



## 2.2 The Coordination Unit Policy

<b>Policy number:</b> 2.2
<b>Date last reviewed:</b> August 2024
<b>Reviewed by:</b> Child Care Team

This policy relates to	
National Quality Standards Early Childhood Education & Care	7.1.3 Roles & Responsibilities 7.2 Leadership 7.2.2 Educational Leadership 7.2.3 Development of professionalism

### Policy

#### General Responsibilities of Staff

As noted in each position description, staff will be expected to adhere to Education and Care Services National Regulations 2011, National Law, National Quality Standards, Early Years Learning Framework, My Time Our Place, service policies and procedures and Beaucare Policies.

- Proactively support Beaucare personnel and the Board in the achievements of Beaucare mission, goals and plans;
- Ensure the maintenance of timely, efficient and effective records as are appropriate to the position, and to Beaucare and external funding requirements;
- Comply with Beaucare policies and procedures;
- Promote and maintain the reputation and image of Beaucare as a good corporate citizen;
- At all times act in an ethical, diligent, honest, friendly and professional manner;
- Follow safe work practices and workplace instructions;
- Maintain confidentiality of information gained in the position.

#### ❖ Manager/Nominated Supervisor

The Manager/Nominated Supervisor is responsible for the effective running of Beaucare Family Day Care and has responsibility of ensuring statutory and legal requirements are met including financial management of programs and program development. The Nominated Supervisor is responsible to meet compliance responsibilities under the National Law and National Regulations.

The Manager/Nominated Supervisor reports to the General Manager who reports to the Board. The Manager/Nominated Supervisor is required to hold qualifications Diploma in Children's Services or equivalent as specified by the Regulatory body ACECQA and as specified by the



Education and Care Services National Regulations 2011, and hold a current blue card in accordance with the Commission for Children and Young People and Child Guardian Act 2000 (251).

In the absence of the Nominated Supervisor, the General Manager will allocate this role to the most suitable person who has the relevant qualifications and experience. Coordinators or other Manager may be asked to step into this role. Permanent changes to Nominated Supervisor position must be updated through NQAITS and PRODA.

❖ **Coordinators**

**Position Description and Selection Criteria for Coordinators**

<b>POSITION TITLE</b>	Coordinator Child Care Services
<b>PROGRAM</b>	Beaucare Family Day Care & In Home Child Care
<b>LOCATION</b>	44 Tina Street, Beaudesert
<b>REPORTS TO</b>	Manager/ Nominated Supervisor Child Care Services
<b>CLASSIFICATION</b>	SCHCDSI Award (Level 3 Family Day Care)

**Primary Objective**

The Coordinator has responsibility for the ongoing monitoring of care and support of Child Care Educators in the areas of:

***Family Day Care/Venue Care***

Family Day Care provides childcare in the approved educator’s home or an approved venue. These programs must comply with National Quality Framework and Early Years Learning Framework and the My Time Our Place Framework. It is licensed under the Education and Care Services National Law and the Education and Care Services National Regulations 2011.

***In Home Child Care***

In Home Child Care provides care in the family home for eligible families. It is also funded by the Commonwealth Government Child Care Support Program and the Interim Standards for In Home Care (DEEWR)

**Duties and Responsibilities**

***Monitor Quality of Care***

Visit educators according to service procedures to provide support and ensure that practices meet service policies and National Quality Framework, Early Years Learning Framework and the My Time, Our Place Framework, National Law and the Education and Care Services National Regulations 2011. Follow established procedures to assess care practices and provide feedback. Identify and address areas where practices require improvement.

***Monitor the Settling of New Children***

Visit and observe new children in care, discuss settling strategies with educators, take observations and contact families to seek and provide feedback.

***Planning for Play Sessions***

Attend play sessions and assist educators to plan and evaluate play sessions.

***Placement of New Children***

Follow established procedures to ensure that families seeking care are provided with information and referral to available educators. Conduct enrolment interviews with families.

***Recruitment and Assessment***

Participate in open and equitable procedures for the recruitment and assessment of potential educators, their homes and members of their household.

***Resource Educators and Parents***

Provide support, information, advocacy and referral services to parents and educators and provide training, information and resources to enhance educator's skills and professional development.

***Ensure Each Child's Needs are Met***

Plan and develop effective procedures to meet each child's and family's needs including those with disabilities or other special needs and considering cultural and religious requirements. Develop and review inclusion support plans as needed.

***Quality Improvement***

Participate with the team to develop, implement and evaluate Quality Improvement strategies to ensure that practices are in line with the National Quality Framework and Early Years Learning Framework and the My Time, Our Place Framework. Identify areas that need improvement. Encourage and assist educators to work towards the achievement of National Quality Framework including the Early Years Learning Framework and the My Time, Our Place framework.

***Teamwork and Networking***

Enhance the Child Care Team by:

- Being an active and constructive team member, keeping abreast of trends and developments in child care and sharing these with the team;
- Proactively supporting team meetings, projects, and training as required;
- Proactively provide feedback to enable updates of the strategic and operational plans;
- Establishing and maintaining collaborative and healthy relationships with other staff, relevant networks, and community organisations as required.

### **Professional Development**

Evaluate personal strengths and goals on a regular basis and develop and maintain an individual professional development plan.

### **Public Relations**

Participate in the publicity and promotion of the Child Care Programs and Beaucare in the community.

### **Mandatory Requirements**

- Qualifications are to meet the requirement specified in the Educational and Care Services National Law and the Education and Care Services National Regulations 2011 Section 128 which requires Family Day care coordinator must have an approved diploma level education and care qualification. For a full list of approved diploma level qualifications refer to: <http://www.acecqa.gov.au/diploma-level-education-and-care-qualifications>
- A current Queensland Driver's Licence and reliable vehicle;
- Eligible to obtain a positive Suitability Notice (Blue Card);
- Current First Aid, CPR, Asthma and Anaphylaxis certificates.

### **Key Selection Criteria**

- A broad knowledge of principles and practices that foster children's learning and development from 0 to 12 years in reference to the Early Years Learning Framework, My Time Our Place framework and National Quality Standards;
- A demonstrated knowledge of health, hygiene and safety practices including:
  - Infection control procedures;
  - Child and educator protection and risk management strategies.
- A demonstrated high level of communication skills to:
  - Establish effective relationships with Child Care educators to monitor care and provide support and resourcing;
  - Maintain contact with families to ensure their childcare needs are met;
  - Discuss issues with educators and families and negotiate outcomes;
  - Role model inclusive practices including non-gender bias and inclusion of cultural and special needs.

- A demonstrated ability to work in partnership with families and educators to observe children and develop strategies to meet their needs and interests and evaluate practices.
- Demonstrated organisational and time management skills to:
  - Implement policy and procedures which promote quality childcare;
  - Document discussions and maintain accurate records;
  - Record and access information on the computer database;
  - Work cooperatively as a team member to ensure service outcomes are met;
  - Prioritise tasks and work effectively within identified time-frames to achieve set goals.

Coordinators are responsible for the day-to-day administration of the service. The coordination unit is the point of contact for applicants, parents and educators. Coordinators are responsible for:

- Selection, registration and induction of educators;
- Support and resourcing of educators (including training);
- Monitoring quality of care and safety standards through visits to educators;
- Requests for care from new families and placement of children. New placements of children are monitored and parent feedback is provided;
- Maintaining ongoing contact with families to ensure that their needs continue to be met;
- Reporting to the Manager/Nominated Supervisor on issues;
- Updating the policy and procedures manual;
- Implementing the National Quality Framework and the Early Years Learning Framework to ensure continuing quality improvement;
- Perform the role of educator assistant as needed;
- Processing of educator attendance records.

Coordinators are required to develop and maintain a current knowledge of the Education and Care National Regulations 2011 and Law, Early Years Learning Framework, My Time Our Place, Beaucare Policies and Family Day Care Policies.

Their role includes:

- Providing educators with the information, training and other support that they need to appropriately provide child care in the course of the service;

- Develop, document and implement procedures for the recruitment and assessment of educators and their homes;
- Conduct regular visits to educator's homes, sufficient in number and frequency to ensure that the quality of care is being maintained and to support educators to enhance the quality of care;
- Report issues/concerns where children's needs are not being met or children are at risk;
- Report quality of care issues in relation to the National Quality Standards;
- Provide relevant support and assistance to educators, including help to identify the individual needs of each child in care, plan relevant experiences and monitor development, learning outcomes for children including documenting child assessments with educators;
- Ensure educators comply with all regulations, National Quality Standards and service policies at all times, including currency of blue card, first aid, CPR and insurance requirements;
- Identify and assist in meeting educators' needs, including pre-service and in-service training, professional development, networking and equipment needs;
- Develop effective procedures to meet the needs of all children being cared for in the service, having regard to:
  - The development, best interests and well-being of the individual child; and
  - The views of the child's parents; and
  - Advice provided by specialist advisory assisting families using the service.
- Develop, document and implement procedures to assist parents to make informed decisions about the placement of their children with an educator;
- Disseminate information to educators and parents on behalf of management;
- Maintain required records;
- Develop, document, and implement effective administration procedures for the service;
- Facilitate community access to the family day care service including, for example, promoting awareness of family day care and in home care, and responding promptly and positively to enquiries and all forms of feedback;
- Develop, document and implement effective referral procedures to assist in meeting the needs of children and their families;

- Establish effective liaison with parents, educators, community agencies and government bodies.

Coordinators required to hold qualifications; Diploma in Children's Services or equivalent as specified by the Regulatory body ACECQA and as specified by the Education and Care Services National Regulations 2011, and hold a current blue card in accordance with the Commission for Children and Young People and Child Guardian Act 2000 (251).

Coordinators are required to hold a current approved Full First Aid, CPR, Anaphylaxis and Asthma certificate.

### **Coordinator Conditions of Service**

Beaucare has accepted the Family Day Care Services Award as the basis for employment conditions of the members of the coordination unit. All coordinators are paid under the appropriate category of the Award. Copies of the Award are freely available to coordinators.

Salary Sacrifice options are available to coordinators according to the Salary Sacrifice policy of Beaucare.

All coordinators are provided with induction training and ongoing opportunities for professional development. New coordinators receive on-the-job training and mentoring in their role by other experienced coordinators.

### **Procedures for Supervision and Support of Staff**

Coordinators are supervised and supported in their role by the Manager/Nominated Supervisor Child Care Services, who is supported by the Beaucare General Manager. Administration staff are supervised and supported in their roles by the Manager Administration who is supported by the General Manager.

The following methods are used:

- Staff performance appraisals are conducted 3 months after commencement and thereafter annually with a documented professional development plan and review of position description (if required);
- Supervision meetings occur by the Manager/Nominated Supervisor with coordination staff, volunteers monthly to review their resilience, training and professional development, level of support needs and debrief on any work issue;
- Coordination staff meet weekly or fortnightly for discussion on work priorities and planning, monitoring and evaluating tasks i.e. National Quality Standards, Quality Improvement Plans, recruitment, relicensing. This meeting is also used to discuss issues and is an opportunity to discuss and review procedures and improve processes. This also provides training opportunities as issues and policies are discussed and evaluated;
- A written report is prepared by the Manager/Nominated Supervisor each month for the General Manager. This report is provided as part of reporting to the Board. An annual report

reflecting on achievements for the year and plans for the coming year is presented at the AGM;

- An open access policy is encouraged with contact between staff, Manager/Nominated Supervisor and General Manager;
- The coordination unit plan and participate in a yearly planning and developmental review of the program including promotional and training events which allows forward planning;
- New staff participate in induction training. Copies of the service Policy and Procedural manual, Beaucare policies and conditions of service are provided, and an ongoing training plan formulated. Performance Appraisals occur at 3 months for new staff and thereafter 12 monthly.

#### ❖ **Educational Leader**

Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning (National Quality Standards 7.1.4). The Educational Leader role includes:

- Developing with coordinators in a (shared approach) structure and vision for educational program /curriculum within the service;
- Motivating educators and coordinators to achieve the very best learning outcomes for children, families and themselves;
- Display and communicate clear understandings of how children learn;
- Identifying training needed for educational program to be implemented for current educators, coordinators and for new educators;
- Identifying ways to communicate with families the basis for programming the Early Years Learning Framework, My Time My Place;
- Review Philosophy with service participants to have common goals and philosophy;
- Mentor coordinators to train and implement and embed the Early Years Learning Framework, My Time My Place into practice with educators, through role modelling, sharing, reflection, creative writing, skills in child assessment;
- Supporting educators in working towards the development and implementation of the educational program and consistent practice that supports learning outcomes for all children;
- Supporting and promoting positive learning outcomes for children in all aspects of service;
- Create and develop ways for educators and coordinators to reflect on practice and whole of service;



- Consider and seek input on resources that support learning outcomes for children;
- Listen, mentor, coach, and reflect alongside the coordination team and educators;
- Demonstrate a strong commitment to providing evidence of children's learning;
- To have vision that will enable educators and coordinators to unite as a team to work towards a consistent approach to curriculum;
- Ability to identify and build on educator, coordinator and service strengths and also address weaknesses and concerns relating to philosophy, Educational Plan and curriculum.

#### ❖ **Certified Supervisor**

A person who holds a supervisor certificate may be appointed as the nominated supervisor of an education and care service, or may consent to be placed in day-to-day charge of a service in the absence of the approved provider or the nominated supervisor.

#### ❖ **Administration**

Administration staff provide administrative support to the service with particular responsibility in the areas of financial record-keeping and reporting, payment of staff wages, record keeping and processing of attendance records and payment of Child Care Subsidies to educators. Administration staff are required to hold a current Blue Card.

#### ❖ **Students and Volunteers**

Students from Tertiary Institutions and Training Programs may seek placement for work experience and student placement. They receive induction material including policy and procedures and sign an agreement to meet the confidentiality requirements. Students will always be under the direct supervision of the educators in their interactions with children and are never to be left alone to supervise children. The service coordinators will meet with students prior to their placement to ensure that they meet the criteria of being a suitable person to engage with children. Coordination staff will observe interactions between students and children on visits. It is the educator's responsibility to sign off on the student's modules/placement in collaboration with the coordinator. The involvement of students and volunteers has potential benefits for educators, students and children. Students on placement are primarily attending the service to learn about providing education and care to children and this will be done in line with working with the National Quality Standards and the Early Years Learning Framework. The Volunteer will be expected to abide by all service policies and the service philosophy, code of conduct and safety guidelines. Students and volunteers will be required to sign in and out in the visitor book each day of attendance. Volunteers and students over 18 years of age are required to hold a current Blue Card. Refer student handbook and Beaucare policy.



**Associated Beaucare Policies and Documents**

Student Handbook ([refer Appendix B: Governance and Management](#))

Policy PHR 0005, PHR 0006, PHR 0007 ([refer Appendix B: Governance and Management](#))

**Relevant Legislation**

National Law

National Regulations - 149, 163, 165, 166

National Quality Standard