

The purpose of the Employment of Educators Policy is to:

- Reflect an ethical and legal responsibility towards the recruitment a selection of child care professionals;
- Obligate equal employment opportunities legislation;
- Effectively communicate information to the centre's parents about changes to educator;
- Ensure the continuity of educator to maintain the quality of care for children and families;
- Commit to the induction process of child care professionals;
- Strengthen and maintain the educator team morale during times of change;
- Develop opportunities for professional development and training; and
- Ensure that management policies and procedures are transparent and clearly accountable.
- It is understood that there is a shared legal responsibility and accountability between, and a commitment by, all persons to implement the centre's Employment of Child Care Professionals Policy, procedures and practices.
- The Occupational Health and Safety Act States that employers have a duty of care to their employees to ensure that the working environment supports emotional and mental wellbeing.

Continuity of Education and Care

We aim to ensure continuity of education and care during transitions and routines, so that each child has the opportunity to feel safe, secure and supported and can engage in rich learning and development experiences. Our centre will strive to ensure that all children feel comfortable and secure whilst being educated and care for at the centre.

Educator Recruitment Procedures

Recruitment Process

- The Nominated Supervisor will oversee and approve the recruitment process:
 - Ensuring there is a documented position description for the vacant position that is accurate and current.
 - Arranging for the position to be advertised
 - Ensuring there is a standard list of interview questions for all applicants
 - Reviewing the applications that have been received and making a short list of applicants
 - Arranging suitable interview times with the shortlisted applicants
 - Contacting referees for the most suitable candidate(s). A Telephone reference Check Template is attached.
 - Making an offer of employment in writing which the applicant must sign as an acceptance of the offer. The applicant must sign a contract of employment containing the specific terms and conditions of employment. A base Employment Contract is attached.
 - Notifying unsuccessful applicants by letter, telephone or email.
- Recruitment and selection decisions will be made by Nominated Supervisor.

Job Description

Every position must have a position description which:

- Summarises the job and describes the tasks,
- Details the skills, qualifications and experience required to perform the job and whether these are essential or desirable criteria.
- Clearly describes the expectations for educators/staff members to provide a safe and supportive environment for children.

Advertising



- Positions may, at the discretion of Nominated Supervisor and where relevant, be initially advertised internally via email. This process gives current employees the chance to be considered for a transfer or nominate a suitable contact as a potential candidate.
- External advertising will occur when a suitable internal candidate (including employee contact) is unavailable, or may occur concurrently with the internal advertising where Nominated Supervisor believes it is in the centre's best interests to source additional candidates.

The Job Advertisement

The job advertisement will be written in clear, concise and non-discriminatory language and will contain:

- The title of the position
- A summary of the role and conditions of employment
- The essential and desirable criteria for candidates
- Information about what applicants should provide with their applications
- Clear, concise details about our Centre and our safe, supportive work practices
- Advice that the successful applicant will need to undergo a successful Working With Children Check
- The name of a contact person
- The closing date for receipt of applications
- A statement that the Centre is an Equal Opportunity Employer

Interviews

The Nominated Supervisor will conduct the interview. The format of the interview will be:

- Advise the applicant about the position and the Centre
- Discuss the applicant's skills and experience as they relate to the position
- Discuss the applicant's understanding of child safety and child protection
- Answer any questions the applicant may have
- Advise the applicant about the next steps in the selection process
- Obtain permission to contact the applicant's nominated referees.

Selection of Candidates and Offer of Employment

Following the interviews, we will check the work histories and references of the most suitable candidates(s) after obtaining their permission. If a decision is made to employ the most suitable candidate, we will make a written offer of employment.

The successful applicant must sign a contract of employment containing the specific terms and conditions of their employment.

Exit Interviews

- If an employee resigns, management will undertake an exit interview with the person to:
- Gather information about the effectiveness of the recruitment process.
- Identify possible areas for improvement in organisational processes, management, job design, remuneration or career planning and development.
- Receive positive feedback on what is working well.

Employment of Regular Educators

To Support effective continuity of education and care between settings, the Nominated Supervisor will:

- Employs educators, or where volunteers and work experience students are present at the centre, these persons will be engaged in an induction process that they can become familiar with:
 - The centre environment, staff and needs of children
 - Receive copies or access to centre's Policy and Procedures Manual, relevant legislation, Educators Handbook, Code of Conduct, Centre's Philosophy and their position description.
- Seek to make use of the same casual educator where possible. This will ensure that casual educators are able to familiarise themselves with the centre environment, expectations, and routine.



- Seek to employ casual educators on a regular day where possible. This will ensure that casual educators are able to familiarise themselves with the children and their families attending the centre on that day. Building positive relationships between educators, children and families will encourage effective continuity of care.
- Implement rosters and staffing arrangements which provide children and families with familiar educators with whom they can develop supportive and trusting relationships during their time at the Centre.
- Inform families and children of any changes to staffing before they occur where possible. Notification may be via the Centre newsletter, email, note or on the Centre noticeboard.
- Encourage casual educators, volunteers and work experience students, as well as permanent staff, to display a photo of themselves with an introductory paragraph to help children and their families identify and get to know them.
- Assist educators to develop and implement plans which support children in the transition to primary school. These plans may include visits to local primary schools, appropriate documentation detailing each child's strengths and needs, liaising with primary schools about specialist support centres for children with additional needs and processes to ensure each child will feel safe and secure during the transition.
- Regularly remind educators about the importance of maintaining continuity of education and care practices between settings, for example between the home and centre setting.
- Ensure where possible that routines and transitions have the flexibility to accommodate each child's needs.
- Casual educators are encouraged, and should be encouraged by the centre, to display a photo of themselves with an introductory paragraph about them to help children and their families familiarise themselves.

Salaries:

- Educator members are paid fortnightly in line with conditions detailed in appropriate awards. The attendance book must be completed by each employee showing accurate details of hours worked.
- Any problems with pay must be immediately referred to the Coordinator.
- Copies of all relevant awards are kept in the office.

Rosters:

- A trained educator member provides for rostered days off and weekly planning time for the educator. The roster changes weekly with approximately three different shifts.
- All educator working a 38 hour week is entitled to a combined tea /lunch break of 75 minutes
- The Coordinator must be on the premises at least two mornings a week from 7.15am and at least two afternoons a week until 6pm. This allows the majority of the families to have ongoing contact with the Coordinator.

Working as a Team:

- It is the responsibility of the Coordinator to facilitate effective teamwork, in order to achieve Centre objectives.
- It is expected that each educator member will work co-operatively and professionally towards these goals.
- The Coordinator is responsible for encouraging and developing positive working relations amongst educator and between educator and families, and between educator and the Management Committee.
- An important function here is ensuring attendance at the regular monthly educator meetings where issues of concern to the educator are formally documented and brought by Coordinator and educator representative to the Committee.
- Another equally important function is the report back to the educator of Management Committee decisions and concerns.

Multi-skilling:

- All educator shall have the opportunity to experience each of the three rooms operating at the Centre. This shall be achieved via the rotation of educator at the beginning of each calendar year.
- Individual needs will be considered when rotation occurs but the final decision should not hinder other educator members from the opportunity to develop their skills and knowledge.



- All educator members shall have the opportunity to undertake higher duties, giving them greater access to skills development. Educator members shall take it in turn to undertake higher duties (Co-ordinate) ensuring that those who have not had the opportunity previously are given precedence.
- The Coordinator shall ensure that programming sessions maximize the exchange of knowledge, ideas and experiences among educator and that all efforts are made to invite outside professionals, where necessary or desirable, to further support educator development. Educator are entitled to two hours preparation and planning time per week. Plans are discussed with the Coordinator and displayed in the room for parent's information and discussion.

Linking Centre Policies with Educator Development:

- The Management Committee is responsible for communicating clearly to educator, the policies and practices that they have adopted as the preferred means of Centre operations.
- The Coordinator shall ensure that the policies of the Centre are understood and implemented by educator. This means that educator will be able to verbalise and demonstrate in programming sessions, how Centre policies are being implemented through their activities and programs.
- Educator, either independently, via the Coordinator or Educator Rep shall report to the Committee, either directly at general (annual general) meetings or through the newsletter, how they are implemented the Centre's policies.

Excursions and Incursions:

- Excursion and visiting performances offer valuable opportunities for children to experience a broader environment.
- The required educator / child ratio of one to two (1:2) must be maintained upon leaving the Centre grounds.
- As it is usually more practical to take out the 3-5 year olds, at least 2 visiting performance per year should be organized in which the under 3 year olds can become involved. (E.g.: Animal Farm, musicians)
- All children leaving the crèche for an excursion should have a relevant consent form signed by a parent or guardian. Children who attend the Brunswick Kindergarten will be escorted to the kindergarten under the required educator - child ratio and only if a signed consent form has been received by the Centre.

Learning and Transitions

- Communicate with each other during the day about the children's experiences to help provide continuity of education and care, especially where they are rostered on "split shifts". This may be verbal or through the use of a room diary, and will include information on the attendance or non-attendance of children at the centre.
- Supervise children when transitioning to and from the centre (eg excursions and arriving and leaving) and within the centre.
- Provide responsive, one- on- one support to children who return to the centre after an absence.
- Support children during transitions between rooms and settings (eg through open, meaningful interactions and communication, comfort and positive behaviour guidance).
- Tell children what is happening next and when.
- Allow children to use familiar and favourite items if appropriate.
- Meet each child's individual needs where possible during transitions and routines.
- Encourage families to share information about their child's strengths, interests and needs through direct conversations (eg daily on arrival and departure) or written requests (eg through Emails).

Routine to Promote Continuity

A sense of routine is important along with smooth transitions as they allow educators to:

- Meet each child's needs.
- Have one-on-one interactions with children and build strong relationships

When planning a transition educators will:

- Talk to children to prepare them, giving them advice as to what is happening next and when.
- Talk with families to see if all their child's needs are being met.



- Ensure that the routine has flexibility to allow requests and suggestions from educator, families and children.
- Make use of familiar and favourite items of a child.

New and Returning/Staff

Orientation

Before a new educator or staff member commences their job the Nominated Supervisor will:

- Show them around the centre, allow them to spend some time in their designated room, introduce them to other educators and staff, children and families.
- Ensure they understand how to adequately supervise children at all times, including during transitions and rest/sleep times.
- Ensure they know where we store the First Aid Kit(s), emergency asthma kits, Epi-pens and children's medication, which educators hold first aid qualifications, and who has undertaken asthma and anaphylaxis training.
- Give them a copy of the Educators Handbook.
- Highlight all policies, procedures, our Code of Conduct and the centre's philosophy, and ensure they know where the Policy and Procedures Manual is and how to access it at all times.
- Highlight relevant legislation including the Education and Care Services National Law and Regulations, Child Protection, Work Health and Safety (WHS), Anti-Discrimination, Bullying and Privacy and Confidentiality.
- Ensure they know under which industrial award/ agreement they are employed and how to access it.
- Ensure they are familiar with Work Health and Safety (WHS) principles and child protection principles, particularly the procedures and safeguards that apply in the Centre.
- Provide them with the New Employee Pack, including necessary forms in regards to taxation, superannuation and payment of salary.
- Advise them about the Centre's management structure.
- Provide them with a copy of their Job Description and go through it with them.
- Clarify any questions they have.

The Nominated Supervisor will meet with the new educator or staff member at the end of their first week to clarify any questions they may have or resolve any issues that may have arisen including any training needs they have identified.

Return from Extended Leave

The Nominated Supervisor will work with both the educator who has been on leave and educators at the centre to ensure a smooth return to work by:

- Encouraging the educator to visit a few days before they return to work to reacquaint themselves with the environment and take in any changes.
- Notifying the educator of any policy changes.
- Notifying families of the educator's return.
- Offering training and development if necessary.
- Discussing any special conditions or considerations and drawing up an appropriate plan to manage these.

If the period is due to an illness the educator must produce a medical certificate stating they are fit to return to work.

Educator Meetings

The Centre will hold one educator meeting a month at a time convenient for all educators. This will take place after hours so all educators can attend and that adult/child care ratio needed during hours is not jeopardised.

Meetings will follow this structure:

- They will run for approximately 1.5 hours but can run longer if more issues need to be discussed.
- The Nominated Supervisor will chair the meeting
- In the meeting, educators are able to:



- Raise concerns
- Negotiate solutions for any grievances.
- Receive, share and discuss new information.
- In regards to the decision making process the following will occur:
 - If a decision cannot be reached about an issue the Nominated Supervisor will step in and make an informed decision.
 - If there is not sufficient information a educator will be nominated to do some research by the Nominated Supervisor.
 - All decisions made will be made on a trial basis and their effectiveness will be discussed at the next meeting.
- Minutes are to be taken of all educator meetings.

Educator Stress Management Guidelines

If an educator feels stressed in any way they should:

- Approach the Nominated Supervisor and talk together to see if the situation can be remedied in any way.
- Approach their team leader, or if relevant a Union official if the educator feels unable to approach the Nominated Supervisor.
- Accept opportunities to have stress alleviated (including counselling if recommended).

The Nominated Supervisor will:

- Discuss the cause of the stress with the educator or staff member and discuss viable options to alleviate it.
- Refer educator/staff member to counselling if required.
- Monitor and review the effectiveness of educator stress management procedures.
- Monitor workloads to ensure educator is not overloaded or overwhelmed.
- Monitor overtime hours and regular working hours to ensure educator is not overworked.
- Monitor holidays to ensure educator is taking, or at least aware of, their entitlements.
- Ensure that bullying and harassment is not taking place.
- Be aware that educators may be suffering personal stress e.g. a death in the family or separation and offer additional support.
- Raise any issues in a sensitive manner.
- Support an educator or staff member on stress leave.
- Work with the educator or staff member on stress leave to set up at return to work plan.
- Monitor and discuss with the educator /staff member their stress levels in the workplace after they return to work.

Source: Education and Care Services, National Regulations 2011, National Quality Standard, Early Years Learning Framework, Professional Childcare Standard 2010, ECA Code of Ethics, Fair Work Act, Industrial Relations Act, Work Health and Safety Act, Ombudsman Act, Privacy and Personal Information Protection Act.

Date Implemented: 16/04/2012

Review Completed: 30/04/2019

Schedule for Review: 30/04/2020

National Quality Standard – NQS		
Quality Area 4: Staffing Arrangements		
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.
Quality Area 6: Collaborative partnerships with families and communities		
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
Quality Area 7: Leadership and Management		
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service Philosophy and Purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous Improvement	There is an effective self-assessment and quality improvement process in place.
Education and Care Service National Regulations		
137	Approval of qualifications	
168	Education and care services must have policies and procedures	
170	Policies and procedures to be followed	
171	Policies and procedures to be kept available	

