

# Educators, Staff Members and Volunteers

## 8.1 Role and Expectations of Educators Policy

The service encourages the building of skilled, qualified, motivated educators who are provided with adequate resources, training and support enabling them to engage in their role effectively as the educators of children at the service.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
  - *Legislation Amendments August 2025*
- *Family and Child Commission Act 2014*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Child Protection Act 1999 and Regulations 2000*
- *Duty of Care*
- *National Model Code for Early Childhood Education and Care*
- *National Quality Standard, Quality Area 4 – Staffing Arrangements; 7.2 Effective leadership builds and promotes a positive organizational culture and professional learning community*
- *Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios, 3.3 – Educators Practice, 8.3 – Recruitment and Employment of Educators, 8.8 – Employee Performance Monitoring, Review and Management, 8.10 – Employee Orientation and Induction.*



### Procedures

**\*\*Please Note\*\*** For the purposes of this policy document, the terms Coordinator and Nominated Supervisor have been used interchangeably as the roles and responsibilities of each position are similar.

The *Education and Care National Services Law Act 2010* states that an Approved Provider must not operate a service without a Nominated Supervisor for that service. The Approved Provider, as holder of the service supervisor certificate, appoints an educator whom they deem to be suitably qualified and/or experienced, and with their consent, to be the Nominated Supervisor of a service.

As the person responsible for the day-to-day management of an Approved Service, a Nominated Supervisor has a range of responsibilities including (but not limited to):

- Ensuring educational programs are delivered in accordance with approved frameworks, based on the developmental needs of children and designed to consider the individual differences of each child.
- Ensuring children are supervised, not subject to inappropriate discipline and protected from harm or hazards.
- Ensuring food and beverages provided by the service are healthy, nutritious and chosen regarding the dietary needs of children attending.

- Ensuring appropriate health and hygiene practices are developed, implemented, and practiced by educators and children.
- Ensuring the prescribed levels of educator to child ratios are met and each educator at the service meets the qualification requirement relevant to their role.

The service shall require that all persons employed (whether for financial remuneration or as volunteers) in the service are fit and proper to undertake the work for which they are engaged in the service. It shall be a condition of all employment (including for volunteers) that their employment ceases immediately if they cease to be fit and proper for any reason.

A person is considered fit and proper if, in the reasonable opinion of the Nominated Supervisor (or other appropriate delegate of the Approved Provider of the service) they: -

- Can provide an adequate standard of childcare in the school age care setting.
- Are of good character and suitable to be entrusted with the care and protection of children; and
- Have obtained and provided to the Approved Provider of the service their current positive suitability notice, as per the *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*.

The Approved Provider shall ensure that all educators have a current position description detailing their role and duties as per their position.

The coordinator shall ensure that educators are fully informed of the policies and procedures of the service, including all changes to them, by providing an Educator Handbook and appropriate forums to provide feedback and ideas for the ongoing improvement of the service.

The coordinator shall ensure that there is an up-to-date copy of the *Education and Care Services National Law Act 2010 and Regulations 2011* at the service (go to [www.acecqa.gov.au](http://www.acecqa.gov.au) to obtain a copy) for reference by educators and so that educators are made and kept aware of its relevance and application to them.

The coordinator shall convene regular meetings with educators to keep them informed of all matters of concern relating to the service which is relevant or necessary for them to know to do their job confidently. Minutes of these meetings will be recorded.

Educators will not be permitted to consume alcohol, drugs, or cigarettes/vapes, or be affected by them during the hours children are in their care.

Educators who require regular medication for potentially life affecting illnesses hold a medical certificate that confirms their ability to care for children.

Educators have a responsibility to:

- Adhere to the policies and procedures of the service and any direction given by the coordinator in their job role.
- Actively supervise children in all areas of the service by being within sight and/or hearing distance.
- Respect the diversity of all children's backgrounds and abilities and accommodate the individual needs of each child.
- Foster all children's self-esteem and confidence, empowering them to make choices and guide their own play.

- Promote children's sense of belonging, connectedness, and wellbeing by interacting in a consistently positive and genuinely warm and nurturing manner.
- Treat all children equitably and respond positively to all children who require their attention.
- Communicate with children respectfully, taking the time to listen and value what they say.
- Work collaboratively to challenge, support, reflect and learn from other educators to further develop own skills and practices; and
- Consistently implement and reflect on professional practices as documented in the 'My Time, Our Place v. 2.0': Framework for School Age Care:
  - Holistic Approaches.
  - Collaboration with Children.
  - Learning Through Play.
  - Intentionality.
  - Environments.
  - Cultural Competence.
  - Continuity and Transitions; and
  - Evaluation for Wellbeing and Learning.

Educators have a right to:

- Be respected.
- Be treated courteously by children, parents, other educators, and management.
- Work in a safe, clean, and supportive environment.
- Be valued and supported as a professional.
- Are offered professional development opportunities; and
- Have their ideas and opinions valued.



## Personal Devices – National Model Code

From September 1, 2025, new national standards mandate that all Australian ECEC services implement policies for managing personal device use, particularly those capable of taking images or videos, to ensure child safety and align with the National Quality Framework. Personal electronic devices that can take images or videos (such as tablets, phones, digital cameras, and smart watches) and personal storage and file transfer media (such as SD cards, USB drives, hard drives and cloud storage) should not be in an Educator's possession whilst providing education and care and working directly with children. Any exceptions to this should be for limited, essential purposes that are authorised in writing (or through another means if written authorisation is not reasonably practicable) by the approved provider of the service, and where that access does not impede the active supervision of children.

Essential purposes for which use and / or possession of a personal electronic device may be authorised for purposes of:

- communication in an emergency situation involving a lost child, injury to child or staff member, or other serious incident, or in the case of a lockdown or evacuation of the service premises
- personal health requirements, e.g. heart or blood sugar level monitoring
- disability, e.g. where a personal electronic device is an essential means of communication for an educator or other staff member
- family necessity, e.g. a worker with an ill or dying family member
- technology failure, e.g. when a temporary outage of service-issued electronic devices has occurred
- local emergency events occurring, to receive emergency notifications through government warning systems, for example, bushfire evacuation text notification.
- communication between staff whilst away from the service during excursions where utilisation of walkie-talkies is not reasonably practicable.

Personal devices are not to be used to take photos or videos of children. Refer to policy 2.13 Use of Photographic and Video Images of Children.

### Reference

ACECQA National Model Code for Taking Images and Videos of Children. Retrieved September 2025 from <https://www.acecqa.gov.au/sites/default/files/2024-07/National%20Model%20Code%20Taking%20Images%20and%20Videos.pdf>

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