

Quality Area 4: Staffing Arrangements

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Standard 4.1 – Staffing arrangements: Staffing arrangements enhance children’s learning and development.

Standard 4.2 – Professionalism: Management, educators and staff are collaborative, respectful and ethical.

Exceeding themes	
1. Practice is embedded in service operations	<ul style="list-style-type: none">• King’s Early Learning Centre staffing consistently ensures staff to child ratios and the Centre also applies for year to year funding to engage additional staffing through the KIS (Kindergarten Inclusion Support Program) where necessary for children with additional needs.• In 2023 in consultation with our school governance we employed an admin officer with a qualification that is recognised as a certificate III level in early childhood education and care. This allows us to be above ratio most of the time, which permits us to safely provide indoor/outdoor experiences more often than we used to be able to.• In 2024 we used SRF to employ an additional educator with our 4 year old groups, due to a high level of additional needs and a high number of children in attendance on those days (55 in total). Our goal is to exceed our duty of care, and ensure that we have enough staff to be able to observe, facilitate and extend children’s curiosities and thinking.• In 2025 our school governance agreed to fund an additional educator to float between groups on Mondays, Tuesdays and Wednesdays. On Thursdays given we only have one group in, our director is on hand to step in if needed. On Fridays we have a bush Kinder teacher as an additional educator during bush kinder hours. Our goal for 2026 is to use our SRF as well as the same staff ratios this year to ensure that we are above ratio 100% of the time.• Staff are positioned both indoors and outdoors to maintain constant supervision of children and the program is flexible to allow staff to move between indoors and out according to the needs of children.• Educators and Co-educators at times move between groups to provide additional support to that group or provide focus areas of teaching and learning such as music, movement, drama, cooking or other activities.• Unless due to exceptional circumstances, the same lead educator and co-educator/s are employed to teach one group of children for the duration of the year to maintain continuity of relationships.• When the timetable allows, current permanent staff replace one another on sick leave and other leave days.• In 2024 we were able to hire one regular lunch cover teacher from tues-fri, so that children can build continuity of relationship with her as well. On Mondays one of our 3 year old educators covers lunch breaks for both 3 year old groups, which allows for consistency across teaching as she gets an insight into what both groups are doing, as well as continuity of relationships.• In 2025 we have 3 and 4 year old educators covering lunches, ensuring this year's 3 year old children get to know the 4 year old teachers, and maintaining relationships for our current 4yo children that they built with their 3yo teachers last year.

	<ul style="list-style-type: none"> • Current lead educators have remained with the service for between 3 and 15 years, and current co-educators have remained with the service for between 2-15 years, with one beginning in 2024. All educators display a strong commitment to the service and the educational and philosophical culture. • Educators work collaboratively and openly to support each other, develop skills, learn from each other and improve practice and relationships. Educators hold meetings fortnightly to reflect and plan on centre improvement. Educators consistently display respect and value for each other's skills and abilities as educators. Staff work as a team and recognise that their roles and responsibilities enhance the program as a whole. Staff participate in ongoing professional development and undergo annual performance reviews. • All educators are ethical and respectful in their interactions with children, other staff and families. • Relationships are guided by the ECA code of Ethics, VIT professional standards, and the VIT Code of Conduct. Educators undergo annual staff development/progress reviews in consultation with colleagues and the Educational Leader/Team Leader. Educator Professional Development is informed by staff goal setting and review process. • The observed and discussed approach to organisation and continuity of educators, including relief educators, consistently aligns with our philosophy, policies and procedures. • All interactions between educators and others in the service community are respectful and promote a positive atmosphere within the service. • All educators show a willingness to share information or ask for assistance from others and acknowledge the strengths and skills of others. • All members of the service team consistently demonstrate a high level of collaboration, affirming, challenging, supporting and learning from each other. • The observed and discussed approach to professional collaboration and standards consistently aligns with the approach described in the ECA code of ethics, and consistently aligns with our philosophy, policies and procedures.
2. Practice is informed by critical reflection	<ul style="list-style-type: none"> • Educators are invited to reflect each year regarding their preferences for groups and time fraction to ensure that staff are able to maintain a healthy work/life balance. • Educators hold meetings fortnightly to reflect and plan for centre improvements. These meetings have been supported by the school, with co-educators having their contracts adjusted to allow for paid meeting times, in recognition of the importance of their contributions and our ability to reflect together. • All educators are consulted with and have input into the critical reflection documentation, such as the QIP, the Reconciliation Action Plan and the School Readiness Funding Plan. • Educators are able to plan in teams and are all involved in the development of the centre plans and engage with critical reflection via the planning cycle.

3. Practice is shaped by meaningful engagement with families, and/or community

- The school is part of our community, and they facilitate professional development days in which we participate with all of the teachers at school, as well as executive leadership team meetings, and regular meetings with the principal, in which our input and ideas are sought. With the assistance of the school we have been able to implement a bush kinder program. Recent discussions have been focussed on child safety and policies, with our director assisting with a child safety review for the school, and our principal having input into and approving our early childhood policies. We have also discussed modelling and how to run an extra group next year to meet some of the need in our community.
- Children are invited to provide feedback on their educators in the form of 2 questions – What do you like best about ‘educator’? What could she/he do better? - In 2025, after reflections on child safety standards during Term 2, we have developed a feedback form for children. The Possum and Koala group will trial these in Term 3.
- Educators have connections with allied health, through our SRF training. We also connect with Deakin and Victoria University, through mentoring tertiary students. We value sharing our own practices and learning practices from tertiary students, and have improved our own service through this. One example has been improving our planning by utilising the planning cycle more for our ILPs after a tertiary student shared her planning resources with us.
- Some of our educators have connected with Semann & Slattery training, and have worked with a mentor teacher to gain new skills and understanding.
- In 2023 we benefited from some coaching through Gowrie, which all educators were able to participate in, and all but one were able to travel to Carlton to learn from Gowrie educators.