

Training Responsible People in Your Service

Once you have assessed that a person is fit and proper under the regulations and your service policies to take on the Responsible Person role, this guide will support you to make sure they have the knowledge and skills required. Assigning and training appropriate Responsible People in early education and care services is crucial not only for meeting the regulations, but also for maintaining safe, supportive environments for children and staff. A Responsible Person is someone who assumes the overall responsibility for the service while the Nominated Supervisor is not on site. They are there to make informed decisions, ensure safety and act as a role model for both children and staff. This guide will help you to make sure your staff understand what is required of them when they take on this important role:



Step 1: Understand the responsibilities of a Responsible Person (RP). A RP has responsibilities under:

- **Legal & Regulatory Compliance:** maintaining ratios, compliance with the NQS and all laws and regulations.
- **Supervision & Safety:** implementing policies, ensuring supervision practices and managing incidents and emergencies well.
- **Staffing & Leadership:** overseeing staff performance and ensuring qualified educators are on site according to regulations.
- **Child Development & Wellbeing:** ensuring program meets the EYLF, upholding rights of children and promoting an inclusive environment.
- **Family & Community Engagement:** addressing concerns as they arise, communicating effectively with families and carers.

Step 2: Creating a RP Training Program:

A. Orientation and Understanding Policies

- **Induction:** Staff to understand the importance of their role. Begin with an introduction to the center's philosophy, values, mission, and goals. Continue with a full induction of the staff at the service, including medication location, emergency maps, etc.
- **Childcare Regulations and Compliance:** Staff to be fully aware of local, state, or national childcare regulations, such as child-to-staff ratios, safety protocols, emergency procedures, and reporting requirements.
- **Policies and Procedures:** Staff to understand, follow and support others to follow organisational policy and procedure, particularly those related to supervision of children, staffing arrangements, Work, Health & Safety and all those related to the safety of children.



B. Child Development Knowledge

- **Age-Appropriate Activities:** Ensure staff understand child development milestones and can plan activities that match children's developmental needs.
- **Observation Skills:** Teach staff how to observe children's behaviours, identify signs of distress, and monitor physical, emotional, and cognitive development.
- **Supporting Social and Emotional Growth:** Help staff learn how to encourage positive social behaviours, manage conflicts, and provide emotional support.

C. Communication Skills

• Clear Communication with Children:

Role model how staff should speak to children at their level, use positive reinforcement, and encourage open communication.



- **Effective Communication:** Instruct staff to engage with families/carers in a professional, empathetic, and informative way. This includes giving regular updates on children's progress and addressing concerns.



- **Team Communication:** Promote the importance of collaboration, setting clear expectations, and maintaining transparency. This supports a consistent approach towards children and families.



D. Emergency Procedures and Risk Management

- **First Aid and CPR Training:** All Responsible Persons should hold first aid and CPR training.
- **Fire and Evacuation Procedures:** Ensure staff understand the emergency evacuation process, including how to maintain calm and account for all children.
- **Supporting Behaviours:** Provide training on supporting challenging behaviours, including strategies to respond and support, including de-escalation techniques.



E. Leadership and Accountability

- **Decision-Making:** Empower staff to make informed decisions based on both childcare standards and practical situations.
- **Role Modeling:** Ensure staff are aware that children learn from what they see and hear.
- **Supervision and Mentoring:** Encourage staff to take on leadership roles by supervising less experienced colleagues and providing guidance.

Step 3: Ongoing Development and Reflection:

- **Regular Training Updates:** Offer refresher courses and update staff on any changes to regulations, policies, or best practices.
- **Supervision and Appraisals:** Conduct regular performance reviews and supervisions to help staff reflect on their practice and make improvements.
- **Encourage Open Communication:** Foster a culture of honesty, transparency, and collaboration. Ensure staff feel comfortable speaking up about issues or concerns.
- **Stress Management:** Childcare can be demanding. Offer stress management/wellbeing resources and encourage staff to prioritise self-care to avoid burnout.



REMEMBER: Ensure your staff understand their legal obligations relevant to their state or territory when it comes to child protection, including recognising signs of abuse, knowing how to report concerns, and understanding child rights.