



Law & Regs

Section 169: Staffing Requirements

1. Approved providers and nominated supervisors must make sure there are enough educators caring for the children, meeting the minimum number set by law.

2. Approved providers and nominated supervisors must make sure each educator has the right qualifications for their role as required by the national regulations.

Important Regulations

- **Regulation 8:** Defines the National Quality Standard (NQS), which is detailed in Schedule 1 of the law.
- **Regulation 123:** Explains the required educator-to-child ratios for centre-based services.
- **Regulation 126:** Covers the general qualification requirements for educators in centre-based services.
- **Regulations 130-134:** Detail the requirements for Early Childhood Teachers (ECTs).

For more information on specific staffing rules in your state or territory, refer to the *Guide to the NQF* or your *Staffing Arrangements Policy*.

Why is the element important?

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.

What could potentially go wrong if educators didn't do the above?

High Staff Turnover:

This can lead to a lack of consistency in care and education for children, as they may struggle to form stable relationships with educators who are frequently changing. New staff might not be as familiar with the individual needs and backgrounds of each child, leading to less personalized care and education.

Decreased Quality of Education and Care:

Week 37, 18 to 22 November 2024 – 4.1.2 Continuity of Staff

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Constantly changing staff can disrupt the continuity of educational programs and care routines, potentially leading to a decline in the quality of services provided. Educators who are new or transient might not be as invested in the long-term outcomes for the children and families.

Impact on Children's Emotional Well-being:

Young children, in particular, can become distressed or anxious due to the lack of familiar faces and consistent emotional support. This instability can affect children's sense of security and attachment, which is crucial for their emotional and social development.

Strain on Remaining Staff:

High turnover can place additional burdens on remaining staff, who may have to take on extra duties or work with constantly changing team dynamics. This can lead to burnout and dissatisfaction among the staff, further exacerbating turnover issues.

Familial Trust and Engagement:

Families may feel less confident in the service if they see a high rate of staff turnover. This can affect their engagement with the service and their overall satisfaction. Long-term relationships between educators and families foster deeper trust and cooperation, which is essential for supporting children's development. Without this, family involvement in the educational process may diminish.



It's important for children to experience continuity of educators at the service.

You must practice To address the issues raised in the previous section, look at the following practice examples for guidance.

Easing High Staff Turnover:

- **Routines and behaviour management:** When children and educators have a routine the stress levels can decrease. Routines are linked to positive behaviour management and

routines can ensure that the children don't get bored and become disruptive.

- **Professional Development Opportunities:** Provide continuous training and development opportunities, enabling educators to grow professionally within the organisation.
- **Employee Support and Wellness Programs:** Implement support systems such as stress management workshops, and a healthy work-life balance to reduce burnout.

Ensuring Quality of Education and Care:

- **Structured Onboarding Process:** Have a comprehensive onboarding and training program for new staff to quickly acclimate them to the service's standards and practices.
- **Regular Evaluation and Feedback:** Conduct regular evaluations and offer constructive feedback, ensuring educators maintain high standards of care and education.

Supporting Children's Emotional Well-being:

- **Consistent Caregiver Approach:** Ensure that each child has a primary educator or caregiver they interact with regularly, to foster a sense of stability and security.
- **Sensitivity Training:** Train educators in recognizing and addressing the emotional needs of children, particularly during transitions and changes in staff.

Reducing Strain on Remaining Staff:

- **Effective Staffing Strategies:** Maintain a buffer in staff capacity to manage workload effectively during transitions.
- **Team Building and Support:** Foster a strong team spirit and support network among staff to share the workload and provide mutual support.

Enhancing Familial Trust and Engagement:

- **Regular Communication with Families:** Maintain open and regular communication with families about any changes and how they are being managed.
- **Family Involvement Activities:** Host regular events or activities that involve families, strengthening the bond between the service and the families.

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After reading these points, which one(s) do you think you are doing well? Describe your practice in detail so it can go directly into you QIP or SAT (NSW only).

After reading these points, which one(s) do you think you need to work on? Describe how you could improve your practice.