

Our Centre aims to implement a robust, well-planned recruitment process to ensure we select the best person for the position and the needs of our early childhood education service. We aim to engage employees who are suitably qualified, experienced and passionate about the early years. Our recruitment policy outlines our processes to ensure they are aligned with legislative obligations, our Centre's values and support diversity and inclusion.

Purpose

We aim to ensure the most suitability qualified, experienced and reliable staff are employed at our Centre. We are committed to ensuring we meet all legislative and regulatory requirements including the Education and Care Services National Law, Children and Young Persons Act, Fair Work Act and Anti-Discrimination Act.

The purpose of the Employment of Educators Policy is to:

- Reflect an ethical and legal responsibility towards the recruitment and 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.

Implementation

Our Centre is committed to be a child safe Early Education and Care Service and uphold the 10 Child Safe Standards as recommended by the National Office for Child Safety and our recruitment and screening processes play a vital role in protecting children from harm.

Our Centre values workplace diversity and inclusion and we strongly encourage applicants from Aboriginal and Torres Strait Islanders, women, and individuals with disability. Recruitment and selection of staff will be guided by the requirements of relevant legislation, issues of equity and diversity, qualification, knowledge and skills, workforce participation and experience.

Recruitment of Educators

Recruitment

The Approved Provider and Nominated Supervisor will approve all recruitment decisions as outlined in this Policy. Recruitment decisions will be based on the need and requirements of the centre and will consider the following:

- Ensuring the Centre meets all staffing requirements as per Education and Care Services National Law and National Regulations
- Any resignation of existing staff
- An increase in occupancy

Decisions

The recruitment processes will be consistent, transparent, professional and timely. Any grievances relating to the recruitment procedure will be addressed as per the Grievance Policy. All personal information regarding recruitment will be treated with the strictest confidence.



Selection criteria for each vacant position will be determined before advertisement and will take the following into consideration:

- Position title
- Qualifications required for the position
- Experience required for the position
- Position description/skills required for the position
- Conditions of employment
- Mandatory employment screening requirements including Working with Children Check and reference checks
- Any applicants deemed unsuitable will be advised within an appropriate time frame

Advertisements

Information about the position and the Centre will be provided to potential applicants which includes:

- Job title
- Location
- Hours of work
- Salary (award/ above award)
- Centre Philosophy
- Operation hours, age group of children educated and cared for
- Selection criteria relating to the position available
- How to apply for the role
- A commitment to providing a safe environment for children
- Closing date for applications
- Contact information for further information

Vacant positions may be advertised internally to encourage career advancement and opportunity. External advertisements may be placed through employment services [SEEK].

Selection Panel and Interviews

- A selection panel will be determined for applicants short listed for an interview. The selection panel will consist of at least 3 people.
- Applicants who require support or access provisions, are encouraged to advise this at the time of their application, to ensure appropriate assistance is provided throughout the recruitment process.
- Questions will be prepared in advance of the interview and applicant responses will be recorded during the interview. Each applicant will be asked the same questions to ensure fair and equitable treatment of all applicants. Interviews will be conducted in a private space and confidentiality will be maintained at all times.
- Applicants will be provided an opportunity to ask questions relating to the centre and position at the end of the interview.

Pre-Employment Screening

Effective pre-employment screening ensures our Centre is compliant to legislative and regulatory requirements and aims to ensure we engage staff who have the skills, experience, qualifications and general 'fit'. All preferred candidates will undergo appropriate pre-employment checks including reference checks, Working with Children Checks (WWCC).

Reference Checks

Verbal reference checks will be conducted over the phone for preferred applicants. Reference check questions will be determined prior to the check conducted and will establish the relationship the referee has with the applicant. At least 2 references are to be provided for a reference check. Where possible references should be from the immediate previous employer.

Working with Children's Check (WWCC)



Working with Children Check legislation aims to prevent people who pose a risk from working with children as paid employees or volunteers. All employees, volunteers and students must undergo a Working with Children Check (or its equivalent) prior to working at the centre. Employees, volunteers or students that are unable to provide a copy of a validated WWC Check (or equivalent) prior to the start of engagement or employment will not be able to undertake any work-related activity within the centre.

VICTORIA - The Working with Children Check is required prior to engagement of work-related activities for employees, volunteers and students. Employees, volunteers or students under the age of 18 may be able to apply for a Working with Children Check. [Working With Children Check Victoria](#)

Offer of Employment

An offer of employment will be made to the successful applicant following careful consideration by the selection panel. Successful applicants are required to provide documentation regarding qualifications.

A written employment contract will be provided to the successful applicants detailing the position, hours of shift, Award information, wages and salary, date and time of commencement, contact person, probationary period. Applicants who are unsuccessful will be notified within an appropriate time frame and offered feedback regarding their application.

Probationary Period and Induction

Each new employee is subject to a Probationary Period of three (3) months. This ensures assessment for both the employee and centre to ensure suitability of the role for the employee. During this time employees will receive advice, training and guidance to help them become familiar with and competent in, performing the work they have been appointed to do.

Our Centre is committed to providing a comprehensive induction program to ensure the smooth integration of new employees. The Nominated Supervisor and Educators will support the new employee and help them to understand the organisational structure, how decisions are made and communicated and what role they will have in the decision-making process. An induction checklist will be used to support this process, which explains an employee's responsibility to know the policies, procedures and practices within our Centre and their duty of care obligations to ensure the safety and wellbeing of all children.

Continuity in care within the Centre is paramount. By orientating staff professionally and correctly, it guarantees the consistency of care not only within the room but also across the entire Centre. New employees will undergo regular supervision appraisals, mentoring, training and development as part of the orientation process.

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 educators 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.

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. Australian Government. Fair Work Ombudsman. (2020). Hiring employees <https://www.fairwork.gov.au/find-help-for/small-business/hiring-employees> Victoria Government. Business Victoria. (2020). Staff recruitment <https://www.business.vic.gov.au/hiring-and-managing-staff/staff-recruitment/write-a-contractual-letter-of-offer>

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National Quality Standard – NQS

Quality Area 4: Staffing Arrangements

4.1	Staffing arrangements	Staffing arrangements enhance children’s learning and development.
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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.
Quality Area 5: Relationships with Children		
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
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.
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.
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