# 4.1.1 Organisation of educators

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

The effective organisation of educators:

* supports children to engage in meaningful learning and interactions with educators
* ensures the safety and wellbeing of children.

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| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| Please give an example of how the organisation of educators supports children’s learning. | Please discuss how the organisation of educators, including relief educators, consistently aligns with the service philosophy, policies and procedures. |
| The organisation of educators supports children’s learning by aligning their strengths and interests with their roles. For instance, an educator passionate about storytelling is assigned to literacy-based activities, fostering a love for books among children. We ensure that the qualifications and experience of educators are balanced across rooms, creating an environment where collaborative learning thrives. This strategic grouping enriches children’s learning experiences and maintains safety, promoting both engagement and development. | The organisation of educators, including relief staff, consistently aligns with the service philosophy, policies, and procedures through thoughtful integration. We ensure that all educators, permanent and relief, are trained to uphold the service’s emphasis on safety, wellbeing, and inclusivity. For example, educators are briefed on inclusive practices that value diversity, enabling all children to participate fully. This consistency in approach fosters a homely, welcoming environment and supports continuous improvement. |
| Please give an example showing the way educators are organised to support children’s safety and supervision. | Please discuss any changes that have been made to the organisation of educators to enhance children’s learning outcomes and why the changes were made. |
| The organisation of educators ensures children’s safety and supervision through structured strategies. For example, our playground supervision plan designates educators to specific zones, ensuring no child is unsupervised. We often exceed the minimum educator-to-child ratios, providing additional supervision when needed. Educators-in-training are never left alone with children, and we temporarily assign experienced educators to support higher-risk activities, such as cooking, to manage safety effectively. | We have made changes to the organisation of educators to boost children’s learning outcomes. One example is the reallocation of educators based on their individual strengths and interests, allowing them to bring expertise to specific activities such as arts or sports. This adjustment not only engages children more effectively but also supports educators’ professional growth. These changes have improved teamwork and ensured that familiar educators are present, building strong bonds with children and supporting their learning journey. |
| Please give an example showing the way educators are organised to support the development of professional relationships and communication with families. | Please discuss how the organisation of educators reflects the unique geographical, cultural and community context of the service. |
| Educators are strategically organised to enhance professional relationships and communication with families. For instance, we ensure an educator is available to welcome and interact with families during drop-off and pick-up times, building trust and rapport. We also place educators who have cultural and language skills that align with the community’s demographics, ensuring that families feel seen and supported. This approach fosters inclusive relationships and opens communication pathways, enhancing the care experience. | Our service reflects its unique geographical, cultural, and community context by organising educators in ways that resonate with the local population. For instance, we place educators who share the cultural backgrounds of families, fostering trust and communication. In rural areas, educators familiar with farming greet and interact with families, creating a sense of shared experience. Similarly, during community events like fetes or parades, we assign creative educators to support children’s participation, reflecting local traditions and interests. |
| Please explain ways in which educators ensure they always meet ratios. | Please discuss some of the things the approved provider or nominated supervisor considers when allocating educators to particular rooms or groups of children. |
| To consistently meet ratio requirements, our service implements clear strategies. Educators are informed of ratio policies through staff training and regular discussions in team meetings. We monitor the movement of educators in and out of rooms using a sign-in and out sheet to ensure coverage at all times. Additionally, we appoint floating staff members during peak times to fill any gaps and guarantee supervision, maintaining compliance with educator-to-child ratio standards throughout the day. | The approved provider or nominated supervisor considers multiple factors when assigning educators to specific rooms or groups. These include maintaining safety and supervision standards, leveraging educators’ strengths and qualifications, and promoting continuity for children. For example, an experienced early childhood teacher may be placed with a group requiring additional learning support, while part-time educators are allocated to groups that can accommodate flexible scheduling. This careful organisation helps ensure familiar staff work consistently with children. |
| Please discuss how the number of educators present at the beginning and end of the day enables educators to communicate effectively with families and children. | Please discuss the process undertaken to ensure all staff understand the reasons for any changes made to the organisation of educators, and to ensure the benefits of the reorganisation can be fully realised. |
| Ensuring an adequate number of educators at the beginning and end of the day facilitates effective communication with families and children. For example, with sufficient staff present, educators can manage clean-up tasks while still engaging meaningfully with families during pick-up times. This arrangement supports family groupings, where siblings or age-appropriate peers come together, promoting a smooth transition. It also helps build strong connections as educators can answer questions and share important updates with families. | To ensure staff understand changes to the organisation of educators and maximise the benefits of such reorganisation, we follow a transparent process. This includes holding discussions where staff can voice opinions and concerns. Staff meetings serve as platforms for open communication, explaining how changes will benefit them and the children. For example, we might say, “This change allows you to use your storytelling skills more effectively.” Written updates reinforce these discussions, ensuring everyone is informed and reassured. |