

Policy Area 4: Staffing arrangements

“Staffing arrangements create a safe and predictable environment for children and support warm, respectful relationships. Qualified and experienced educators and coordinators encourage children’s active engagement in the learning program. Positive relationships among educators, coordinators and staff contribute to an environment where children feel emotionally safe, secure and happy (NQS, 2009)”.

4.1 Educators conduct

Reviewed 19/4/18

National Quality Standard 4 Staffing Arrangements & Professionalism

4.1 Staffing arrangements enhance children's learning and development.

4.1.1 The organisation of educators across the service supports children's learning and development.

4.1.2 Every effort is made for children to experience continuity of educators at the service.

4.2.2 Professional standards guide practice, interactions and relationships.

In addition to the MOCS employment policies all members of BMOCCS Staff are individually responsible for the following:

- * Educators and volunteers are not affected by alcohol or drugs (including prescription medication) so as to impair his or her capacity to supervise or provide education and care to children
- * Punctual to work.
- * Aware of roster times.
- * If an educator is unable to attend work, he/she must speak to the Coordinator (SMS, emails or voice messages are not appropriate). The educator should provide adequate time for a relief worker to be organised by the Coordinator. Recommended timeframe is no less than 2 hours notice from the start of the shift (e.g. no less than 6.30am notice for an 8.30am shift).
- * Sign in at the commencement of the working day and out at the end.
- * Complete and submit time sheets before each pay period. Time sheets will be checked regularly by the Coordinator.
- * Permanent educators to attend staff/planning meetings and supervision meetings regularly.
- * Be appropriately dressed i.e. MOCS T-shirt, long length shorts/skirts, neat denim jeans or neat trousers, closed toe shoes and sun hat.
- * Maintain a high level of hygiene (both personal hygiene and following hygiene policies/practices).
- * Provision of a safe and caring environment, displaying a warm and friendly approach to both children, parents and co-workers with adherence to the ECA and MOCS code of ethics.
- * Contribute to a positive and supportive teamwork environment, choosing appropriate conversation and communication (within the context of a children’s service) and appropriate times and forums to discuss work related issues, concerns or personal issues i.e. after service delivery, staff meetings, supervision meetings and via peer support.
- * Permanent educators to participate in the maintenance of all policies and all staff/ students are to adhere to MOCS and BMOCCS policies at all times.
- * Implementation of a quality program based on best practice.
- * Communication should be productive, effective and appropriate between educators. Educators are encouraged to meet and greet families at arrival and departure in a warm and friendly manner and may discuss the child’s day with the parent. This should not take them away from other responsibilities e.g. supervision and pack up. Care should be taken to adhere to rules of confidentiality and to direct parent questions regarding: developmental feedback, concerns or needs for individual arrangements, to the coordinator.
- * Are aware that they are employed under the Modern Award for Child Care Workers. Questions regarding the award can be discussed with Elaine Cameron and the award can be viewed at the MOCS office and can also be accessed online via Fair Work Australia.
- * Copies of permanent educator’s relevant qualifications and supervisor’s approval are kept at the service as an attachment to the policies.

- ✿ Educators personal mobile phones should be turned down or have a ring tone that is not alarming to children and/or staff. Educators should not carry their phones on them during face-to-face teaching times and should not be engaging in personal phone calls, sms or social media at these times. Educators should advise their family and friends to call them on the BMOCCS phone for any important calls during working hours. Educators can use their break times to follow up any social calls/media using their own mobile phones.

4.2.2 Code of ethics*

Reviewed: 21/11/17

Links

ECA code of ethics

www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html

MOCS code of ethics

www.mocs.org.au

As employees of MOCS we abide by the organisation's code of ethics.

As Early Childhood professionals we also abide by the Early Childhood Association's code of ethics.

In the ECA Code of Ethics the protection and wellbeing of children is paramount, and therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility.

In relation to children, I will:

1. Act in the best interests of all children.
2. Respect the rights of children as enshrined in the United Nations Convention on the Rights of the Child (1989) and commit to advocating for these rights.
3. Recognise children as active citizens participating in different communities such as family, children's services and schools.
4. Work with children to help them understand that they are global citizens with shared responsibilities to the environment and humanity.
5. Respect the special relationship between children and their families and incorporate this perspective in all my interactions with children.
6. Create and maintain safe, healthy environments, spaces and places, which enhance children's learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions.
7. Work to ensure children and families with additional needs can exercise their rights.
8. Acknowledge the uniqueness and potential of all children, in recognition that enjoying their childhood without undue pressure is important.
9. Acknowledge the holistic nature of children's learning and the significance of children's cultural and linguistic identities.
10. Work to ensure children are not discriminated against on the basis of gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.
11. Acknowledge children as competent learners, and build active communities of engagement and inquiry.
12. Honour children's right to play, as both a process and context for learning.

In relation to families, I will:

1. Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies, and support them in their role of nurturing children.
2. Assist each family to develop a sense of belonging and inclusion.
3. Develop positive relationships based on mutual trust and open communication.
4. Develop partnerships with families and engage in shared decision making where appropriate.
5. Acknowledge the rights of families to make decisions about their children.
6. Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.
7. Develop shared planning, monitoring and assessment practices for children's learning and communicate this in ways that families understand.
8. Acknowledge that each family is affected by the community contexts in which they engage.
9. Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families.
10. Maintain confidentiality and respect the right of the family to privacy.

In relation to colleagues, I will:

1. Encourage my colleagues to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours.
2. Build collaborative relationships based on trust, respect and honesty.
3. Acknowledge and support the personal strengths, professional experience and diversity which my colleagues bring to their work.
4. Make every effort to use constructive methods to manage differences of opinion in the spirit of collegiality.
5. Share and build knowledge, experiences and resources with my colleagues.
6. Collaborate with my colleagues to generate a culture of continual reflection and renewal of high-quality practices in early childhood.

In relation to communities, I will:

1. Learn about the communities that I work within and enact curriculum programs which are responsive to those contexts and community priorities.
2. Connect with people, services and agencies within the communities that support children and families.
3. Promote shared aspirations amongst communities in order to enhance children's health and wellbeing.
4. Advocate for the development and implementation of laws and policies that promote child-friendly communities and work to change those that work against child and family wellbeing.
5. Utilise knowledge and research to advocate for universal access to a range of high-quality early childhood programs for all children.
6. Work to promote community understanding of how children learn, in order that appropriate systems of assessment and reporting are used to benefit children.

In relation to students, I will:

1. Afford professional opportunities and resources for students to demonstrate their competencies.
2. Acknowledge and support the personal strengths, professional knowledge, diversity and experience which students bring to the learning environment.
3. Model high-quality professional practices.
4. Know the requirements of the students' individual institutions and communicate openly with the representatives of that institution.
5. Provide ongoing constructive feedback and assessment that is fair and equitable.
6. Implement strategies that will empower students to make positive contributions to the workplace.
7. Maintain confidentiality in relation to students.

In relation to my employer, I will:

1. Support workplace policies, standards and practices that are fair, non-discriminatory and are in the best interests of children and families.
2. Promote and support ongoing professional development within my work team.
3. Adhere to lawful policies and procedures and, when there is conflict, attempt to effect change through constructive action within the organisation or seek change through appropriate procedures.

In relation to myself as a professional, I will:

1. Base my work on contemporary perspectives on research, theory, content knowledge, high-quality early childhood practices and my understandings of the children and families with whom I work.
2. Regard myself as a learner who undertakes reflection, critical self-study, continuing professional development and engages with contemporary theory and practice.
3. Seek and build collaborative professional relationships.
4. Acknowledge the power dimensions within professional relationships.
5. Act in ways that advance the interests and standing of my profession.
6. Work within the limits of my professional role and avoid misrepresentation of my professional competence and qualifications.
7. Mentor other early childhood professionals and students.
8. Advocate in relation to issues that impact on my profession and on young children and their families.
9. Encourage qualities and practices of leadership within the early childhood profession.

In relation to the conduct of research, I will:

1. Recognise that research includes my routine documentation and investigations of children's learning and development, as well as more formal research projects undertaken with and by external bodies.
2. Be responsive to children's participation in research, negotiating their involvement taking account of matters such as safety, fatigue, privacy and their interest.
3. Support research to strengthen and expand the knowledge base of early childhood, and where possible, initiate, contribute to, facilitate and disseminate such research.
4. Make every effort to understand the purpose and value of proposed research projects and make informed decisions as to the participation of myself, colleagues, children, families and communities.
5. Ensure research in which I am involved meets standard ethical procedures including informed consent, opportunity to withdraw and confidentiality.
6. Ensure that images of children and other data are only collected with informed consent and are stored and utilised according to legislative and policy requirements.
7. Represent the findings of all research accurately.

4.2 Staffing numbers

Reviewed: 19/4/18

Quality Area 4: Staffing Arrangements

4.1 The organisation of educators across the service supports children's learning and development.

Quality Area 2: Children's Safety

2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

Service ratios of Educators to children:

- ✿ Birth to 24 months 1:4
- ✿ 2 years to 3 years 1:8
- ✿ 3 years to 5 years 1:10
- ✿ Mixed age groups in proportional formula to above ratios
As BMOCCS is an 'Out of Scope' service, these ratios still apply to us , differing from those used in Long Day Care

Excursion ratios of Adults to children:

BMOCCS will not participate in excursions that involve using public transport or crossing a major road or any body of water.

- ✿ Under 3 years 1:2
- ✿ Over 3 years 1:5

4.2 Attachment - Staffing qualifications

Qualifications:

Coordinator:

Cathryn Ferreira Diploma of Teaching (Early Childhood), Accredited as 'Proficient' Teacher, Supervisor Certificate

Cate Harrison Working towards Diploma of Children's Services

Simone Witherow Cert 111

Emily McKay Diploma Of Children's Services.

Casuals Certificates of casuals will be held at MOCS Office as casuals change.

First Aid Certificate:

Cathryn Ferreira

Cate Harrison

Simone Witherow

Emily McKay

Asthma and Anaphylaxis:

Cathryn Ferreira

Simone Witherow

Cate Harrison

Emily McKay

Current CPR:

Cathryn Ferreira

Cate Harrison

Emily McKay

Sydney College of Advanced Education



By the authority of the Council

CATHRYN HELEN FLOWER

having fulfilled all the requirements prescribed by the By-law, has this day been awarded the

DIPLOMA OF TEACHING (EARLY CHILDHOOD)

within the
INSTITUTE OF EARLY CHILDHOOD STUDIES

formed from Nursery School Teachers College and Sydney Kindergarten Teachers College

in token thereof the Council has authorised the Seal of the College to be hereunto affixed.

Dated this seventeenth day of April nineteen hundred and eighty four

Principal

Secretary



STATEMENT OF ATTAINMENT

1984-01-01 to 1984-01-31

Cathryn Helen Frances Ferreira

has fulfilled the requirements for

Identify and respond to children and young people at risk

This statement certifies that the student has completed the requirements of the course of study for the award of the Diploma of Teaching (Early Childhood) and is hereby awarded the title of Dip. Teach. (Early Childhood) by the Sydney College of Advanced Education.



8151-1927



By order of the Council
Secretary

By order of the Council
Principal



Education & Communities

Supervisor Certificate

Section 111, Children (Education and Care Services) National Law (NSW)

This supervisor certificate enables the holder of the certificate:

- to be nominated as the nominated supervisor of an education and care service; and
- to be the responsible person present at the education and care service premises in the absence of the approved provider or the nominated supervisor.

Certified supervisor number CS-00019234

Name of certified supervisor CATHRYN HELEN FRANCES FERREIRA

Date certificate granted 22 August 2013

Conditions

This approval is subject to:

the conditions set out or referred to in section 115 of the Children (Education and Care Services) National Law (NSW), which include any conditions prescribed in the Education and Care Services National Regulations.

Granted under delegation by:

Kellie Thompson
Approvals Officer
NSW Department of Education & Communities

Issue date: 22 August 2013



Statement of Attainment

This is a statement that

Cathryn Helen Ferreira

has attained

HLTAID001 Provide cardiopulmonary resuscitation
HLTAID002 Provide basic emergency life support
HLTAID003 Provide first aid
HLTAID004 Provide an emergency first aid response in an education and care setting
HLTFA311A Apply First Aid

Recommended renewal dates:
HLTAID001 - 12 months from issue date
HLTAID002 - 3 years from issue date
HLTAID003 - 3 years from issue date
HLTAID004 - 3 years from issue date
HLTFA311A - 3 years from issue date

This satisfies ALL requirements for first aid, workplace management and emergency address training as approved by ACCQQA.

This certificate should be validated to ensure it is authentic, especially if it was issued electronically.

Go to:
allenstraining.edu.au/validate
or
scan the QR code below

Jim Allen
General Manager

Allens Training Pty Ltd
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ACN: 114 750 827 ABN: 63 114 750 827

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Allens Training Pty Ltd is a Registered Training Organisation Number 90203



Assessment Conducted by:
Frances Davidson

Certificate number:
121306-733595

Issue Date:
4/8/2013