



Education



Farrer Primary School Preschool Unit Preschool Staffing Procedure

Preschool educators are employed under the [ACT Public Service Code of Conduct](#), [ACTPS Values and Signature Behaviours](#), [Code of Conduct for Teachers, School Leaders and Principals](#) and the [Code of Conduct for School Based Staff](#).

The [ACTPS Employment Portal](#) is an online management system which provides support for managing staff across the ACT Public Service, including the Education Directorate.

Farrer Primary School has been granted service approval to operate an on-site preschool.

Nominated Supervisor

The nominated supervisor has overall responsibilities for the management and operation of Farrer Preschool and to maintain compliance with the National Law.

The nominated supervisor consents in writing to indicate understanding of their responsibilities.

At Farrer Primary School, this position is held by the Principal.

Educational Leader

The educational leader is a qualified and experienced educator.

This role is designated in writing and usually held by a member of the school leadership team.

The nominated supervisor and educational leader collaborate to form a consistent staff team and lead ongoing quality improvement of educational programs provided to children and their families.

At Farrer Primary School, this position is held by the Preschool – Year 2 Executive Teacher.

Person in day-to-day charge

Specific educators are nominated by the nominated supervisor and / or the educational leader to be a responsible person in day-to-day charge.

Staff accept this position in writing.

Persons in day-to-day charge know and understand about the provision of education and care to children and can effectively manage a service.

This role does not place additional legal responsibilities on the person under the National Law.

The educational leader collates and stores records of persons in day-to-day charge.

At Farrer Primary School, this position is held by teaching staff.

Co-educators

There are typically two staff members working with each preschool group. One is the teacher, who holds approved early childhood qualifications. The other is the co-educator who holds or is actively working towards a Certificate III qualification.

Co-educators work in partnership with teachers, communicate with families, liaise with external stakeholders, monitor children, contribute to decision making and assist in maintain an engaging, clean and safe work environment.

Staffing considerations

At Farrer Preschool, the nominated supervisor and / or educational leader work with the school leader managing staffing to ensure at least 50% of educators working directly with children hold or are actively working towards a Diploma level qualification.

It is acknowledged that consistency of staffing is a key part of continual improvement, supports relationships between stakeholders, ultimately leading to improved outcomes for children. As much as possible, continuity of educators in the preschool setting is given priority when making decisions on staffing.

Staffing ratios are one educator to 11 children for groups of typically 22 children, aged from four to five years.

Preschool philosophy

Farrer Preschool's philosophy statement guides decision making processes.

Learning program

The preschool teacher is the person responsible for crafting the learning program for preschool. This can be done in collaboration with the co-educator. By working together, the program includes different viewpoints and expertise. This helps create optimal learning opportunities for children.

Preschool setting

The Preschool building consists of one room, shared across the week by two preschool groups. There is enclosed indoor and outdoor learning environments.

Staff records

A record of staff is kept in accordance with [Regulation 145](#) of the National Law. This is kept in both physical and digital formats.

Professionalism

Staff understand the expectations of both the ACT Education Directorate and Farrer Primary School.

All staff at Farrer Primary School have opportunities for professional learning and are engaged in Performance and Development structures. Professional learning is facilitated as whole staff experiences, can be sought by individual staff members and / or provided by the Education Directorate, our Service Provider.

Related policies/procedures:

- [Staffing guidelines](#)
- [ACT Public Service Code of Conduct](#)
- [ACTPS Values and Signature Behaviours](#)
- [Code of Conduct for Teachers, School Leaders and Principals](#)
- [Code of Conduct for School Based Staff](#)