**Department of Education Manual** 

Departmental Policy, Procedures, Practices, Instructions and Guidelines for use by Schools, Centres and Administrative Offices

## SCHOOL COMMUNITIES SC-07/1

## FULL-DAY PROGRAMS

Preschools and Early Education Classes

Department of Education, Queensland

## Updates

First issue: 18 March 1994 Update of first issue: Paragraph 4.7: 26 July 1994

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## Preface

## Foreword

This module in the *Department of Education Manual* outlines the policy and procedures for the operation of full-day programs in state preschools and early education classes. It provides information on the Department of Education's policy regarding procedures for the introduction of such a program where the school community generally supports such a change.

Principals must ensure that full-day programs approved prior to this policy comply with the new policy guidelines.

This module replaces the Policy on Full-Day Programs in State Preschools and Early Education Classes, approved 2 February 1987.

### Policy source

Education (General Provisions) Regulations, 1989

Child Care Act, 1991

Child Care (Child Care Centres) Regulations, 1991

State Preschool Teachers Handbook, 1978

Policy on Full-Day Programs in State Preschools and Early Education Classes, 1987

Education Brief: New Standards, '88 Series Preschools

Infant Stretcher Cots: Q Build Detail No SF 176

Administrative Instruction 450: School Road Transport Kilometre-Based Services

## Contact

Persons requiring further information about full-day programs are invited to contact the Executive Director, Region or nominee.

SC-07/1: FULL-DAY PROGRAMS [Policy and Procedures]

## Section 1 Policy and Procedures

### 1. Introduction

- 1.1 Since the inception of state preschool services in Queensland the preferred pattern of attendance for preschool children has been five half-day sessions per week. Nonetheless, full-day programs have been an accepted option for responding to communities with particular needs, such as distances that children must travel to and from school.
- 1.2 Full-day programs provide the equivalent of five half-day sessions per week, or five full-days per fortnight, and include a lunch and rest period in the afternoon program. Preschool children enrolled in an early education class attend for the equivalent of five half-day sessions per week, or five full-days per fortnight.
- 1.3 Although the Department of Education's preferred pattern of attendance for preschool children continues to be five half-day sessions per week, full-day programs are an appropriate alternative pattern of attendance where exceptional circumstances apply and the Executive Director, Region approves the change.

## 2. Educational facilities design

- 2.1 The Department of Education provides education for preschool children within two types of educational facilities preschools and early education classes. Current standard preschool and early education class facilities are specifically designed and purpose-built.
- 2.2 Single Unit Centres have a total enrolment of up to 50 children in two groups, each with an enrolment of up to 25 children.
- 2.3 Double Unit Centres have a total enrolment of 100 children. Grouping is organised on the same basis as for the single unit.
- 2.4 *Triple Unit Centres* have a total enrolment of 150 children. Grouping is organised on the same basis as for the single unit.
- 2.5 *Early Education Classes* are typically composed of preschool children and year one children in a family grouping of up to 25 children. Such facilities are provided in Band 5 and 6 primary schools where the population is sufficient to require a preschool provision.

The minimum enrolment of preschool children required for an early education class is ten children. Each preschool child is counted as a full enrolment even though attendance is on a half-time basis.

2.7 Where there is a pattern of fluctuating enrolments in an early education class, the Executive Director, Region can approve the operation of the early education class outside the minimum enrolment requirement.

### STAFF UTILISATION

2.8 The staffing provision in preschools and early education classes is one qualified early childhood teacher and one teacher aide per unit. A teacher aide is assigned to work with the group at all times when preschool children are in attendance.

### 3. Attendance patterns — Variation

### CONSIDERATIONS

- 3.1 The Department of Education considers that full-day preschool programs are a legitimate alternative to the half-day pattern of attendance where one of the following exceptional circumstances apply:
  - (a) Preschool children must travel significant distances to and from preschool;
  - (b) Exhaustive efforts have been made to fill places on a half-day basis; or
  - (c) In the opinion of the Executive Director, Region, access to a full-day program will benefit a community with particular needs.
- 3.2 Changing the pattern of attendance of preschool children involves a range of social justice, educational and organisational issues. Equitable access by families to preschool programs and quality learning opportunities and outcomes for children are both significant concerns.

### APPROVAL

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- 3.3 Interest in varying the pattern of attendance must be expressed in writing to the principal through the teacher-in-charge of the preschool or early education class. The principal must inform the Executive Director, Region that discussions are taking place.
- 3.4 Where interest has been expressed, the principal is responsible for ensuring due consultation on and clarification of all relevant issues, so that the decision finally reached is socially just and educationally sound.
- 3.5 Prior to seeking approval, the principal must fulfil the consultation and decision-making procedures stated in paragraphs 4.1 to 4.5.
- 3.6 Implementing a full-day preschool program has staffing implications and requires the cooperation of school administrators, teachers and teacher aides. Issues raised in staff consultation will inform the decision-making process.

The Executive Director, Region is then responsible for the decision to vary the pattern of attendance in a state preschool or early education class.

- 3.8 The decision to change to a full-day program can be reached at any time during the school year. The change to a full-day program must be introduced at the commencement of the school year.
- 3.9 In exceptional circumstances, the change to a full-day program may be introduced at the commencement of any term. Such circumstances must be approved in writing by the Executive Director, Region. Once introduced, the full-day program will remain current for three years (refer to paragraph 4.16).

# 4. Procedures — Variation to attendance patterns

### CONSULTATION

- 4.1 The principal is responsible for ensuring a suitable consultation process is developed and implemented. This process must pay particular attention to gathering information about the needs of the community and other information which will lead to an informed decision.
- 4.2 Possible impact on existing services in the community must be considered as part of the consultation process before any planned change to preschool or early education class patterns of attendance e.g. the impact on other schools in the local geographic cluster.
- 4.3 All interested parties must be included in the information-gathering process and their participation actively sought.
- 4.4 Interested parties include:
  - (a) parents of children currently enrolled and of children on the waiting list;
  - (b) school administrators;
  - (c) teachers;
  - (d) teacher aides;
  - (e) the parents and citizens association;
  - (f) the school transport conveyance committee;
  - (g) principals of other schools in the local geographic cluster;
  - (h) community kindergartens; and
  - (i) other local providers of care and education programs.
- 4.5 The collaborative decision-making process ensures that all stakeholders have ready access to information relating to the issue and are aware of the opportunities to provide input.

### CONDITIONS

- 4.6 Prior to seeking approval to change the existing provision, the principal must ensure that the consultation and decision-making process regarding the introduction of full-day programs has been followed and the outcome of the consultation with all interested parties generally supports such a change.
- 4.7 If at least 25% of families eligible to vote reject the change, the process must not continue. Families eligible to vote comprise those with children currently enrolled and those on the waiting list. Only the deliberate casting of a "no" vote counts as a rejection.

### NOTIFICATION OF APPROVAL

- 4.8 Following approval by the Executive Director, Region to change the pattern of attendance, the principal must immediately inform in writing:
  - (a) the parents of children currently enrolled; and
  - (b) the parents of children on the waiting list.

### **ORGANISATION OF TIME**

- 4.9 Full-day programs provide the equivalent time of five half-day sessions per week, or five full-days per fortnight, and include a lunch and rest period of not less than 45 minutes during the afternoon program.
- 4.10 The length of the full-day program will be a minimum of five hours and 45 minutes.
- 4.11 Where approval is granted to implement a full-day program, all children enrolled must attend for the full duration of the program including the lunch and rest period.

### **ORGANISATION OF ATTENDANCE**

- 4.12 The most important criterion for deciding the days of attendance in any one week is consideration of the pattern of attendance most likely to provide maximum continuity for the majority of children in that specific location.
- 4.13 Full-day programs must be planned to ensure that the increased hours of attendance are used to involve preschool children in developmentally appropriate learning opportunities, with due recognition that the lunch and rest period is a significant part of a program of worthwhile educational activities.

#### CONSIDERATIONS

- 4.14 In rural areas, the full-day attendance of children in preschools that provide half-day programs may be approved because of distances that children must travel. The lunch and rest period is incorporated in the program for these children and stretchers or mattresses of the standard approved by the Department of Education must be provided (refer to *paragraph 1.1* in the Schedule section.)
- 4.15 Where approval is granted to implement a full-day program for preschool children enrolled in an early education class, lunch and rest period is incorporated in the program for these children and stretchers or mattresses of the standard approved by the Department of Education must be provided (refer to *paragraph 1.1* in the Schedule section.)

### DOCUMENTATION

4.16 The decision must be documented for inclusion in the school development plan and must remain current for three years. If significant changes occur within the school community during this three year period and the school community seeks to revert to half-day sessions, approval must be sought in writing from the Executive Director, Region.

The procedures leading to the decision to vary the attendance pattern must be documented to ensure accountability and as a basis for review and evaluation.

4.17

## 5. Staff utilisation

5.1 The principal is responsible for the care of preschool children throughout the hours of attendance, including the children's lunch and rest period. This duty of care must be shared by appropriate members of the whole school staff.

### HOURS OF DUTY

- 5.2 The rostered duty time of a teacher is 25 hours per week. Lunch breaks must be available for teachers as prescribed in the *Teachers Award State*.
- 5.3 The ordinary working hours for teacher aides must be in accordance with the *Employees* of *Queensland Government Departments (Other Than Public Servants) Award*. Meal breaks must be available for teacher aides in accordance with this award (Refer to paragraph 2.8).
- 5.4 While the conditions outlined in the relevant awards need to be carefully considered, Section 6 of the *Education (General Provisions) Regulations 1989* states:

Work of teaching staff outside period allocated for instruction. The principal of a state school may require a member of the teaching staff of the school to perform school work or to supervise the activities of students outside the period allocated for instruction on a school day as s/he deems necessary in the circumstances.

### LUNCH BREAKS

- 5.5 To ensure duty of care of preschool children during prescribed staff lunch breaks (refer to paragraphs 5.2 and 5.3), supervisory support from other staff members is required. Ascertainment of the amount of this supervisory support must take into account:
  - (a) the existing supervision duties of all staff members, including playground duty; and
  - (b) the duty of care responsibilities of the preschool teacher, where supervision before and after session times applies.
- 5.6 The supervision roster must be planned to ensure an equitable distribution of such duties amongst the whole school staff. The final supervision roster must allow the preschool teacher a similar number of lunch breaks per week to that experienced by other members of staff. These lunch breaks must be without supervision responsibilities.

During the periods when the preschool teacher and teacher aide are on prescribed lunch breaks, the staffing pattern is two appropriate members of staff to a group of up to 25 preschool children. This could be a combination of two teachers, or one teacher and one teacher aide, or two teacher aides.

- 5.8 If the number of preschool children is 12 or less, the staffing pattern may be a single staff member, either a teacher or a teacher aide. This concession does not apply to 'off-campus' preschools.
- 5.9 Lunch and rest periods are an integral part of the preschool program. Whenever possible, supervision of these periods must be carried out by the preschool teacher and teacher aide. If two teacher aides are used for this supervision duty, clear guidelines must be established by the preschool teacher to ensure that safe and appropriate practices are maintained and that the value of these periods as part of the learning program is realised.

### CONSIDERATIONS

- 5.10 The principal must accommodate the staffing requirements of full-day programs within existing staff budget allocations.
- 5.11 The principal must ensure that adequate time is available within the ordinary hours of work for the teacher aide in the preschool to prepare resources for the ongoing educational program.

## 6. Professional development

- 6.1 Professional development needs of preschool teachers, teacher aides and replacement staff must be considered to ensure:
  - (a) educationally sound full-day programs for preschool children;
  - (b) developmentally appropriate practices during the lunch and rest period; and
  - (c) effective communication with parents and other caregivers, and the school community, regarding the characteristics of full-day programs and appropriate organisation.

## 7. Resources

- 7.1 Full-day programs for preschool children include a rest period during which all children rest, sleep or engage in quiet activities. In maintaining the standards specified in Section 20 of the *Child Care (Child Care Centres) Regulations 1991*, the rest period requires that, if the program exceeds four hours, an individual stretcher or mattress for each child must be provided.
- 7.2 On the basis of the children's development and needs, the preschool teacher decides the balance of sleep, rest and quiet activities maintained during the rest period throughout the preschool year.
- 7.3 The school community is responsible for providing the necessary resources prior to the commencement of the full-day program.
  - Purchases outside Q Build supplied equipment must be in accordance with State Purchasing Policy.

### STRETCHERS AND MATTRESSES

- 7.5 The school community must arrange and finance stretchers or mattresses of the standard approved by the Department of Education. Refer to *paragraph 1.1* in the Schedule section.
- 7.6 Information on suppliers of stretchers and mattresses of the standard approved by the Department of Education may be obtained from the Regional Manager, Q Build Maintenance and Operations or the Manager, Facilities and Assets in the relevant regional office.

- 7.7 For details on the levels of provision of stretchers and mattresses, refer to *paragraph 1.2* in the Schedule section.
- 7.8 Stretchers must be stored in a safe, accessible and well ventilated area. The approved standard of storage for stretchers is detailed in *paragraph 1.1* in the Schedule section.
- 7.9 Mattresses must be stacked safely in an accessible location.
- 7.10 The school community is responsible for the ongoing maintenance and replacement of stretchers and mattresses.

#### CONSIDERATIONS

- 7.11 Where it can be substantiated that the maximum enrolment will not be reached for some time, the Executive Director, Region may grant concession until maximum enrolment occurs. This concession is conditional upon there being an individual stretcher or mattress of the standard approved by the Department of Education for each child.
- 7.12 Where existing full-day programs do not meet the policy guidelines in relation to appropriate bedding (refer to paragraphs 7.5 to 7.10), principals must negotiate a realistic time line with the Executive Director, Region for the provision of these resources.

### STORAGE

7.13 Hygienic storage must also be provided for children's lunches and personal belongings including sheets and spare clothing.

## 8. Safety of students

### ARRIVAL AND DEPARTURE

- 8.1 To ensure the safety of preschool children and with due respect to their age and need for supervision, children must be brought into the preschool centre and collected from inside the centre by a parent or other responsible adult nominated by the parent and known to the teacher or the principal.
- 8.2 A preschool child must not be left by a parent or other responsible adult unsupervised in the play areas of the school or preschool prior to the commencement of, and following the conclusion of the preschool educational program.

#### TRANSPORT

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- 8.3 Where agreement has been reached and suitable arrangements are made, preschool children may be permitted to travel on school transport services operated by local school conveyance committees.
- 8.4 Parents, the principal, the teacher in charge of the preschool and the school conveyance committee must reach agreement prior to this occurring.
- 8.5 Suitable arrangements for the safe supervision, before and after session times, of preschool children travelling on school transport services must be carefully considered as part of the process of reaching agreement by all parties.
- 8.6 The local school conveyance committee must ensure that provision is made for the safety of preschool children while on school transport services. The principal must liaise with the committee regarding preschool children's safety while travelling.
- 8.7 The principal is responsible for the care of preschool children who travel on school transport services prior to and following the full-day program. Supervision must be shared by appropriate members of the whole school staff.

SC-07/1: FULL-DAY PROGRAMS [Schedule]

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## Section 2

## Schedule

## 1. Stretchers and mattresses

### STANDARDS

1.1 Stretchers or mattresses must be of, and stored in, a standard approved by the Department of Education. These standards are:

Description	Standard
Infant stretcher cots	Q Build Detail No SF 176
Mattresses	1200 x 600 x 50mm x F50 density foam. Vinyl covered with zipper
Storage rack for 26 stretchers	Q Build Detail No SF 177

### LEVELS OF PROVISION

1.2 The following outlines the requirements of supply of stretchers or mattresses in the different units of preschools or early childhood classes.

Single Unit	
	26 stretchers or mattresses
Double unit	52 stretchers or mattresses
riple unit	78 stretchers or mattresses
20.5	

This module has no relevant Index section. Information contained in this module is referenced in the Key Index **Department of Education Manual** 

Departmental Policy, Procedures, Practices, Instructions and Guidelines for use by Schools, Centres and Administrative Offices

HUMAN RESOURCES HR-01/3

PROMOTIONS AND RELOCATIONS — SCHOOL-BASED CLASSIFIED OFFICERS

Recruitment and Selection

Department of Education, Queensland

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## Updates

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Not applicable

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Not applicable

## Preface

## Foreword

This module in the Department of Education Manual is the third in the series entitled Recruitment and Selection and covers the promotion and relocation of school-based classified officers.

The purpose of this policy is to fulfil the firm commitment of the Department of Education to introduce a vacancy driven process, managed regionally.

The implementation of this policy will be staged and monitored throughout its introduction.

Ongoing discussions with the regions and the Queensland Teachers' Union (QTU) will be a feature of this policy.

### Policy source

Records Management File Number DP4/450.

### Contact

310250

Persons requiring further information are invited to contact Manager, Workforce Planning and Analysis, tel. (07) 237 9715.

## Section 1 Policy and Procedures

### 1. Legislation and standards

- 1.1 Procedures for appointment will fulfil the requirements of the Public Sector Management Commission (PSMC) Standard for Recruitment and Selection.
- 1.2 Procedures for selection and relocation will fulfil the requirements of the *Anti-Discrimination Act 1991 (Qld)*, and of the *Equal Opportunity in Public Employment Act 1992*.
- 1.3 Procedures will be established to ensure consistency of application and will entail:
  - (a) establishing detailed selection procedures including predetermined processes and weightings of selection criteria;
  - (b) ongoing monitoring and refinement of the selection criteria with respect to the needs of schools;
  - (c) developing, centrally, training packages for panellists to ensure consistent appreciation of selection procedures;
  - (d) providing the opportunity for the Deputy Director-General (Schooling) to add an additional panellist;
  - (e) developing a system of Human Resources, Equity and QTU nominees, with an ongoing and annual process to select and train panellists and monitor the quality and consistency of the application of equity principles to the selection process;
  - (f) ensuring that the proper management of the promotion process is included in performance reviews of senior management;
  - (g) creating a monitoring group; and
  - (h) developing guidelines to inform officers of the Public Sector Management Commission appointment and appeals mechanism including grievance processes.
- 1.4 The Director-General of Education reserves the right under the *Public Service* Management and Employment Act 1988 to make placements in response to urgent circumstances. Placement refers to the process of filling vacancies without advertisement or reference to the applicant review panel or the vacancy review panel.

## Implementation and transition process

From Semester 2, 1993 there will be:

- (a) ongoing training of regional panellists;
- (b) selection panels for all positions determined in regions by Executive Directors, Regions;
- (c) vacancy driven process operatingfor all positions;
- (d) selection panels for all positions meet in regions;
- (e) budgets controlled by regions; and
- (f) monitoring, evaluation and further development of procedures.

- 2.2 These arrangements will give consideration to:
  - (a) preparation of written guidelines to assist applicants and officers involved in panel selection; and
  - (b) the need to communicate widely any change to processes.

### 3. Relocations

- 3.1 Relocation refers to the process of filling vacancies without advertisement through the transfer of officers from their existing position to the vacant position at level or below current level.
- 3.2 Officers who are eligible to apply for relocation are:
  - (a) 'unattached' officers including those who have completed an extended period of out of school work or who are returning from extended leave;
  - (b) those who are displaced through a school's loss of entitlement to a position;
  - (c) those who have had their substantive position reclassified;
  - (d) those who have compassionate grounds for seeking relocation which may include factors related to service in complex or difficult schools; and
  - (e) those who are serving in schools in isolated locations and who have satisfactorily completed the required minimum amount of service. (Isolated schools will be those which appear on the Remote Area Incentive Scheme [RAIS] list 3 to 10.)
- 3.3 Officers will be able to apply for cross sector relocations e.g. primary to secondary. Such officers must provide information to demonstrate that they meet the selection criteria for the relevant position. The Applicant Review Panel will examine each cross sector application to ensure this requirement is satisfied.
- 3.4 'Unattached' officers returning from extended leave will be appointed to a position as close as possible to the general location from which they went on leave. The officer/s will be required to apply for a general geographic location rather than a particular school or schools. Applicants will be able to submit a preference list of schools in the locations, but will be eligible for appointment to any school in the location.
- 3.5 Relocation from Remote Area Incentive Scheme 3 to 10 schools is included on the basis that it would otherwise be difficult to attract suitable administrators to schools in these centres. The monitoring group will review promotions and relocations to these schools annually to ensure the accuracy of this assumption.

Higher priority for transfer will be afforded to those officers serving in the higher rated than the lower rated Remote Area Incentive Scheme schools.

- 3.7 Applicants for relocation will be required to apply for a general geographic location rather than a particular school or schools. Applicants will be able to submit a preference list of schools in the location, but will be eligible for appointment to any school in the location.
- 3.8 Applications for relocation will be considered by an Applicant Review Panel which will determine the relative priority of applicants for relocation. All recommendations will be made in accordance with information provided as a result of the decisions of the Vacancy Review Panel and the Applicant Review Panel.

### VACANCY REVIEW PANEL

- 3.9 The Vacancy Review Panel will determine which vacancies are to be filled by relocation and which are to be filled through the merit selection process, ensuring a balance of these two processes across the State.
- 3.10 The Vacancy Review Panel will consist of the Director, Human Resources (Chair), Deputy Director-General (Schooling) or nominee, an equity representative and the General Secretary, QTU or nominee.
- 3.11 An officer who is selected on merit or relocated is ineligible for a subsequent relocation or merit selection at level for two years from the date of appointment to the current position except in cases where extreme compassionate reasons for relocation emerge. A statement to this effect is to be included in all position descriptions and advertisements. This period of ineligibility does not apply to officers seeking promotion on merit.

### APPLICANT REVIEW PANEL

3.12 A central Applicant Review Panel will be established to consider all applications for relocation. The panel will consist of four departmental officers and two officers nominated by the Queensland Teachers Union. Membership is to include people with experience in the major sectors. One departmental officer is to have specific equity expertise.

### APPLICATIONS FOR RELOCATION

- 3.13 Applications for relocation will be invited at the beginning of each school year through the *Education Office Gazette* published in *Education Views*. Invitations will be limited to those officers eligible in terms of paragraph 3.2 above.
- 3.14 Applications for relocation will be accepted at any time.
- 3.15 Applications on the basis of compassion will be considered as the need arises.
- 3.16 Officers applying for relocation will be required to provide reasons for relocation. Applications will remain current for the duration of the calendar year, with provision for an officer to make a new application, withdraw the application or amend or update data on the application at any time.
- 3.17 At the end of each calendar year all applications will be destroyed.
- 3.18 The Director-General of Education reserves the right not to accept recommendations for relocation.

## 4. Promotion or Selection on merit

- 4.1 The system of merit selection is vacancy driven. Vacancies for merit selection will be advertised progressively, following consideration of whether a vacancy should be filled by relocation or merit selection.
- 4.2 The merit selection process will be managed regionally.
- 4.3 The Director-General of Education shall determine the vacancies to be advertised following the recommendation of the Vacancy Review Panel.
- 4.4 Vacancies shall be advertised in *Education Views* and in the *Government Gazette* as they arise.
- 4.5 An officer may use the merit selection process to apply for a position at level as well as to apply for a position at a higher level.
- 4.6 Paragraph 3.11 addresses the period of service that is required before an officer may apply through merit selection for a position at level.

### SELECTION PANELS

- 4.7 Selection panels will be determined by the Executive Director of the region in which the vacancy occurs. The chair of the panel will be nominated by the Executive Director, Region.
- 4.8 Panellists must have the knowledge and training to ensure a quality process of selecting applicants for positions.
- 4.9 Each selection panel will comprise two trained members drawn from a regional pool of departmental officers with one officer having specific equity expertise (the 'equity nominee') and one trained member drawn from a regional pool of Queensland Teachers Union nominees.
- 4.10 Composition of the selection panel should take account of Section 4 of the *PSMC Standard* for *Recruitment and Selection (2nd ed.)*. It is highly desirable that all members of selection panels are of higher classification than the vacant position but two members at least must be at equal or higher classification than the vacant position.
- 4.11 In the case of the equity nominee, this may not always be possible given the current under representation of the equal employment opportunity target groups (i.e. women, Aboriginal and Torres Strait Islander employees, employees with disabilities, and employees from non-English speaking backgrounds) at promotional levels across the Department of Education. This conforms with the Public Sector Management Commission requirements in terms of specific specialised expertise on selection panels.
- 4.12 All members of selection panels must have credible experience and demonstrated knowledge relevant to the vacancy.
- 4.13 Selection panels for Bands 7 to 10 principals' positions are to be chaired by a regional senior officer in accordance with the *PSMC Standard for Recruitment and Selection*. There may be occasions when senior principals are selected to chair such panels. Because of the nature of their role Senior Review Officers should not be used to chair selection panels.

- 4.14 Because of the relative seniority of the position, the composition of Band 11 selection panels will be:
  - (a) Executive Director of the region in which the vacancy occurs;
  - (b) Deputy Director-General (Schooling) or nominee;
  - (c) Equity nominee; and
  - (d) a Queensland Teachers Union nominee from a regional pool, preferably a Band 11 Principal.
- 4.15 Principals' panels for Bands 4, 5 and 6 are to be chaired by an officer nominated by the Executive Director, Region (but who is not necessarily a senior regional officer) such as an experienced principal.
- 4.16 Selection panels for school-based classified officers other than principals (i.e. deputy principals and heads of department) are to be chaired, wherever practical, by the principal of the school in which the vacancy occurs.
- 4.17 As a general rule a separate panel is to be established for each vacancy for Bands 9 to 11 positions.
- 4.18 Panels are to be established for Bands 4 to 8 positions according to particular circumstances. In the case of associate administrator positions note should be taken of paragraph 4.16.

### STRATEGIES FOR SELECTION

- 4.19 The task of selection panels is to establish the relative merit of the applicants.
- 4.20 For Bands 4 to 8 positions, telephone interviews are to be used for all short-listed applicants in those instances where one such applicant is based a significant distance from the location of the interview, or where significant disruption to the delivery of educational services to students would result.
- 4.21 Should a panel be unable to determine the relative merit following the telephone interview, the panel chair may seek approval from the Executive Director, Region to conduct face to face interviews to confirm their choice or establish the merit of one, two or in some cases three short-listed applicants.
- 4.22 The Department of Education believes that the use of telephone interviews can be minimised by the introduction of videoconferencing technology. The Department of Education is committed to face to face interviews through direct attendance and videoconferences as soon as practicable and for as many positions as practicable.
  - .23 For Bands 9, 10 and 11 principals' positions, face to face interviews are to be used provided that a shortlisted applicant may opt to have the interview conducted by telephone. A person opting for this selection strategy must be made aware that other shortlisted applicants will have face to face interviews.
- 4.24 Interviews are to be arranged to minimise disruptions to students' learning.

### WORK REPORT

4.25 Consideration is to be given to the use of a work report to ensure valid and verifiable information on each applicant's current work performance.

### REFEREES

4.26 Reference checks shall be used in arriving at the selection recommendation and shall be undertaken, at least, in relation to the preferred applicant or applicants. There is no need to seek reference reports on all shortlisted candidates. Reference checking is part of an integrated process that enables a panel to differentiate between applicants in order to identify the most meritorious. The referee reports (or notes taken from the interviews with referees) are to be included as part of the selection report.

### RECOMMENDATIONS

- 4.27 Each selection panel will forward its recommendations for appointment to the relevant Executive Director, Region for consideration and approval.
- 4.28 The Executive Director, Region reserves the right not to accept such recommendations. Should the Executive Director, Region exercise this right, the selection panel Chair will be advised of the decision and the reasons. Prior to exercising this right the relevant Executive Director, Region is to discuss the matter with the Director-General of Education.
- 4.29 Concerns about procedures or processes of a selection panel are to be in writing and referred through the panel chair to the Executive Director, Region who will investigate the matters of concern.

### TAKING UP DUTY

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- 4.30 Successful applicants will take up duty as soon as practicable after their appointment. In the case of principals this should be the start of the next school term. Associate administrators will be expected to take up duty from the start of the next semester.
- 4.31 Negotiations to take up duty sooner or later than outlined above must be undertaken by appointees with the Executive Director of both the current and new regions.
  - Appointees and senior regional office personnel should be guided by the requirements of the *PSMC Standard for Recruitment and Selection* regarding taking up duty.

### STAFFING AND PROMOTIONS UNIT

4.33 The Staffing and Promotions Unit in central office will be responsible for the management of the relocation process with merit selection for school-based classified officers managed at the regional level.

### MONITORING SELECTIONS

- 4.34 The Deputy Director-General (Schooling) will appoint panellists across regions from time to time to promote the overall consistency of process and decisions.
- 4.35 Procedures must be established to ensure consistency, equity and quality of decisions.
- 4.36 Evaluation of the procedures and their success in meeting the needs of schools must be undertaken on a regular basis.
- 4.37 A monitoring group consisting of departmental representatives and the General Secretary, Queensland Teachers Union or nominee will review the pattern of applications and appointments across the state and the consistency of the process during the period of transition. The monitoring group will meet at least once per school term to consider the effectiveness of the relocation and merit selection procedures.

## 5. Position descriptions and Selection criteria

- 5.1 Development and evaluation of position descriptions, including selection criteria, will be the responsibility of the Workforce Planning and Analysis Branch, Human Resources Directorate and will be subject to the approval of the Executive Management Committee (EMC).
- 5.2 While selection criteria will be generic, their content will reflect the different requirements of each level of position.
- 5.3 Selection criteria will be worded in a manner that permits selection panels to acknowledge the variety of skills and diversity of expertise gained by officers in different positions and locations.
- 5.4 School profiles, developed as part of the school planning process with the active participation of the school community, will provide current school-specific information for selection panellists and applicants. Selection panels will be mindful of the content of school profiles when assessing applicants' responses to each of the selection criteria.

This module has no relevant Schedule or Index sections. Information contained in this module is referenced in the Key Index. **Preschools and Early Education Classes** 

**Full Day Programs** 

SC-07/1

See Also ...

### Preface

### **Policy Statement**

The Department of Education is committed to the introduction of full-day programs in State preschools and early education classes where such a change is generally supported by the school community.

### Accountabilities

Executive Directors, Regions must ensure that the application to vary sessional preschool attendance from half-days to full-days is generally supported by the school community.

Principals must:

- inform the Executive Director, Region that discussions are taking place within the school community about varying the pattern of preschool attendance from half-day to full-day;
- (b) ensure the conduct of appropriate consultative and decision-making procedures regarding the proposal;
- apply in writing to the Executive Director, Region for approval to vary the pattern of preschool attendance from half-day to full-day;
- (d) if approved, ensure that the full-day preschool program operates within mandatory policies and procedures.

Teachers-in-charge must ensure that the full-day preschool program operates within mandatory policies and procedures.

### **Policy Source**

Education(General Provisions) Regulations, 1989

State Preschool Teachers Handbook, 1978

Policy on Full-Day Programs in State Preschools and Early Education Classes, 1987

### Contact

Persons requiring further information about full-day preschool programs are invited to contact the Executive Director, Region or nominee.

### **Related Policies**

Child Care Act, 1991

Child Care (Child Care Centres) Regulation, 1991

Education Brief: New Standards, '88 Series Preschools

Infant Stretcher Cots: Q Build Detail No SF 176

School Transport Bus Services

Introduction

### Section 1

### 1. Introduction

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**1.1** Changing the pattern of attendance of preschool children involves a range of social justice, educational and organisational issues. Equitable access by families to preschool programs and quality learning opportunities and outcomes for children are both significant concerns.

Section 1

### **2.** Educational Facilities Design

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- 2.1 Within the context of primary schools, the Department of Education provides education for preschool children within two types of educational facilities, preschools and early education classes.
- **2.2** Single Unit Centres have a total enrolment of up to 50 children in two groups, each with an enrolment of up to 25 children.
- 2.3 Double Unit Centres have a total enrolment of up to 100 children. Grouping is organised on the same basis as for the single unit.
- 2.4 Triple Unit Centres have a total enrolment of up to 150 children. Grouping is organised on the same basis as for the single unit.
- 2.5 Early Education Class (EEC) facilities are provided in primary schools where the population is insufficient to require a separate preschool facility. EECs have a total enrolment of up to 25 children and are typically composed of preschool and year one children. Each preschool child is counted as a full enrolment even though attendance is on a half-time basis.

Attendance Patterns- Variation

### Considerations

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- **3.1** The Department of Education considers that full-day preschool programs are a legitimate alternative to the half-day pattern of attendance where one of the following exceptional circumstances apply:
  - (a) Preschool children must travel significant distances to and from preschool;
  - (b) Exhaustive efforts have been made to fill places on a half-day basis; or
  - (c) In the opinion of the Executive Director, Region, access to a full-day program will benefit a community with particular needs.
- **3.2** Full-day programs must provide the equivalent of five half-day sessions per week, or five full-days per fortnight, and include a lunch and rest period in the afternoon program. Preschool children enrolled in an EEC attend for the equivalent of five half-day sessions per week, or five full-days per fortnight.

Section 1

Section 1 Attendance Patterns- Variation

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### Approval

- **3.3** Interest in varying the pattern of attendance must be expressed in writing to the principal through the teacher-in-charge of the preschool or early education class. The principal must inform the Executive Director, Region that discussions are taking place.
- **3.4** Where interest has been expressed, the principal must ensure due consultation on and clarification of all relevant issues, so that the decision finally reached is socially just and educationally sound.
- **3.5** Prior to seeking approval, the principal must fulfil the consultation and decision-making procedures stated in paragraphs <u>4.1 to 4.5</u> and ensure that the outcome of the consultation with all interested parties generally supports such a change.
- **3.6** The Executive Director, Region is responsible for the decision to vary the pattern of attendance in a state preschool or early education class.
- **3.7** The decision to change to a full-day program can be reached at any time during the school year. The change to a full-day program must be introduced at the commencement of the school year.
- **3.8** In exceptional circumstances, the change to a full-day program may be introduced at the commencement of any term. Such circumstances must be approved in writing by the Executive Director, Region. Once introduced, the full-day program should remain current for three years (refer to paragraph <u>4.15</u>).

Section 1 Variation to Attendance Patterns

### Consultation

- **4.1** The principal must ensure that a suitable consultation process is developed and implemented. This process should pay particular attention to gathering information about the needs of the community and other information which will lead to an informed decision.
- **4.2** Possible impact on existing services in the community should be considered as part of the consultation process before any planned change to preschool or early education class patterns of attendance e.g. the impact on other schools in the local geographic cluster.

Implementing a full-day preschool program has staffing implications and requires the cooperation of school administrators, teachers and teacher aides. Issues raised in staff consultation should inform the decision-making process.

- **4.3** Interested parties should also be included in the information-gathering process and their participation actively sought.
- **4.4** Interested parties include:

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- (a) parents of children currently enrolled and of children on the waiting list;
- (b) the parents and citizens association;
- (c) the school transport conveyance committee;
- (d) principals of other schools in the local geographic cluster;
- (h) community kindergartens; and
- (i) other local providers of care and education programs.
- **4.5** The collaborative decision-making process should ensure that all stakeholders have ready access to information relating to the issue and are aware of the opportunities to provide input.

Section 1 Variation to Attendance Patterns

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### Conditions

**4.6** If 25% or greater of families who cast a vote register a "no" vote, then the process to change the existing arrangement must be discontinued. Families eligible to vote comprise those with children currently enrolled and those on the waiting list. Only the deliberate casting of a "no" vote counts as a rejection.

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Section 1 Variation to Attendance Patterns Precedures and Guidelines

### Notification of Approval

- **4.7** Following approval by the Executive Director, Region to change the pattern of attendance, the principal must immediately inform in writing:
  - (a) the parents of children currently enrolled; and
  - (b) the parents of children on the waiting list.

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Section 1

**Precedures and Guidelines** 

Variation to Attendance Patterns

### Organisation of Time

- Full-day programs must include a lunch and rest period of not less than 45 minutes 4.8 during the afternoon program.
- 4.9 The length of the full-day program should be a minimum of five hours and 45 minutes.
- 4.10 Where approval is granted to implement a full-day program, all children enrolled must attend for the full duration of the program including the lunch and rest period.

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Section 1 Variation to Attendance Patterns

### Organisation of Attendance

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- **4.11** The most important criterion for deciding the days of attendance in any one week should be consideration of the pattern of attendance most likely to provide maximum continuity for the majority of children in that specific location.
- **4.12** Full-day programs must be planned to ensure that the increased hours of attendance are used to involve preschool children in developmentally appropriate learning opportunities, with due recognition that the lunch and rest period is a significant part of a program of worthwhile educational activities.

Section 1 Variation to Attendance Patterns

### Considerations

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- **4.13** In rural areas, the full-day attendance of children in preschools that provide half-day programs may be approved because of distances that children must travel. The lunch and rest period must be incorporated in the program for these children and stretchers or mattresses of the standard approved by the Department of Education must be provided (refer to paragraph <u>1.1</u> in the Schedule section.)
- **4.14** Where approval is granted to implement a full-day program for preschool children enrolled in an early education class, lunch and rest period must be incorporated in the program for these children and stretchers or mattresses of the standard approved by the Department of Education must be provided (refer to paragraph <u>1.1</u> in the Schedule section.)

Section 1 Variation to Attendance Patterns

### **Documentation**

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- **4.15** The decision should be documented for inclusion in the school development plan and should remain current for three years. If significant changes occur within the school community during this three year period and the school community seeks to revert to half-day sessions, approval must be sought in writing from the Executive Director, Region.
- **4.16** The procedures leading to the decision to vary the attendance pattern must be documented to ensure accountability and as a basis for review and evaluation.
Section 1 Staff Utilisation

# **5.** Staff Utilisation

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- **5.1** The staffing provision in preschools and early education classes is one qualified early childhood teacher and one teacher aide per unit. A teacher aide is assigned to work with the group at all times when preschool children are in attendance.
- **5.2** The principal is responsible for the care of preschool children throughout the hours of attendance, including the children's lunch and rest period. This duty of care must be shared by appropriate members of the whole school staff.

Staff Utilisation

Section 1 Staff Utilisation

### Hours of Duty

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- **5.3** The rostered duty time of a teacher is 25 hours per week. Lunch breaks must be available for teachers as prescribed in the Teachers Award State.
- 5.4 The ordinary working hours for teacher aides must be in accordance with the Employees of Queensland Government Departments (Other Than Public Servants) Award. Meal breaks must be available for teacher aides in accordance with this award.
- **5.5** While the conditions outlined in the relevant awards need to be carefully considered, Section 6 of the Education (General Provisions) Regulations 1989 states:

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"Work of teaching staff outside period allocated for instruction.

The principal of a state school may require a member of the teaching staff of the school to perform school work or to supervise the activities of students outside the period allocated for instruction on a school day as s/he deems necessary in the circumstances."

Section 1 Staff Utilisation

# Lunch Breaks

- **5.6** To ensure duty of care of preschool children during prescribed staff lunch breaks, supervisory support from other staff members must be provided. Ascertainment of the amount of this supervisory support must take into account:
  - (a) the existing supervision duties of all staff members, including playground duty; and
  - (b) the duty of care responsibilities of the preschool teacher, where supervision before and after session times applies.
- **5.7** The supervision roster must be planned to ensure an equitable distribution of such duties amongst the whole school staff. The final supervision roster must allow the preschool teacher a similar number of lunch breaks per week to that experienced by other members of staff. These lunch breaks must be without supervision responsibilities.
- **5.8** During the periods when the preschool teacher and teacher aide are on prescribed lunch breaks, the staffing pattern must be two appropriate members of staff to a group of up to 25 preschool children. This could be a combination of two teachers, or one teacher and one teacher aide, or two teacher aides.
- **5.9** If the number of preschool children is 12 or less, the staffing pattern may be a single staff member, either a teacher or a teacher aide. This concession does not apply to 'off-campus' preschools.
- 5.10 Lunch and rest periods are an integral part of the preschool program. Whenever possible, supervision of these periods must be carried out by the preschool teacher and teacher aide. If two teacher aides are used for this supervision duty, clear guidelines must be established by the preschool teacher to ensure that safe and appropriate practices are maintained and that the value of these periods as part of the learning program is realised.

Section 1 Staff Utilisation

# Considerations

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- **5.11** The principal must accommodate the staffing requirements of full-day programs within existing staff budget allocations.
- **5.12** The principal must ensure that adequate time is available within the ordinary hours of work for the teacher aide in the preschool to prepare resources for the ongoing educational program.

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Section 1 Professional Development

## 6. Professional Development

- **6.1** Professional development needs of preschool teachers, teacher aides and replacement staff must be considered to ensure:
  - (a) educationally sound full-day programs for preschool children;
  - (b) developmentally appropriate practices during the lunch and rest period; and
  - (c) effective communication with parents and other caregivers, and the school community, regarding the characteristics of full-day programs and appropriate organisation.

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Section 1 Resources

## 7. Resources

- 7.1 Full-day programs for preschool children include a rest period during which all children rest, sleep or engage in quiet activities. In maintaining the standards specified in Section 20 of the Child Care (Child Care Centres) Regulations 1991, the rest period requires that, if the program exceeds four hours, an individual stretcher or mattress for each child must be provided.
- **7.2** On the basis of the children's development and needs, the preschool teacher decides the balance of sleep, rest and quiet activities maintained during the rest period throughout the preschool year.
- **7.3** The school community must provide the necessary resources prior to the commencement of the full-day program.
- 7.4 Purchases must be in accordance with State Purchasing Policy.

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Section 1 Resources

### Stretchers and Mattresses

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- **7.5** The school community must arrange and finance stretchers or mattresses of the standard approved by the Department of Education. Refer to paragraph <u>1.1</u> in the Schedule section.
- **7.6** Information on suppliers of stretchers and mattresses of the standard approved by the Department of Education may be obtained from the Regional Manager, Q Build Maintenance and Operations or the Manager, Facilities and Assets in the relevant regional office.
- 7.7 For details on the levels of provision of stretchers and mattresses, refer to paragraph <u>1.2</u> in the Schedule section.
- **7.8** Stretchers must be stored in a safe, accessible and well ventilated area. The approved standard of storage for stretchers is detailed in paragraph <u>1.1</u> in the Schedule section.
- 7.9 Mattresses must be stacked safely in a well ventilated and accessible area.
- **7.10** The school community is responsible for the ongoing maintenance and replacement of stretchers and mattresses.

Section 1 Resources

# Considerations

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- 7.11 Where it can be substantiated that the maximum enrolment will not be reached for some time, the Executive Director, Region may approve the purchase of sufficient bedding to accommodate current enrolments. This concession is conditional upon there being an individual stretcher or mattress of the standard approved by the Department of Education for each child.
- 7.12 Where existing full-day programs do not meet the policy guidelines in relation to appropriate bedding (refer to paragraphs 7.5 to7.10), principals must negotiate a realistic time line with the Executive Director, Region for the provision of these resources.

Section 1 Resources

### Storage

7.13 Hygienic storage must also be provided for children's lunches and personal belongings et Released under the Rinkcith including sheets and spare clothing.

Section 1 Safety of Students

# Arrival and Departure

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**8.1** The teacher must explain to parents that to ensure the safety of preschool children, and with due respect to their age and need for supervision, children should be brought into the preschool or EEC and collected from inside the preschool or EEC by a parent or other responsible adult nominated by the parent and known to the teacher or the principal.

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Section 1 Safety of Students

# Transport

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- 8.2 There are two types of school transport bus services operating in Queensland, i.e. fare paying services and kilometre-based contract services. Preschool students are able to travel on either type of service provided suitable arrangements are made by the school to ensure the safe supervision of students before and after preschool sessions.
- 8.3 Parents, teachers and the principal should discuss proposed transport arrangements with the bus operator and the conveyance committee (for kilometre-based services) prior to commencement of access by preschool children to either type of service. Suitable arrangements for the safe supervision of preschool children travelling on school transport bus services should be considered as part of this process.

### Schedule

Section 2 Standards

# Standards

**1.1** Stretchers or mattresses must be of, and stored in, a standard approved by the Department of Education. These standards are:

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Description	Standard	
Infant stretcher cots	Q Build Detail No SF 176	
Mattresses	1200 x 600 x 50mm x F50 or equivalent density foam. Vinyl covered with zipper	
Storage rack for 26 stretchers	Q Build Detail No SF 177	

#### Schedule

Section 2 Standards

# Levels of Provision

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**1.2** The following outlines the requirements of supply of stretchers or mattresses in the different units of preschools or early childhood classes.

Model of Provision	Requirement	
Single Unit	26 stretchers or mattresses	
Double unit	52 stretchers or mattresses	
Triple unit	78 stretchers or mattresses	

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