



# Staffing

Approval: August 2021

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## POLICY STATEMENT:

Bondi Before & After School Care believes that educators are the most valuable asset to the quality of care provided and that employing and keeping high quality educators is imperative. We aim to employ the best possible educators and ensure they are fit and proper for employment in children’s services. A flexible, harmonious working environment is maintained, which ensures the rights of employees are met at all times with educators employed under the appropriate awards and conditions. An orientation process is conducted for all employees to ensure they are aware of the values and practices of the service. Educators receive clear guidelines regarding the expectations for their conduct and are encouraged and supported to further their skills via professional development opportunities. Grievances are addressed quickly and effectively with the highest standards of confidentiality practised at all times. All educators, volunteers, students and visitors will be informed of their expectations and requirements related to safety and the proper care of children. All practices will be in accordance with the OSHC Code of Professional Standards. We will encourage positive and open communication between all parties involved. (National Quality Standards 4.2, 7.1. 7.2 &7.3)

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children’s learning and development.
4.1.1	Organisation of Educators	The organisation of Educators across the Service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of Educators at the Service.
4.2	Professionalism	Management, Educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, Educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
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## PROCEDURES:

### (a) Staff Selection

QUALIFICATIONS:

**Coordinator**

- Desirable, minimum 3 years experience in a relevant field and demonstrated ability to work with children and staff.
- Holds a current first aid certificate or willing to undergo training to obtain this.
- A person of good character, who can be entrusted with providing adequate care for the welfare of the children.
- Awareness of child protection responsibilities.
- Has an interest and desire to work with children.
- Has an ability to communicate with adults, children and management.
- An ability to supervise and support educators.
- The Coordinator will be a minimum of 21 years of age.

### **Assistant Coordinator**

- Relevant training as above and/or relevant experience to successfully fulfill the position.
- Holds a current first aid certificate or are willing to undergo training to obtain this.
- A person of good character, who can be entrusted with providing adequate care for the welfare of the children.
- Awareness of child protection responsibilities.
- Has an interest and desire to work with children.
- Has an ability to communicate with adults and children.
- The assistant shall be a minimum of 18 years.

### **RECRUITMENT: SELECTION & HIRING**

- When a position becomes available at BASC, management will start the selection process.
  - Approve/review the job description and selection criteria for the position.
  - Determine the method and placement of advertising and place the advertisement including notification of the Working With Children Check (WWCC).
  - Arrange interview questions, date and time.
  - Contact the applicants for an interview.
  - Conduct the interviews.
  - Arrange for the WWCC to be conducted on the preferred applicant.
  - Ensure that approval for selected educator has been approved under WWCC.
  - Make a decision on a suitable applicant..
  - Offer the position to the successful applicant and contact the unsuccessful applicants after the position has been accepted.
  - Set date for the commencement of employment and orientation of the new person.
  - Prepare letter of employment and contract.

### **RECRUITMENT: ADVERTISEMENTS**

- Advertisements shall be placed online OOSH networks facebook pages and employment websites (Indeed or Seek).
- Candidates may also be sought from recommendations in the local community, as this has proven to build strong connections & sense of belonging to the service leading to increased retention of staff and continuity of care for children who attend the service.
- Advertisements are to include:
  - Job title.
  - Specific employment information, including hours of work and Award rate.
  - Include that a WWCC is required.

- Advice to applicants to include their contact telephone numbers, a resume, a minimum of (2) referees with at least one a work reference, and full contact details.
- Contact name and number where the applicant can obtain more information.

#### RECRUITMENT: INTERVIEW

- BASC management will draw up suitable interview questions, which relate to all aspects of the position and ensure equal opportunity guidelines are followed. With a list of essential requirements for each answer.
- An appropriate time frame (approximately 30 minutes) will be allocated to each interview, with a short break between, for discussion.
- Each applicant will be given a copy of the job description and relevant child protection forms before the interview.
- Each applicant will be asked the same questions with their answers recorded.
- The panel can use a rating scale to evaluate each applicant's answers.
- Management will discuss each applicant and their suitability for the position based on their answers, qualifications and experience, comments from referees, and the selection criteria drawn up by the panel.
- Should management have difficulty in deciding between two applicants, a second interview for these applicants will be conducted, with new questions.
- Management will then make a decision on the applicant for the job according to the selection criteria. The preferred applicant's referees will be contacted to confirm applicant's suitability and checked with the approved screening agency before offering the applicant the position in a 'child related' field.
- Should the applicant decline the position, management will either make a second choice from the other applicants or if none are seen as suitable, re-advertise the position.

#### RECRUITMENT: NOTIFICATION

- Applicants will be given an approximate time that they will be contacted regarding their success for the position.
- BASC management will notify the successful applicant and negotiate a starting date. Preferably offers of employment will not be made until the screening check has been completed. If this is not reasonably practical, the employment is to be offered subject to the check being completed. Applicants are to be notified of this condition.
- A letter of confirmation will be sent to successful applicant requesting acceptance in writing.
- After the appointment has been made and accepted the other applicants will be notified that the position has been filled.

#### RECRUITMENT: EQUAL EMPLOYMENT OPPORTUNITIES

- All educator positions will be advertised according to Equal Opportunity Legislation.
- No one will be discriminated against on the basis of their cultural background, religion, sex, disability, marital status or income.
- All applicants and referees will be asked the same questions.
- All applicants will be selected according to equal opportunity guidelines.
- Selection will be based only on suitability for the position based on the selection criteria, which have been drawn up by the panel. The criteria will cover issues such as qualifications and experience, appropriate knowledge to meet the children's needs, good communication skills, and demonstration in being a fit and proper person for the job, including Working with Children Check and appropriate answers to the interview questions.

### **Conditions of Employment:**

- All relevant conditions set down by the award will apply to all employees.
- This includes sick leave, annual leave, rostered days off, overtime, jury duty, study leave, carers leave etc.
- Management will ensure they are aware of the appropriate conditions and keep up to date in relation to any changes in the Award.
- Educators are encouraged to remain up to date with their appropriate conditions and inform management of any changes.
- Educator appraisals will take place after a period of three months in the position.
- Appraisals will then be conducted on an annual basis.
- All educators will maintain professional behaviour at all times.
- All grievance issues are to follow the appropriate procedures as outlined in the grievance and discipline and dismissal policies.
- Educators will be paid weekly via electronic transfer.
- Annual leave will be taken as negotiated with management.
- Annual Leave when necessary will be rostered to ensure the required staffing levels are maintained at all times.
- Applications for leave must have 4 weeks prior notice and be approved by management.
- Management, based on each individual's request, will determine applications for leave without pay.
- Each educator will supply and record their full name, address, date of birth, evidence of any qualifications they hold including first aid and the identifying number of the employees Working With Children Check.

### **(b) Staff Orientation:**

- the Director, Coordinator & Educational Leaders will conduct the orientation process as soon as possible after the applicant has accepted the position.
- The orientation process will include:
  - Introductions to existing educators and management
  - Guided tour of the service
  - Being shown where all relevant records are kept
  - Discussion about working arrangements and expectations, including professional code of conduct and duty of care
  - Information about the review and appraisal system
  - Opportunity to ask any questions regarding the service or expectations.
  - The new educator will be provided with the following information:
    - Service operation and hours.
    - The service philosophy and policies.
    - Parent information book.
    - Service's code of conduct.
    - Job description.
    - Emergency procedure duties.
    - List of current educators, management and their positions.
    - Terms and conditions of employment.
    - Union membership information.
    - Superannuation information and forms.
    - Taxation forms.
    - Probation period and review and appraisal procedure.
    - Appropriate lines of communication with educators and management.

- After the period of one week, management will sit down with the new employee to address any further issues they may have once they have been in the service.
- All staff will be informed of their responsibilities as a Mandatory Reporter as part of their orientation and induction process. This will involve discussion regarding their current understanding, use of this policy and resources and access to Child Protection training. Information related to sexual grooming will also be provided upon orientation to ensure that staff are fully aware of the signs and limits related to appropriately interacting with children.

**(c) Staff Professionalism:**

- The OSHC Code of Professional Standards, duty of care and expectations will be discussed in the initial orientation process of all new educators.
- Educators will be made aware of their duty of care and their responsibility in relation to supervision, health and safety of the children.
- Professional behaviour in all areas will be reviewed as part of the ongoing employment of all educators.
- Management, in conjunction with the Coordinator, will immediately address any breach in the professional expectations outlined. If the concern involves the Coordinator, two representatives from management, will conduct the discussion.
- All discussions will be recorded and standard of behaviour and expectations clearly explained.
- Any further problems will be addressed as per the discipline procedure.
- Educators will be made aware of the services philosophy and policies and will be expected to follow these. Should educators have any concerns with the policies, they are to raise this with the Coordinator or management liaison officer.
- Educators will be expected to know, understand and perform their duties as per their job description.
- Educators will be expected to maintain and improve their skills through participation in training and development opportunities. Management will ensure that finances are made available in the budget training.
- Educators will be expected to start duties on time.
- Educators will be expected to dress appropriately for their duties.
- Educators must not attend work under the influence of drugs or alcohol.
- Educators should not attend work when they are unfit to do so due to injury or sickness and must inform the service as soon as possible.
- Educators will use only suitable language that is not offensive to other educators, families and children.
- Educators will be expected to follow all confidentiality issues.
- The service is a smoke free zone. Educators may not smoke in or around the building, or in the sight of the children.
- Educators will be expected to know and follow the child protection policies.
- The quality of the service and positive working environment are dependent on good educator and parent relationships. Educators will follow proper communication procedures as outlined in the appropriate policies and procedures.
- The maintenance of good teamwork will be an expectation outlined in all job descriptions.
- Any conflicts that arise must be addressed as outlined in the grievance procedure.

**(d) In-service Training and Development:**

- Management will ensure that sufficient funds are made available in the budget for all in-service training and development.
- The Coordinator will inform management of any specific training and development needs of the educators.
- Appraisals and the services requirements will be used to ascertain further training needs.
- The Coordinator, in conjunction with management, will access all training available and determine what will be attended and by whom.
- Where possible a yearly plan of training will be made, including dates, educators attending, and costs.
- All educators will be given the opportunity to be involved in some form of training throughout the year.
- All educators will be given opportunities to upgrade their qualifications in line with the National Quality Framework.
- A variety of training methods will be used including:
  - Internal workshops, which can be conducted by educators or outside presenters.
  - External meetings with other service to exchange ideas.
  - Time allocation made to educators to review any new resources that may be of value.
  - External workshops, conferences and seminars.
  - Accredited short courses provided by registered training organisations.
- Educators are encouraged to share relevant skills and knowledge they obtained from any training with the other educators in staff meetings or where more time is required in an internal workshop.
- All educators will be considered to be at work for the duration of any training activity they attend for the service.
- The service will cover the costs of all authorised training. The individual however will cover tertiary study costs.

**(e) Review and Appraisal:**

- All educators will be informed of the appraisal system on acceptance of the position, and given details in the orientation process.
- An initial review will be undertaken after a period of one month in the position.
- Appraisals will then be conducted on an annual basis.
- Educators and management will agree with the format of the appraisal system, which may be updated to more suitable systems after review, discussion and endorsement by management and educators.
- All educators will be given at least two weeks notification of an upcoming appraisal and a convenient time arranged for both parties.
- The appraisal system shall clearly state the expectations for each position and identify clear performance measures.
- The appraisal system shall ensure two way communication is maintained and is used as a positive avenue for improving staff performance.
- The appraisal system can be used, as a tool to identify future training needs of the educators.
- At the completion of the appraisal an action plan will be developed identifying areas of training, and action to be taken and goals set for each educator. This will be agreed to and

signed by both parties.

- Where it is identified that the educator is not meeting the required performance measures then the following will be undertaken:
  - ✓ Action plan developed to identify areas for improvement. This will include a time frame for further review.
  - ✓ Training areas identified and put into place as soon as possible.
  - ✓ Support and guidance given to the educator to help them through the process and assist them in achieving the required standards.
  - ✓ The support can be given through the Coordinator or the management liaison officer.
  - ✓ A record made of the above, dated and signed by both parties.
  - ✓ Should no improvement be made by the next review then further action will be taken.
- If the educator is still dissatisfied then they should put their concern in writing asking for the decision to be reviewed or that they wish to pursue the issue further through other avenues. These could include the union or mediation.

**(f) Grievance Procedures:**

- GENERAL GRIEVANCE PROCEDURE

- On commencement, all educators and management members will be given the guidelines for grievance procedure.
- To facilitate communication between educators and management, management will annually appoint one of its members as the Liaison Contact.
- Educators and management will annually be offered the opportunity to participate in some form of conflict resolution training.
- All persons involved in the grievance should attempt to resolve the issue through informal discussion and use of problem solving techniques.
- Persons directly involved in a legitimate grievance process will be expected to continue to conduct themselves at and around the service in a professional manner.
- Malicious or vexatious claims will not be tolerated and will be the subject of disciplinary action where appropriate.
- Any problem, complaint or concern arising between educators or between management should be dealt with by the persons concerned as close to the event as possible in order to avoid an escalation of the issue.
- Meetings of educators and/or management provide regular opportunities to raise and discuss general issues or concerns about the service. All discussions will be conducted in a confidential manner and involve only relevant persons. Only when all parties agree there is a benefit, should the discussion broaden to involve children and/or parents as appropriate.
- Either party may withdraw their grievance at any time. However where the grievance identifies other issues of concern, management may decide to investigate those other issues.

- FORMAL GRIEVANCE PROCEDURE



- Where the resolution of a grievance has not been satisfactorily achieved through the informal procedure, then a more formal approach should be taken.
- Grievance between educators:
  - ✓ As appropriate, the Coordinator, or the Liaison Contact should now be briefed about the grievance and its current status.
- Grievance between committee members:
  - ✓ The whole committee should be briefed.
  - ✓ The grievance(s) will firstly be investigated by the Coordinator or management as appropriate.
- The investigation will involve:
  - ✓ Interviews with both parties and/or witnesses
  - ✓ Assessment of relevant documentation e.g. job descriptions, policies etc.
  - ✓ Preparation of a clear description of the issue
  - ✓ Arranging a formal meeting between parties
- A meeting will be conducted by a neutral third person. This person will manage the conduct of the meeting, be impartial having no input to the content of the meeting, and will prepare a written record of the outcome(s) of the meeting.
- Where the service cannot identify a suitably impartial person, management will agree to invite a qualified mediator to assist.
- The meeting will:
  - ✓ Identify the issue(s) of concern and persons who are involved
  - ✓ Arrange all parties to be involved and to put forward their views
  - ✓ Identify alternative solutions
  - ✓ Attempt to reach a mutually satisfactory resolution of the issue(s).
- At formal grievance resolution meetings all parties are entitled to invite a support person to attend. This person does not provide input to the meeting, but may offer support and advice to their party during the meeting.
- A confidential written record of the outcome of the meeting will be given to all participants who are to acknowledge their agreement by signing the record. A signed copy will be kept with educator files.
- The neutral party will inform management of the meeting's outcome(s).
- Management will ensure that outcomes are included in job descriptions or service policies as appropriate.
- If one party remains dissatisfied with the meeting's outcome(s) then this should be put in writing to the management committee asking that the process be reviewed or stating that they intend to pursue the grievance further through other suitable avenues.
- Where the issue of grievance is between management and educators and concerns standard of work performance or work practice, then the discipline procedure will be followed.

**(g) Disciplinary Action:**

- It is important that the educators are fully aware of their expectations as an employee in the service and that clear guidelines are given regarding educators duties, code of conduct and professionalism.
- Management will ensure that all educators are given clear job descriptions and orientation into the position with opportunity to clarify any issues.
- Educators are responsible to address any concerns and clarify any issues in the job description or expectations that they are unsure of.
- Educators are encouraged to maintain good working relationships and have a commitment to maintaining a quality standard of work.
- Educators will be given clear notification should their standard of work or conduct fall below what is expected and outlined in their job description.
- Educators have the right to appeal against any allegation and the right to speak on their behalf or to have a union representative appear on their behalf.
- The following steps will be followed to deal with poor work performance or conduct. There may not be the need to go through all the steps when the issue is resolved however staff should be aware of the whole process.
- Should educators fall below clearly identified standards then the Coordinator or Management will:
  - o STEP 1: VERBAL WARNING.
    1. Give a verbal warning as soon as possible indicating the specific problem regarding the performance of their work or conduct. The issues must clearly relate to the job description.
    2. Indicate what should happen to improve the situation and how educators can improve their performance.
  - 3. Identify any support needed to assist the educator to make the changes and take steps to implement these.
  - 4. Indicate how the improvements will be measured, and when the review will take place. (1-4 weeks depending on the circumstances)
  - 5. Give an opportunity for the educator to respond to the concerns and seek union representation if required.

If this resolves the issue then there is no need to go any further.
  - o STEP 2: WRITTEN NOTICE.
    1. Where the problem continues to occur the educator will be given written notice of the complaints against them.
    2. A formal documented interview with management will take place. The educator should attend and has the right to reply and discuss any complaints against them, or to be represented by a union member or other representative of their choice.
    3. The educator will be given at least 48 hours notice of the meeting.
- 4. Minutes will be taken of the meeting and copy put on the educators file and given to the educator. The educator may attach a written reply to the minutes.

5. The aim of the meeting is to negotiate how the situation may be improved.
6. The educator will again be given specific indication of where their performance standards are not being met, indicate where changes are required and ways of achieving these, and told the method and date of review of their performance.
7. The educator will be granted another probationary period.
8. The educator will be informed at this stage that termination will be considered if no changes occur.  
If this resolves the issue then there is no need to go any further.

- o STEP 3: FINAL WRITTEN WARNING.

1. If the problem still persists another meeting of management should be called and the educator given notice to attend.
2. The matter should be discussed as per the first meeting and further action considered.
3. At this stage the educator will be given a "final written warning".
4. Again the educator has the right of reply and can discuss the situation. They also have the right to have a union representative or person of their choice attend the meeting.  
If this resolves the issue then there is no need to go any further.

- o STEP 4: TERMINATION OF EMPLOYMENT.

1. If the problem still continues after the 3 warnings, another special meeting of management will be called and a decision made as to the employment of the educator.
2. If management believes that the educators performance is unlikely to improve then the educator will be dismissed.
3. A written notice will be given indicating date of dismissal (1 week from notice) and reasons for dismissal.
4. The educator may be paid out in lieu of such notice.

- PROCEDURE FOR DEALING WITH SERIOUS UNACCEPTABLE BEHAVIOUR:

- Where an educator in the workplace:
  - o Intentionally endangers life.
  - o Is found stealing.
  - o Reports to work under the influence of drugs or alcohol.
  - o Inflicts or threatens physical or sexual abuse or harassment.
- The Coordinator or management will suspend the employee without loss of pay pending an investigation.
- The investigation is to be completed within 72 hours and an interview date determined.
- If the employee is a union member the union representative will be informed.
- The interview is to be attended by the Coordinator, a nominated representative of management, the person reporting the unacceptable behaviour and the union representative if desired. The employee is to be advised formally of the findings of the investigation and the action being taken.

- When immediate termination is required, a dismissal notice is prepared at the interview. When continued employment is recommended a warning letter will be issued.
- All the relevant records will be recorded on the employees file.
- If the employee is vindicated of the accusation, all relevant formal documentation is to be removed from their file.

**(h) Relief Educators:**

- The service will employ relief educators on a casual basis to fill short-term vacancies or absences
- The Coordinator will keep a register of relief educators, which will be maintained and updated regularly.
- A file recording experience, qualifications, Prohibited Employment Declaration and completed Working with Children Check, will be kept with the register
- Unsuccessful applicants for positions vacant who seem suitable will be asked if they would like to be placed on the relief educator list.
- Unless in an emergency, all relief educators will need to have been through an interview with the Coordinator, have referees and references checked, and are deemed a fit and proper person to care for the children.
- When no one from the services list is available to fill the position, the Coordinator may contact another Out of School Hours service to employ someone they recommend from their relief list
- When necessary to employ relief educators prior to the checking process being completed, work requirements will be modified to include additional supervision or limiting their direct access to children.
- Job descriptions will be drawn up for all relief educators.
- Relief educators will be asked to fill out a casual work agreement before commencement of duties.
- The Coordinator will, where possible, provide a modified induction to the service, which will include a tour of the service, introductions to educators, a copy of the staff handbook, job description for relief educators, code of conduct and copies of relevant policies. The Coordinator will ensure that they are fully aware of their duties and the services expectations prior to commencement.
- Relief educators must adhere to all areas of confidentiality.
- Any one who will be collecting children from school will be given clear instructions as to the meeting place, list of children to be collected, special service identification such (so the children know they may go with that person) and a copy of the procedure for missing or absent children.
- All relief educators will be paid the appropriate wage and minimum hours as outlined for casual educators under the relevant award.

**(i) Volunteers, Students and Visitors:**

- VOLUNTEERS

- All volunteers must be interviewed by the Coordinator and provide two suitable referees and where possible references, before they will be able to work in the service. All volunteers will be required to comply with the WWCC guidelines.\
- A job description will be drawn up for volunteers, clearly outlining their duties and expectations of the service.
- The Coordinator will provide a modified induction to the service, which will include a tour of the service, introductions to educators, job description for volunteers and code of conduct. The Coordinator will ensure that they are fully aware of their duties and the services expectations.
- All volunteers will be required to sign on and off.
- Volunteers will be given a copy of relevant policies such as behaviour management.
- Volunteers are not to discuss children's development or other issues with families.
- Volunteers must adhere to all areas of confidentiality.
- Volunteers should never be left alone with or in charge of any children.
- Volunteers will not be used to do tasks that the employed educators normally do.
- Volunteers will be supernumerary when calculating basic educator: child ratios, except on excursions.
- Volunteers will be invited to take part in social activities of the service.

- STUDENTS

- Placements will be offered to high school students who wish to gain work experience as part of a school program.
- The participating school must initiate the work experience, identify the students suitability and work with the Coordinator in relation to times and expectations.
- The school must provide written authorisation for the student and a copy of their insurance. This will be kept on file.
- Students attending other registered training organisations and studying a relevant field, such as childcare, teaching, recreation or community services. The training organisation must initiate the placement, identify the students suitability and work with the Coordinator in relation to times and expectations. The training organisation must provide written authorisation for the student and a copy of their insurance. This will be kept on file.
- All placements will be negotiated through the Coordinator and placement be only accepted on the discretion of the Coordinator based on issues such as educators ability to supervise and be available to help the students.
- After the Coordinator sees the placement as worthy they will seek approval for the placement from management at the next meeting or if unable to do so prior to the meeting, get approval from the Chairperson or other delegated management member.
- Students will be provided with guidelines identifying their responsibilities, expectations and code of conduct while at the service.
- Students should be made aware of relevant policies such as behaviour management.
- Students are not to discuss a child's development or other issues with the families.

- Students should adhere to all policies concerning confidentiality.
- Students should never be left alone with or in charge of any children.
- Students will not be used to do tasks that the employed staff normally do.

- VISITORS

- Visitors may be invited to the service to stimulate the children's program.
- Visitors could include local people or family members with a skill or ability to share with the children and educators or local community resources such as police, fire brigade etc.
- All other visitors must make an appointment to see the Coordinator at a convenient time.
- Professional access to the service will be at the discretion of the Coordinator or management or when required by law to do so.
- Professionals include, union representatives, State and Federal Government Departmental Officers, Occupational Health and Safety inspectors, building inspectors and police officers.
- Any unwelcome visitor will be calmly asked to leave the service. If they refuse, the Coordinator or educator directed by the Coordinator will call the police for removal.
- No educator is to try to physically remove the unwelcome person, but try to remain calm and keep the person calm as far as possible.

**(j) Educator: Child Ratios:**

- The educator: child ratios as outlined in the National Standards will be met at all times.
  - ✓ There will be a maximum of 15 children to 1 educator.
  - ✓ There will be a maximum of 8 children to 1 educator for excursions.
  - ✓ There will be a maximum of 5 children to 1 educator for swimming.
- There will be a minimum of 2 educators present at all times.
- When educators are sick or unable to attend work, appropriate relief educators will be employed to meet the standards.
- For an emergency or if an educator becomes sick, a replacement should be obtained where possible before the educator leaves the service.
- If a relief educator is unable to be obtained, suitable volunteers may be employed on a casual basis to cover the numbers.
- Volunteers will only be counted on excursions to make up the higher number of educators required, or when temporarily employed.
- Students will not be counted as part of the educator: child ratio, at any time.

**(k) Communication:**

- EDUCATORS/MANAGEMENT

- Educators and management are to treat each other with respect, courtesy and understanding.

- Appropriate language is to be maintained at all times.
- The Coordinator is the main line of communication between the educators and management.
- Educators can raise any issues with management through the Coordinator. The Coordinator will ensure that this is drawn to management's attention through the monthly report.
- Where necessary, educators will be invited to management meetings to discuss their concerns.
- Where the matter is seen as urgent, the Coordinator may raise the issue with management prior to the meeting and discuss if there is a need for immediate action to be taken at that time.
- If educators have an issue they do not wish to address with the Coordinator they may personally write to management identifying the problem and asking for the help of management. A copy of this letter must be given to the Coordinator.
- The issue should be raised at the next management meeting. The educator involved will be asked to attend the meeting to personally discuss the issue.
- Where there is a distinct conflict between an educator and management, the educator or management member can act on this as per the grievance procedures. A mediator or union representative can be brought in to discuss any concerns that have not been able to be resolved by the normal procedures.

- EDUCATORS/FAMILIES

- Educators will create a comfortable and supportive environment for families and strive for open communication and good relations.
- Educators and families will treat each other with respect, courtesy and understanding.
- Appropriate language is to be maintained at all times.
- Educators will not be judgemental towards families and will respect their need to use childcare.
- Educators will accept family's individual differences in raising their children and in all cultural issues.
- Educators will ensure families are greeted and farewelled in all sessions.
- Educators will maintain regular, open communication with families. Educators should inform families personally about anything relating to their children as an ongoing process. This could be praise about the child's day or activities, any problems the child might have had in the day, issues of behaviour that may have been a concern and so on.
- Educators will regularly talk to families about the child's interests or activities and respond to suggestions from the families.
- Educators will regularly talk to families about the child's cultural needs and celebrations and respond to these.
- When family members contact the service to see how a child is settling in, educators will provide them with information regarding the child's participation and wellbeing.
- Conversations will be maintained at a positive level.
- Communication with families will be maintained in a variety of ways such as:

- ✓ Greeting and farewelling
- ✓ Personal conversations
- ✓ Notice boards
- ✓ Parent handbooks
- ✓ Newsletters
- ✓ Information from management
- Educators will ensure that families are fully aware of all lines of communication, and ensure these are followed.
- Educators will be aware of their limitations in relation to family's problems and ensure they are referred to the appropriate people when required.
- Families and educators are requested to maintain confidentiality at all times.

- EDUCATORS/CHILDREN

- Educators and children are to treat each other with respect, courtesy and understanding.
- Educators will respect children's opinions and encourage their participation in the planning of the program and in establishing a code of behaviour for the service.
- Appropriate language is to be maintained at all times.
- Educators will use appropriate voice tone and level when talking to children. Shouting will be avoided.
- Educators will be supportive and encouraging and communicate to children in a friendly positive and courteous manner.
- Educators will greet and farewell children each session.
- Educators will initiate conversations with all children, and develop an understanding of the child and their interests.
- Educators will give praise and positive feedback to the children as often as possible.
- Educators will form friendly and warm relationships with the children in their care.
- When communicating with children, educators will ensure that they are understood and to communicate at the child's level.
- Children will never be singled out or made to feel inadequate at any time.
- Educators will not threaten or verbally abuse the children in any way.

- EDUCATOR/EDUCATOR:

- Educators are to treat each other with respect, courtesy and empathy.
- Appropriate language is to be used between educators at all times.
- Educators are expected to work together as a team and be supportive of each other in the workplace.
- Staff meetings are appropriate times to raise matters of interest or concern to other educators. The Coordinator will arrange for educators contributions to be placed on the meeting Agenda.



- Educators are expected to read minutes of meetings and to take notice of changes to service policy and procedures.
- Educators are to read the daily communication book prior to the commencement of each roster.
- Educators will familiarise themselves with the content of all notices displayed around the service.
- An educator with concerns about the work practices or standards of another educator will firstly approach that person to discuss the matter. If the matter remains unresolved, then the grievance procedures will be followed.
- Educators should not unnecessarily involve families or other educators in their matters of grievance or complaint.

**(I) Staffing Arrangements:**

- The service's Nominated Supervisor will be responsible for the service at all times regardless of their attendance at the service.
- In the absence of the Nominated Supervisor at any time, a Responsible Person will be selected to be in charge of the daily operation of the service. They will be chosen based on the following: Are they a fit and proper person, evidence of skills, knowledge and experience working with children, and declarations relating to knowledge of the NQF, National Law and Regulations, MTOP and Child Protection training, including the completion of the accredited assessment task.
- This person will not adopt the Nominated Supervisor's responsibilities during this time. The service will display the details of the Nominated Supervisor and Responsible Person at all times the service is operating.
- A Responsible Person is covered under the Service's Supervisor Certificate.
- The service will appoint an Educational Leader and display the name of this person for families should they wish to discuss the service's programming practices.
- At all times the service is operating, there will be at least one educator who holds a current approved first aid, anaphylaxis and asthma management qualification.
- Educators will record their name and the hours they have worked directly with children each time they are working in the service. This record will also include the name of the Responsible Person, the Educational Leader, and the names of any students and visitors.

CONSIDERATIONS:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
r46, r54, r82, r83, r84, r118, r136, r146, r147, r148, r149, r150, r151, r168, r170, r173, r176, r181.	Standard 2.3, Standard 3.1, QA4, QA5, Standard 6.1, QA7.	<ul style="list-style-type: none"> <li>- Staff Handbook</li> <li>- Providing a Child Safe Environment Policy.</li> <li>- Interactions with Children Policy.</li> <li>- Governance and Management Policy</li> <li>- Confidentiality Policy.</li> <li>- OSHC Code of Professional Standards.</li> </ul>	<ul style="list-style-type: none"> <li>- Child Protection Legislation.</li> <li>- Workplace Health and Safety Legislation.</li> <li>- My Time, Our Place.</li> <li>- Children’s Services Award 2010.</li> </ul>