff Meeting Minutes

- Professional Development Records
- Staff Performance and Development Plans
- Quality Improvement Plan

EVIDENCE OF PRACTICE

Glen Iris Childcare Centre & Kindergarten Child Care Centre demonstrates this policy through:

- Staffing rosters that maintain educator-to-child ratios throughout the day.
- Consistent allocation of educators to rooms to promote continuity of care.
- Use of qualified in-house educators to support planned and unplanned absences.
- Current records of educator qualifications and mandatory training.
- Ongoing professional learning and mentoring.
- Leadership oversight of staffing arrangements and daily operations.
- Regular critical reflection and workforce planning.
- Continuous review through the Quality Improvement Plan.

REFLECTION & CONTINUOUS IMPROVEMENT

Critical reflection supports our commitment to maintaining effective staffing arrangements that promote children's safety, wellbeing and learning.
Reflective questions include:

- Do our staffing arrangements consistently meet legislative requirements and support quality practice?
- How effectively are we promoting continuity of educators for children and families?
- Do educators feel supported through our rostering, leadership and teamwork practices?
- How do staffing decisions influence children's wellbeing, engagement and learning?
- Are we making the best use of our team's strengths, skills and experience?
- How do we ensure staffing arrangements remain responsive to changing attendance patterns and children's needs?
- What improvements can further strengthen our staffing practices and workforce planning?

Outcomes from these reflections inform workforce planning, professional learning, policy review and our Quality Improvement Plan.

VERSION HISTORY

Version	Date Approved	Approved By	Summary of Changes
1.0	July 2026	Centre Director	Initial policy developed as part of the Glen Iris Childcare Centre & Kindergarten Child Care Centre Governance, Policy and Procedures Manual. Developed to align with the Education and Care Services National Law, National Regulations, National Quality Standard, VEYLDF (2026) and Victorian Child Safe Standards.