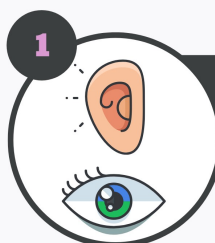


Better understanding supervision and ratio requirements

There is often confusion around what meets the compliance requirements when it comes to supervision and ratios, and more importantly, what meets the needs of the children at the service to ensure their health and safety. Below are some tips to help you with this.



1

Supervision requires seeing or hearing children

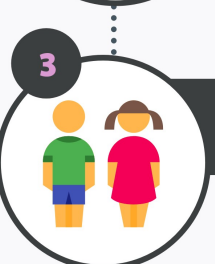
When considering whether you are supervising children it is important to know that you can see and/or hear all children. This allows for children to have the opportunity for privacy and to withdraw without minimising their ability to be supervised. If you cannot see or hear the children question whether you are actively supervising them.



2

Understand the ratio requirements

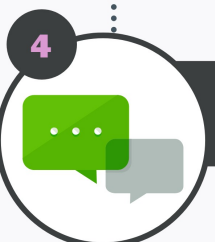
While the ratio inside a service is set based on the total number of children this does not mean that any combination of children can be included in ratio decisions. There are still requirements to adhere to where the youngest children's ratio must be met first as per regulations 123 & 124 of the Education and Care Services National Regulations.



3

Ensure you are 'working directly' with the children

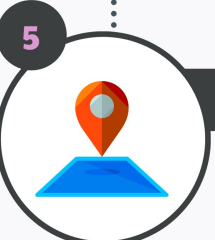
As per Regulation 122 an educator needs to "be working directly with children to be included in ratios". Therefore it is important to consider what this means for your service and how this is handled around tasks. Being physically present in a room does not mean that you are actively engaged in working directly with the children, and this can often lead to the children's needs not being met as tasks take priority over the children.



4

Make sure you communicate your location to others

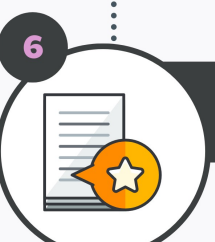
Sometimes we need to leave a location to go and complete a quick task. It is very important to make sure that when leaving an area you communicate this to other educators, and make sure they have heard you, so that they can increase their supervision of the space. Ideally you should also give a timeframe for how long you will take so it can be discussed if another time would be suitable, plus educators know how long you will be gone for.



5

Consider your position

When choosing where to position yourself when working with a group of children always aim to have your back against a wall, or place yourself in a position that allows for the largest portion of the space to be monitored when scanning the environment. That way you can ensure that you are able to provide the best supervision in the space while still engaging with a small group of children.



6

Use your supervision plan wisely to ensure compliance

A supervision plan should reflect your understanding of the compliance requirements around ratios and supervision, as well as the individual needs of the children. Allocating educators positions to stand in the yard does not ensure that children will be in that space, that children will be engaged with, or that educators will move around if someone has to go inside. Your supervision plan should reflect your philosophy and how children build relationships and learn, while ensuring their health and safety needs are being met at all times.