

C- 1 Educator Recruitment and Selection

NQS

QA. 4.2.2	Professional standards guide practice, interactions and relationships.
QA. 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
QA. 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.
QA. 7.1	Governance supports the operation of a quality service.
QA. 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
QA. 4.1.2	Every effort is made for children to experience continuity of educators at the service.
QA. 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
QA. 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.

National Regulations

Reg. 46	Application for supervisor certificate
Reg. 47	Minimum requirements for qualifications, experience and management capability
Reg. 136	First aid qualifications
Reg. 168	Education and care service must have policies and procedures

Policy Statement

We believe that our educators are the most valuable asset to the quality of the service and high quality educators are imperative to the smooth running of the Centre. We aim to employ the best possible educators for the position through fair advertising and selection processes.

Related Policies

- MELROSE PARK OSHC Policy A-3: Philosophy
- MELROSE PARK OSHC Policy A-14: Role of Management Committee
- MELROSE PARK OSHC Policy A-17: Privacy and Confidentiality
- MELROSE PARK OSHC Policy C-2: Conditions of Employment
- MELROSE PARK OSHC Policy C-3: Educators Orientation and Induction
- MELROSE PARK OSHC Policy C-4: Educators Professionalism

- MELROSE PARK OSHC Policy C-5: Professional Development
- MELROSE PARK OSHC Policy C-7: Grievance Procedures
- MELROSE PARK OSHC Policy C-8: Disciplinary Action
- MELROSE PARK OSHC Policy C-12: Communication
- MELROSE PARK OSHC Policy C-13: Interactions with Children
- MELROSE PARK OSHC Policy D-22: Child Protection

Procedure

Qualifications / Pre-requisites / Requirements

Qualifications required under the National Quality Framework will be adhered to at all times, once these are formally approved for OSHC services. Courses attended / required will be in line with those approved by the Australian Children's Education and Care Quality Authority (ACECQA).

Requirements for a Centre Director will include:

- a minimum of 2 years' experience working in a relevant field (desirable) and a demonstrated ability to work with children and educators
- current First Aid Certificate as approved by ACECQA
- current approved Emergency Asthma management training, Anaphylaxis management training and Child Protection training as per ACECQA guidelines
- an understanding of and familiarity with the National Quality Framework
- found to be a fit and proper person after undergoing a Working with Children Check
- an interest and desire to work with children
- an ability to communicate with adults, children and Management
- an ability to supervise and support educators

Recruitment

When a Senior or Management position becomes available, the Management Committee will appoint a selection panel to conduct the selection process. The panel will consist of three people: two members of the Management Committee and the Centre Director for assistance.

Experienced contractors (e.g. Administrative Service Providers) may be asked to join the panel to provide an external viewpoint on desirable characteristics for the position. A convenor for the panel will be nominated.

Where the position is for the out-going Centre Director, an educators representative will be placed on the panel.

When a casual educator position becomes available, the Nominated Supervisor will advise the Management Committee of the requirement for additional educators. The Nominated Supervisor will then be responsible for the recruitment process, ensuring the Management Committee is provided with information regarding the candidate's qualifications, advertising strategies and recruitment decisions. An interview panel for the casual position will include the Nominated Supervisor and a senior educator. A member of the Management Committee may also join the panel if required.

When a recruitment decision has been made the Nominated Supervisor must inform the Management Committee and provide them with any further information regarding the successful applicant.

The panel will:

- approve the job description and select criteria for the position
- determine the method and placement of advertising and place the advertisement including notification of the Working with Children Check
- ask applicants to consent to a screening
- short-list the applicants
- arrange interview questions, date and time
- contact the applicants for an interview
- conduct the interviews
- arrange for the Working with Children Check on the preferred applicant
- ensure that approval for selected educator has been granted under Working with Children Check
- make a decision on a suitable applicant, which is put before the Management Committee for final approval
- offer the position to the successful applicant and contact the unsuccessful applicants after the position has been accepted
- set a date for the commencement of employment and orientation of the new person
- prepare a letter of offer and contract in line with the Children's Services Award (2010)

Advertisements

Advertisements shall be placed in local and regional newspapers as well as relevant advertising websites such as Network of Community Activities.

Advertisements are to include:

- Job title
- Specific employment information, including hours of work and rate of pay
- Requirement for applicant to be willing to undergo Working with Children Check
- Applicants in writing should include
- Contact telephone numbers
- Resume
- Minimum of (2) referees with at least one being a work reference
- Closing date and postal address for applicants
- Contact name and number where the applicant can obtain more information
- Email address for applicant to forward relevant information

Interview

The selection panel will draw up suitable interview questions, which relate to all aspects of the position and ensure equal opportunity guidelines are followed. The panel will decide who will ask each question.

The panel will draw up a list of essential requirements for each answer.

No longer than 5 days after the closing date, the panel will meet to discuss the applications, develop a short-list and decide on the interview date and times.

An appropriate time frame 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. Only the preferred applicant will be required to return the paperwork to the panel.

Each applicant will be asked the same questions with their answers recorded.

The panel may use a rating scale to evaluate each applicant's answers.

The Management Committee are to discuss each applicant and their suitability for the position based on their answers, qualifications and experience, and the selection criteria drawn up by the panel.

Should the committee have difficulty in deciding between two applicants, a second interview for these applicants will be conducted with new questions.

The Management Committee 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 NSW Working with Children Check before being offered a position within the service.

Should the applicant decline the position, the Management Committee will either make a second choice from the other applicants or if none are seen as suitable, re-advertise the position.

Notification

Applicants will be given an approximate time frame as to when they will be contacted regarding their success for the position.

A person on the selection panel will notify the successful applicant and negotiate a starting date.

After the appointment has been made and accepted the other applicants will be notified that the position has been filled

Equal Employment Opportunities

All educator positions will be advertised according to the Equal Opportunities Act.

No one will be discriminated against on the basis of his or her cultural background, religion, sex, disability, marital status or income.

All applicants and referees will be asked the same questions.

Selection will be based only on suitability for the position and 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, demonstration in being fit and proper person for the job, including Working with Children Check and appropriate answers to the interview questions.

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard
- Children (Education and Care Services National Law Application) Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA)
- Children's Services Award 2010
- NSW Anti-Discrimination Act 1977
- Equal Employment Opportunities Act 1987

- Working With Children Check NSW
- Network of Community Activities Factsheet – ‘Recruitment, Selection and Appointment of Educators’
- Putting Children First (NCAC) Factsheet – ‘Recruiting child care professionals’

Endorsed Date:	October 2018
Review Date:	October 2019

C- 2 Conditions of Employment

NQS

QA. 4.1	Staffing arrangements enhance children's learning and development.
QA. 4.2	Management, educators and staff are collaborative, respectful and ethical.
QA. 4.2.2	Professional standards guide practice, interactions and relationships.
QA. 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
QA. 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
QA. 4.1.2	Every effort is made for children to experience continuity of educators at the service.
QA. 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
QA. 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
QA. 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

National Regulations

Reg. 120	Educators who are under 18 to be supervised
Reg. 168	Education and care service must have policies and procedures

Policy Statement

We will provide a flexible, harmonious working environment that ensures the rights of employees are met at all times. All educators will be employed under the appropriate awards and conditions, taking into consideration all legal requirements including Equal Employment Act, Income Tax Assessment Act, Superannuation Act, Fair Work Act, and Health, Safety and Welfare Act.

Related Policies

- MELROSE PARK OSHC Policy A-22: Determining the Responsible Person
- MELROSE PARK OSHC Policy C-1: Educator Recruitment and Selection
- MELROSE PARK OSHC Policy C-3: Educator Orientation and Induction
- MELROSE PARK OSHC Policy C-4: Educator Professionalism
- MELROSE PARK OSHC Policy C-5: Professional Development
- MELROSE PARK OSHC Policy C-6: Educator Review and Appraisal

- MELROSE PARK OSHC Policy C-7: Grievance Procedures
- MELROSE PARK OSHC Policy C-8: Disciplinary Action
- MELROSE PARK OSHC Policy C-9: Relief Educators
- MELROSE PARK OSHC Policy C-10: Volunteers/Students/Visitors

Procedure

All relevant conditions set down by the award (currently Children's Services Award 2010) will apply to all employees, both casual and permanent.

Management will ensure they are aware of the appropriate conditions and keep up to date in relation to any changes in the Award. Educators will also be encouraged to remain up to date with their appropriate conditions and inform management of any changes.

Conditions of employment will be outlined in individual educators Letter of Offer which will be given to employees upon commencement, and any time their classification, pay rate, or conditions change.

Any educator employed at the Centre who is under 18 years of age will always be adequately supervised and will never be left to work alone (Regulation 120).

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 (see C-4 Educator Professionalism).

All grievance issues are to follow the appropriate procedures as outlined in the Grievance and Disciplinary Action Policies.

Educators will be paid fortnightly via bank transfer as advised by Management.

Educators will receive the Superannuation Guarantee, currently at 9.5%.

Applications for annual leave must have 4 weeks prior notice and be approved by the Management Committee. Appropriate staffing levels will be maintained during periods of leave to ensure the continual smooth running of the Centre.

The Management Committee, based on each individual's request, will determine applications for leave without pay

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard
- Children's Services Award 2010
- Equal Employment Opportunity (Commonwealth Authorities) Act 1987

- Income Tax Assessment 1997
- Work Health and Safety Act 2011
- Superannuation Act 1990
- Fair Work Act 2009
- Network of Community Activities Policy – “Staffing”- Section B: Conditions of Employment

Endorsed Date:	October 2018
Review Date:	October 2019

C- 3 Educator Orientation and Induction

NQS

QA. 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
QA. 4.2.2	Professional standards guide practice, interactions and relationships.
QA. 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
QA. 7.1.1	A statement of philosophy guides all aspects of the service's operations.
QA. 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.

National Regulations

Reg. 145	Staff record
Reg. 147	Staff members
Reg. 168	Education and care service must have policies and procedures
Reg. 171	Policies and procedures to be kept available

Policy Statement

We aim to ensure there is an effective process in place to enable staff to be fully equipped to carry out their duties in the best possible way. An orientation process will be developed and carried out for all employees in the Centre, providing them with a clear understanding about the service and its operations and what is expected of them within the Centre.

Related Policies

- MELROSE PARK OSHC Policy A-3: Philosophy
- MELROSE PARK OSHC Policy A-12: Policy Development and Review
- MELROSE PARK OSHC Policy A-15: Role of Management Committee
- MELROSE PARK OSHC Policy A-17: Privacy and Confidentiality
- MELROSE PARK OSHC Policy C-2: Conditions of Employment
- MELROSE PARK OSHC Policy C-4: Educator Professionalism
- MELROSE PARK OSHC Policy C-5: Professional Development
- MELROSE PARK OSHC Policy C-6: Educator Review and Appraisal
- MELROSE PARK OSHC Policy C-7: Grievance Procedures

- MELROSE PARK OSHC Policy C-8: Disciplinary Action
- MELROSE PARK OSHC Policy C-9: Relief Educators
- MELROSE PARK OSHC Policy C-10: Volunteers/Students/Visitors
- MELROSE PARK OSHC Policy C-12: Communication
- MELROSE PARK OSHC Policy C-13: Interactions with Children
- MELROSE PARK OSHC Policy D-1: Dealing with Medical Conditions
- MELROSE PARK OSHC Policy D-9: Emergency Procedures
- MELROSE PARK OSHC Policy D-22: Child Protection
- MELROSE PARK OSHC Policy D-23: Child Management / Behaviour Guidance
- MELROSE PARK OSHC Policy D-28: Occupational Health and Safety
- MELROSE PARK OSHC Policy D-29: Manual Handling
- MELROSE PARK OSHC Policy E-1: Daily Routines

Procedure

The Director or nominated representative will conduct the orientation process as soon as possible, after the applicant has accepted a position at the Centre.

The orientation process will include:

- A brief history of the service
- Introductions to existing educators and Management Committee members
- Guided tour of the service
- Being shown where all relevant records are kept
- Discussion about working arrangements and expectations, including code of conduct and duty of care
- Discussion surrounding WHS in the workplace, emergency procedures, day-to-day routines and child protection, including instruction on being a mandatory reporter
- Information about the review and appraisal system
- Opportunity to ask any questions regarding the Centre or expectations

The new staff member will be provided with the following information:

- Centre operation and hours
- The Centre philosophy and relevant Policies
- Educator Information Booklet
- Parent information Booklet
- Educator code of conduct
- Job description
- Emergency procedure duties
- Grievance Procedures
- List of current educators, Management Committee and Administrative Services and their positions
- Terms and conditions of employment
- Children's Services Award (2010) information
- Educator Information form for completion
- Bank details form (including Superannuation information)
- Tax File Number Declaration
- Probation period and review and appraisal procedure
- Appropriate lines of communication with educator and management

After a period of one week the new educator member will have a sit down meeting with the Director to address any questions or issues they may have once they have been in the Centre.

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard
- Children's Services Award 2010
- Work Health and Safety Act 2011
- Commission for Children and Young People Act 1998
- Children (Education and Care Services National Law Application) Act 2010
- Network of Community Activities Factsheet – 'Staff Orientations'

- Network of Community Activities Policy: Staffing- Section C: Staff Orientation

Endorsed Date:	October 2018
Review Date:	October 2019

C- 4 Educator Professionalism

NQS

QA. 4.1	Staffing arrangements enhance children's learning and development.
QA. 4.1.1	The organisation of educators across the service supports children's learning and development
QA. 4.2	Management, educators and staff are collaborative, respectful and ethical.
QA. 4.2.2	Professional standards guide practice, interactions and relationships.
QA. 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
QA. 5.1	Respectful and equitable relationships are maintained with each child.
QA. 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
QA. 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.
QA. 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
QA. 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
QA. 7.1	Governance supports the operation of a quality service.
QA. 7.1.1	A statement of philosophy guides all aspects of the service's operations.
QA. 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

National Regulations

Reg. 82	Tobacco, drug and alcohol-free environment
Reg. 83	Staff members not to be affected by alcohol or drugs
Reg. 84	Awareness of child protection law
Reg. 136	First aid qualifications
Reg. 155	Interactions with children
Reg. 156	Relationships in groups
Reg. 168	Education and care service must have policies and procedures

My Time, Our Place

LO. 1	Children feel safe, secure, and supported
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Policy Statement

All educator employed by Melrose Park OSHC are expected to behave in a way which reflects their respect for and commitment to the families with which they work, the company for whom they work

and their colleagues. The professional attitude and behaviour of the educators is of the utmost importance to the provision of a quality service with a positive reputation in the community and the standard of care provided for the children and families in the Centre. We aim to provide clear guidelines to the educators regarding the expectations for professional behaviour in the Centre. Any educator who does not adhere to these principles is deemed to be behaving inappropriately and as such may have their employment reviewed, which could lead to termination.

Related Policies

- MELROSE PARK OSHC Policy A-3: Philosophy
- MELROSE PARK OSHC Policy A-17: Privacy and Confidentiality
- MELROSE PARK OSHC Policy C-2: Conditions of Employment
- MELROSE PARK OSHC Policy C-3: Educator Orientation and Induction
- MELROSE PARK OSHC Policy C-5: Professional Development
- MELROSE PARK OSHC Policy C-6: Educator Review and Appraisal
- MELROSE PARK OSHC Policy C-7: Grievance Procedures
- MELROSE PARK OSHC Policy C-8: Disciplinary Action
- MELROSE PARK OSHC Policy C-9: Relief Educator
- MELROSE PARK OSHC Policy C-10: Volunteers/Students/Visitors
- MELROSE PARK OSHC Policy C-12: Communication
- MELROSE PARK OSHC Policy C-13: Interactions with Children
- MELROSE PARK OSHC Policy D-22: Child Protection

Procedure

Educator professional code of conduct, duty of care and expectations will be discussed in the initial orientation process for all new employees.

Educator will regularly be reminded 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.

Educators will be made aware of the Centre's philosophy, policies and procedures and will be expected to follow these. Should educators have any concerns with the policies they are to raise this with the Centre Director or Management Liaison.

Educators will be expected to:

- know, understand and perform their duties as per their job description
- display a high degree of courtesy and respect towards the Centre and its educators, the families and children, to each other as educators and towards the school and local community
- value the differences of the people with whom they work and care, understanding that there are differing opinions, values and beliefs
- start duties on time
- dress appropriately as outlined in the Educators Handbook
- be present as required by their contract and roster unless absent with a legitimate reason and notice
- not attend work when they are unfit to do so due to injury or sickness and ensure the Centre is informed as soon as possible
- attend all meetings as requested
- undertake a commitment to have the minimum level of qualifications and to strive to improve their personal skills through participation in educators training and development opportunities
- comply with their duty of care and be a positive role model for other educators and children
- know and follow the Child Protection Policies
- maintain expected standards of performance – duties should be carried out to the best of their ability, ensuring the safety of children, other educators, the public and valuing the Centre's policies and procedures
- carry out all reasonable requests given by the Centre Director or Management Committee with an obligation to ensure all Regulations are being met
- take care of and respect the property and funds allocated by the Centre and ensure all items are treated with care and respect
- ensure all documentation provided by the Centre is to remain the property of Melrose Park OSHC and is not to be shared with other organisations without authorisation
- not incur any liability on the part of the Centre without authorisation

- ensure behaviour leads to high standards of integrity and conduct so that the reputation of the Centre is not harmed in any way
- ensure the information about families and information about the affairs (financial or otherwise) of the Centre must be kept confidential at all times during their employment, and continuing to such a time when they may no longer be employed by Melrose Park OSHC
- not slander the Centre, it's employees or families
- not use social media to discuss anything related to your employment, employer or the company
- not communicate with children from any of the Melrose Park OSHC programs on social media – it is also highly recommended not to communicate with any parents in any manner that may be detrimental to the reputation of the Centre
- not attend work under the influence of drugs or alcohol
- use only suitable language which is not offensive to other educators, families and children
- not smoke in or around the building, or in sight of the children

The Management Committee in conjunction with the Centre Director will immediately address any breach in the professional expectations outlined above. If the concern involves the Centre Director, two representatives from the Management Committee will conduct the discussion.

All discussions will be recorded and standard of behaviour and expectations clearly explained.

Any further issues will be addressed as per the Disciplinary Action Policy.

The quality of the Centre and a positive working environment are dependent on good educator and parent relationships. Educators will follow proper communication procedures as outlined in the Communication Policy.

The maintenance of good teamwork will be an expectation of all educators and will be outlined in all job descriptions.

Any conflicts that arise must be addressed as outlined in the Grievance Policy.

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard
- Children's Services Award 2010
- Work Health and Safety Act 2011
- Commission for Children and Young People Act 1998

- Children (Education and Care Services National Law Application) Act 2010
- Duty of Care
- Network of Community Activities Policy- Staffing. Section D: Staff Professionalism

Endorsed Date:	October 2018
Review Date:	October 2019

C-5 Educator Professional Development

NQS

QA. 4.1	Staffing arrangements enhance children's learning and development.
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QA. 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
QA. 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.
QA. 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
QA. 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
QA. 7.1	Governance supports the operation of a quality service.
QA. 7.1.1	A statement of philosophy guides all aspects of the service's operations.
QA. 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

National Regulations

Reg. 47	Minimum requirements for qualifications, experience and management capability
Reg. 84	Awareness of child protection law
Reg. 136	First aid qualifications
Reg. 168	Education and care service must have policies and procedures
Reg. 246	Anaphylaxis training
Reg. 247	Asthma management training
Reg. 273	Course in child protection

Policy Statement

We believe that the quality of the service is improved through continual training and development of the educators. We will provide educators with encouragement and support to further their skills in the OSHC field.

Related Policies

- MELROSE PARK OSHC Policy A-3: Philosophy
- MELROSE PARK OSHC Policy A-16: Financial Management

- MELROSE PARK OSHC Policy A-20: Nominated Supervisor
- MELROSE PARK OSHC Policy C-6: Educators Review and Appraisal
- MELROSE PARK OSHC Policy C-9: Relief Educators
- MELROSE PARK OSHC Policy C-10: Volunteers/Students/Visitors
- MELROSE PARK OSHC Policy D-10: First Aid
- MELROSE PARK OSHC Policy D-16: Asthma
- MELROSE PARK OSHC Policy D-17: Anaphylaxis
- MELROSE PARK OSHC Policy D-22: Child Protection

Procedure

Management will ensure that sufficient funds are made available in the budget for all in-service training and development.

The Centre Director will inform the Management Committee of any specific training and development needs of the educators.

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 Education and Care Services National Law and Regulations.

Educator appraisals and the Centre requirements will be used to ascertain further training needs.

The Director, in conjunction with the Management Committee, will access all training available and determine what will be attended and by whom.

A variety of training methods will be used including:

- Internal workshops, which can be conducted by educators or outside presenters
- External meetings with other Centres, with exchange of ideas
- External workshops, conferences and seminars
- Accredited short courses provided by registered training organisations as approved by the National Authority

Educators are encouraged to share relevant skills and knowledge they obtained from any training with the other educators in 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 Centre.

The Centre will cover the costs of all authorised training however the individual will cover costs of any tertiary study costs.

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard
- Children's Services Award 2010
- Children (Education and Care Services National Law Application) Act 2010

Endorsed Date:	October 2018
Review Date:	October 2019

C-6 Educator Review and Appraisal

NQS

QA. 4.1	Staffing arrangements enhance children's learning and development.
QA. 4.1.1	The organisation of educators across the service supports children's learning and development
QA. 4.2	Management, educators and staff are collaborative, respectful and ethical.
QA. 4.2.2	Professional standards guide practice, interactions and relationships.
QA. 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
QA. 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.
QA. 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
QA. 4.1.2	Every effort is made for children to experience continuity of educators at the service.
QA. 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
QA. 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
QA. 7.1	Governance supports the operation of a quality service.
QA. 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.
QA. 7.2.1	There is an effective self-assessment and quality improvement process in place.

National Regulations

Reg. 47	Minimum requirements for qualifications, experience and management capability
Reg. 136	First aid qualifications
Reg. 168	Education and care service must have policies and procedures
Reg. 246	Anaphylaxis training
Reg. 247	Asthma management training

Policy Statement

We will provide the best quality care for the children by ensuring that high standards of work performance and job satisfaction are maintained. An appraisal system will be conducted to provide avenues for discussion and improvement.

Related Policies

- MELROSE PARK OSHC Policy A-17: Privacy and Confidentiality
- MELROSE PARK OSHC Policy C-2: Conditions of Employment
- MELROSE PARK OSHC Policy C-3: Educator Orientation and Induction

- MELROSE PARK OSHC Policy C-4: Educator Professionalism
- MELROSE PARK OSHC Policy C-5: Professional Development
- MELROSE PARK OSHC Policy C-7: Grievance Procedures
- MELROSE PARK OSHC Policy C-8: Disciplinary Action

Procedure

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 for permanent employees and three months for casual employees. This will form the ending of the induction process.

Appraisals will then be conducted on a biennial basis.

Centre Director, Educators and Management will agree on the format of the appraisal system, which may be updated to more suitable systems after review, discussion and endorsement by the Management, Centre Director 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 in line with job description.

The appraisal system shall ensure two way communication is maintained and is used as a positive avenue for improving educator performance.

The appraisal system can be used as a tool to identify future training needs of the educator.

At the completion of the appraisal, an action plan will be developed identifying areas of training, along with 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:

- an Action Plan will be developed to identify areas for improvement – this will include a time frame for further review
- training areas will be identified and put into place as soon as possible
- support and guidance will be given to the educator to help them through the process and assist them in achieving the required standard – this will be provided by the Centre Director or the Committee liaison officer

- a record will be 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 member is still dissatisfied, 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 (see C-7 Grievance Procedures Policy).

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard
- Children's Services Award 2010
- Network of Community Activities Factsheet – 'Staff Supervision and Appraisal'

Endorsed Date:	October 2018
Review Date:	October 2019

C-7 Grievance Procedures

NQS

QA. 4.2	Management, educators and staff are collaborative, respectful and ethical.
QA. 4.2.2	Professional standards guide practice, interactions and relationships.
QA. 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
QA. 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
QA. 7.1	Governance supports the operation of a quality service.
QA. 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.

National Regulations

Reg. 168	Education and care service must have policies and procedures
Reg. 170	Policies and procedures to be followed
Reg. 171	Policies and procedures to be kept available
Reg. 173	Prescribed information to be displayed

Policy Statement

We will maintain a positive working environment for educators and for the Committee. We will do this through addressing all work related problems, complaints or concerns as quickly and effectively as possible. The procedure encourages ownership of issues and participation in the resolution process. The highest standards of confidentiality will be maintained at all times.

Related Policies

- MELROSE PARK OSHC Policy A-11: Maintenance of Records
- MELROSE PARK OSHC Policy A-12: Policy Development and Review
- MELROSE PARK OSHC Policy A-15: Role of the Management Committee
- MELROSE PARK OSHC Policy A-17: Privacy and Confidentiality
- MELROSE PARK OSHC Policy C-3: Educator Orientation and Induction
- MELROSE PARK OSHC Policy C-4: Educator Professionalism
- MELROSE PARK OSHC Policy C-8: Disciplinary Action

Procedure

General Grievance Procedure

On commencement, all educators and members of the Management Committee will be given the guidelines for grievance procedure through the Educator Handbook.

To facilitate communication between Centre Director, Educators and Management, the Management Committee will annually appoint one of its members as the Liaison.

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 Centre in a professional manner.

Malicious or vexatious claims will not be tolerated and will be the subject of disciplinary action where appropriate (see C-8 Disciplinary Action Policy).

Any problem, complaint or concern arising between educators or between committee members should be dealt with by the persons concerned as close to the event as possible in order to avoid an escalation of the issue.

Educators and/or Committee Meetings will provide regular opportunities to raise and discuss general issues or concerns about the Centre. All discussions will be conducted in a confidential manner and will 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 general procedure, then a more formal approach will be taken.

Grievance between educators:

- as appropriate, the Director or the Educators Liaison member of the Committee will be briefed about the grievance and its current status
- the below procedure will be followed

Grievance between committee members:

- the whole committee will be briefed
- the below procedure will be followed

The grievance(s) will firstly be investigated by the Director or Management Committee 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, remain impartial and have no input to the content of the meeting, and will prepare a written record of the outcome(s) of the meeting.

Where the Centre cannot identify a suitably impartial person, the Management Committee 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 the Management Committee of the meeting's outcome(s). Management will ensure that outcomes are included in job descriptions or Centre 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.

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard
- Children (Education and Care Services National Law Application) Act 2010
- Privacy Act 1988
- Community Services (Complaints, Reviews and Monitoring) Act (1993) No.2
- Network of Community Activities Factsheet – 'Complaints/Grievance Procedures'

Endorsed Date:	October 2018
Review Date:	October 2019

C-8 Disciplinary Action

NQS

QA. 4.2	Management, educators and staff are collaborative, respectful and ethical.
QA. 4.2.2	Professional standards guide practice, interactions and relationships.
QA. 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
QA. 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
QA. 7.1	Governance supports the operation of a quality service.
QA. 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.

National Regulations

Reg. 145	Staff record
Reg. 168	Education and care service must have policies and procedures
Reg. 170	Policies and procedures to be followed
Reg. 181	Confidentiality of records kept by approved provider

Policy Statement

We aim to provide a quality service through the professional behaviour and high standards of conduct of our educators. We will encourage educators to maintain good working relationships and have a commitment to maintaining a quality standard of work. Should educators fall below clearly identified standards then we will address this in a swift and considerate manner. The Centre is committed to ensuring that disciplinary procedures are fair and are practiced in accordance with the appropriate legislation.

Related Policies

- MELROSE PARK OSHC Policy A-11: Maintenance of Records
- MELROSE PARK OSHC Policy A-15: Role of the Management Committee
- MELROSE PARK OSHC Policy A-17: Privacy and Confidentiality
- MELROSE PARK OSHC Policy C-2: Conditions of Employment
- MELROSE PARK OSHC Policy C-3: Educator Orientation and Induction
- MELROSE PARK OSHC Policy C-4: Educator Professionalism
- MELROSE PARK OSHC Policy C-7: Grievance Procedures

Procedure

It is important that all educators are made fully aware of their expectations as an employee in the Centre and that clear guidelines are given regarding educator duties, code of conduct and professionalism. This will be explained through the orientation process for all new employees.

The Management Committee will ensure that all educators are given clear job descriptions and orientation into the position with opportunity to clarify any issues.

Educators are responsible for addressing any concerns and clarifying 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 as 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 educators should be aware of the whole process.

Should educators fall below clearly identified standards then the Director or Management Committee will follow the below procedure.

Step 1: Verbal Warning

- 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 or code of conduct.
- Indicate what should happen to improve the situation and how the educator member can improve their performance.
- Identify any support needed to assist the educator to make the changes and take steps to implement these.
- Indicate how the improvements will be measured and when a review will take place (1-4 weeks depending on the circumstances).
- Provide 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.

Step 2: Written Notice

- Where the problem continues to occur, the educator will be given written notice of the complaints against them.
- A formal documented interview with the Management Committee will take place. The worker 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.
- The educator will be given at least 48 hours' notice of the meeting.
- Minutes will be taken of the meeting and a copy given to the educator and kept in their educator file. The educator may attach a written reply to the minutes.
- The aim of the meeting is to negotiate how the situation may be improved.
- The educator will again be given specific indication of where their performance standards are not being met, indication of where changes are required and ways of achieving these, and told the method and date of review of their performance.
- The educator will be granted another probationary period.
- 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.

Step 3: Final Written Warning

- If the problem still persists, another meeting of the Management Committee should be called and the educator given notice to attend.
- The matter should be discussed as per the first meeting and further action considered.
- At this stage the educator will be given a "final written warning".
- 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.

Step 4: Termination of Employment

- If the problem still continues after the 3 warnings, another special meeting of the Management Committee will be called and a decision made as to the employment of the educator.

- If Management believes that the educator performance is unlikely to improve then the educator will be dismissed.
- A written notice will be given indicating date of dismissal (2 week from notice) and reasons for dismissal.
- The educator may be paid out in lieu of such notice.

Procedure for dealing with serious unacceptable behavior

- Where a educator in the workplace:
 - intentionally endangers life
 - is found stealing
 - reports to work under the influence of drugs or alcohol
 - inflicts or threatens physical or sexual abuse or harassment
- The Director or Management Committee 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 Director, a nominated representative of the Management Committee, 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.
- The Management Committee will pass on any illegal actions to the NSW police.

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard
- Privacy Act 1988

- Educator Handbook
- Fair Work Act 2009

Endorsed Date:	October 2018
Review Date:	October 2019

C-9 Relief Educators

NQS

QA. 4.1	Staffing arrangements enhance children's learning and development.
QA. 4.1.1	The organisation of educators across the service supports children's learning and development
QA. 4.2.2	Professional standards guide practice, interactions and relationships.
QA. 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
QA. 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.

National Regulations

Reg. 145	Staff record
Reg. 147	Staff members
Reg. 151	Record of educators working directly with children
Reg. 168	Education and care service must have policies and procedures
Reg. 171	Policies and procedures to be kept available
Reg. 358	Working with children check to be read

Policy Statement

We aim to continue the quality of care in the Centre by employing fit and proper persons for relief educators. A work agreement clearly outlining their duties and expectations will be given to all relief educators employed.

Related Policies

- MELROSE PARK OSHC Policy A-11: Maintenance of Records
- MELROSE PARK OSHC Policy A-17: Privacy and Confidentiality
- MELROSE PARK OSHC Policy C-1: Educator Recruitment and Selection
- MELROSE PARK OSHC Policy C-2: Conditions of Employment
- MELROSE PARK OSHC Policy C-3: Educator Orientation and Induction
- MELROSE PARK OSHC Policy C-4: Educator Professionalism
- MELROSE PARK OSHC Policy C-5: Professional Development
- MELROSE PARK OSHC Policy C-7: Grievance Procedures

- MELROSE PARK OSHC Policy C-8: Disciplinary Action
- MELROSE PARK OSHC Policy C-12: Communication
- MELROSE PARK OSHC Policy C-13: Interactions with Children
- MELROSE PARK OSHC Policy D-1: Dealing with Medical Conditions
- MELROSE PARK OSHC Policy D-9: Emergency Procedures
- MELROSE PARK OSHC Policy D-22: Child Protection
- MELROSE PARK OSHC Policy D-23: Child Management / Behaviour Guidance
- MELROSE PARK OSHC Policy D-28: Occupational Health and Safety

Procedure

The Centre will employ relief educators on a casual basis to fill short-term vacancies or educator absences.

The Centre Director will keep a register of relief educators, which will be maintained and updated regularly.

A file recording resumes, contact details, emergency contacts and completed Working with Children Checks, will be kept for each relief educator.

Unsuccessful applicants for positions vacant who seem suitable will be asked if they would like to be placed on the relief educators list.

Unless in an emergency, all relief educators will need to have been through an initial interview with the Centre Director, have referees and references checked, and are deemed a fit and proper person to care for the children.

When no one from the Centre's relief list is available to fill a position, the Centre Director may contact another Out of School Hours Centre or Becklyn P/L to employ someone they recommend from their relief list.

When it is necessary to employ relief educators prior to the checking process being completed, work requirements will be modified to include additional supervision of relief educators or limiting their direct access to children.

The Centre Director will, where possible, provide a modified induction which will include a tour of the Centre, introductions to educators, a copy of the educators handbook, job description, code of conduct and copies of relevant policies. The Director will ensure that they are fully aware of their duties and the Centre's expectations.

Relief educators must adhere to all areas of privacy and confidentiality. As they are not able to discuss children’s progress with parents/guardians, when approached by a parent/guardian, the relief educator should direct the parent/guardian to an appropriate educator.

All relief educators will be paid the appropriate wage into their specified bank account and the superannuation fund of their choice and will be paid the appropriate minimum hours as outlined for casual educators under the Children Services Award (2010).

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard
- Children’s Services Award 2010
- NSW Working With Children Check
- Privacy Act 1988
- Network of Community Activities Factsheet – ‘Staff Orientations’

Endorsed Date:	October 2018
Review Date:	October 2019

C-10 Volunteers / Students / Visitors

NQS

QA. 1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
QA. 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QA. 4.1	Staffing arrangements enhance children's learning and development.
QA. 4.1.1	The organisation of educators across the service supports children's learning and development
QA. 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
QA. 6.2.3	The service builds relationships and engages with its local community.
QA. 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
QA. 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.

National Regulations

Reg. 77	Health, hygiene and safe food practices
Reg. 84	Awareness of child protection law
Reg. 85	Incident, injury, trauma and illness policies and procedures
Reg. 90	Medical conditions policy
Reg. 97	Emergency and evacuation procedures
Reg. 145	Staff record
Reg. 147	Staff members
Reg. 149	Volunteers and students
Reg. 168	Education and care service must have policies and procedures
Reg. 177	Prescribed enrolment and other documents to be kept by approved provider
Reg. 311	Additional staff members or volunteers

My Time, Our Place

LO. 1	Children feel safe, secure, and supported
LO. 2	Children are connected with and contribute to their world
	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

Policy Statement

We will ensure the safe and proper care of the children in the Centre by having clear guidelines for any person who enters the Centre or is involved with the children in any way. Specific guidelines will be in place for all volunteers, students and visitors in the Centre.

Related Policies

- MELROSE PARK OSHC Policy A-4: Enrolment
- MELROSE PARK OSHC Policy A-15: Role of the Management Committee
- MELROSE PARK OSHC Policy A-17: Privacy and Confidentiality
- MELROSE PARK OSHC Policy C-7: Grievance Procedures
- MELROSE PARK OSHC Policy D-1: Dealing with Medical Conditions
- MELROSE PARK OSHC Policy D-2: Hygiene
- MELROSE PARK OSHC Policy D-9: Emergency Procedures
- MELROSE PARK OSHC Policy D-11: Management of Incident, Injury and Trauma
- MELROSE PARK OSHC Policy D-15: Allergies
- MELROSE PARK OSHC Policy D-16: Asthma
- MELROSE PARK OSHC Policy D-17: Anaphylaxis
- MELROSE PARK OSHC Policy D-18: Diabetes
- MELROSE PARK OSHC Policy D-22: Child Protection
- MELROSE PARK OSHC Policy D-23: Child Management

Procedure

An educator record will be kept by the Centre in accordance with Division 9 of the National Regulations. The educator record will include information on volunteers and students as set out in Regulation 149:

- The educator record must include the full name, address and date of birth of each student or volunteer who participates in the centre-based service.
- The approved provider of a centre-based service must also keep a record for each day on which the student or volunteer participates in the service, the date and the hours of participation.

Volunteer Educators

A volunteer is defined by the Office of the Children's Guardian to be a person who does child-related work for an employer or organisation for no financial reward.

Volunteers will go through the same recruitment process as paid educators:

- All volunteer educators must be interviewed by the Director and provide two suitable references before they will be able to work in the Centre.

- All volunteers are to provide the Centre with their full name, address and date of birth. Photo ID should be viewed and a notation to that effect made on employment documentation.
- All volunteers will be required to comply with the Working with Children Check guidelines.
- A job description will be drawn up for individual volunteers, clearly outlining their duties and the expectations of the Centre.

The Director will provide a modified induction to the Centre, which will include a tour of the Centre, introductions to educators, job description for volunteers and code of conduct. The Director will ensure that they are fully aware of their duties and the Centre's expectations.

Volunteers will be given a copy of relevant policies such as Child Management, Child Protection, Hygiene, Incident, Injury and Trauma, Emergency Procedures and Privacy and Confidentiality as well as relevant policies on Medical Conditions. Volunteers will have access to the same Grievance Procedures as paid educators.

Volunteers are not to discuss children's development or other issues with parents.

Volunteers must adhere to all areas of confidentiality.

Volunteers will never be left alone with or in charge of any children.

Volunteers will not be used to do tasks that the paid 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 Centre.

Students

Placements will be offered to:

- High school students who wish to gain work experience as part of a school program
- Students attending registered training organisations and studying a relevant field, such as childcare, teaching, recreation or community services

All placements will be negotiated through the Director and will only be accepted at the discretion of the Director, based on issues such as educator ability to supervise and assist the students.

After the Director sees the placement as worthy, they will seek approval for the placement from the Management Committee.

Students will be provided with guidelines identifying their responsibilities, expectations and code of conduct while at the Centre. They will be required to comply with the Working with Children Check guidelines.

Students will be made aware of relevant policies such as Child Management, Child Protection, Hygiene, Incident, Injury and Trauma, Emergency Procedures and Privacy and Confidentiality as well as relevant policies on Medical Conditions.

Students are not to discuss a child's development or other issues with parents.

Students adhere to all policies concerning confidentiality.

Students will never be left alone with or in charge of any children.

Students will not be used to do tasks that the paid educators normally do.

Visitors

Visitors may be invited to the Centre to stimulate the children's program.

Visitors could include local people or parents with a skill or ability to share with the children or educators. It may also include local community resources such as Police, Fire Brigade etc.

All other visitors must make an appointment to see the Director at a convenient time.

Professional access to the Centre will be at the discretion of the Director or Management Committee or when required by law to do so. Professionals may include union representatives, State and Federal Government Departmental Officers, Workplace Health and Safety inspectors, building inspectors and Police Officers.

Visitors will never be left alone with or in charge of any children.

Any unwelcome visitor will be calmly asked to leave the Centre. If they refuse, the Director or educator directed by the Director will initiate the lock down procedures and call the Police for removal.

No educator is to try to physically remove the unwelcome person, but must try to remain calm and attempt to keep the person calm and, where possible, away from children.

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard
- My Time, Our Place Framework for School Age Care in Australia
- Network of Community Activities Factsheet – 'Volunteers'
- Privacy Act 1988
- NSW Working With Children Check

Endorsed Date:	October 2018
Review Date:	October 2019

C-11 Educator Child Ratios

NQS

QA. 2.2	Each child is protected.
QA 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard..
QA. 4.1	Staffing arrangements enhance children's learning and development.
QA. 4.1.1	The organisation of educators across the service supports children's learning and development
QA. 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.

National Regulations

Reg. 122	Educators must be working directly with children to be included in ratios
Reg. 168	Education and care service must have policies and procedures
Reg. 260	Educator to child ratio—children over preschool age—centre-based services

My Time, Our Place

LO. 1	Children feel safe, secure and supported
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Policy Statement

We believe that the child to educator ratio is an important factor in determining the quality of care that we provide. We will ensure positive educator, child and parent interactions and safe care by maintenance of the minimum standards outlined in the National Standards.

Related Policies

- MELROSE PARK OSHC Policy A-3: Philosophy
- MELROSE PARK OSHC Policy C-9: Relief Educators
- MELROSE PARK OSHC Policy C-10: Volunteers/Students/Visitors
- MELROSE PARK OSHC Policy D-6: Transportation
- MELROSE PARK OSHC Policy D-30: Supervision
- MELROSE PARK OSHC Policy E-5: Excursions
- MELROSE PARK OSHC Policy E-7: Water Safety

Procedure

Educator to child ratios

The educator: child ratios as outlined in the Standards will be met at all times:

- There will be a maximum of 15 children to 1 educator
- There will be a maximum of 10 children to 1 educator for excursions
- There will be a maximum of 5 children to 1 educator for swimming/water related activities

The following additional educator:child ratios as outlined in the Voluntary Code of Practice will be adhered to at all times:

- A educator child ratio of 1 to 10 for programs which integrate children with disabilities.
- A educator child ratio of 1 to 5 for programs which are specifically for children with disabilities.

Minimum educator numbers

There will be a minimum of two educators present at all times.

When an educator is sick or unable to attend work, an appropriate relief educator will be employed to meet the required ratios (see C-9 Relief Educator Policy).

In an emergency, or if an educator becomes sick, a replacement will be obtained where possible before the educator leaves the Centre.

If a relief educator member is unable to be obtained, suitable volunteers may be employed on a casual basis to cover the numbers (see C-10 Volunteers, Students and Visitors Policy).

Volunteers will only be counted on excursions to make up the higher number of carers required, or when temporarily employed.

Students or junior educators under the age of 18 years old will not be counted as part of the educator: child ratio at any time.

For excursions, consideration will be given to a reduced ratio when in a supervisory challenged environment, especially for sport based activities or activities nearby water.

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard
- Children (Education and Care Services National Law Application) Act 2010

- Putting Children First (NCAC) – ‘Effective Supervision’
- Voluntary Code of Practice Section 3, Staff: child ratios
- My Time, Our Place Framework for School Age Care in Australia

Endorsed Date:	October 2018
Review Date:	October 2019

C-12 Communication - Educator / Management, Educator / Family, Educator / Child, Educator / Educator

NQS

QA. 4.1	Staffing arrangements enhance children's learning and development.
QA. 4.2	Management, educators and staff are collaborative, respectful and ethical.
QA. 4.2.2	Professional standards guide practice, interactions and relationships.
QA. 4.2.1	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.
QA. 5.1	Respectful and equitable relationships are maintained with each child.
QA. 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
QA. 5.2	Each child is supported to build and maintain sensitive and responsive relationships.
QA. 5.2.1	Children are supported to collaborate, learn from and help each other.
QA. 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
QA. 5.1.2	The dignity and rights of every child are maintained.
QA. 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
QA. 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
QA. 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
QA. 6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
QA. 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.
QA. 7.1	Governance supports the operation of a quality service.
QA. 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.

National Regulations

Reg. 155	Interactions with children
Reg. 156	Relationships in groups
Reg. 168	Education and care service must have policies and procedures
Reg. 173	Prescribed information to be displayed

My Time, Our Place

LO. 1	Children feel safe, secure, and supported
	Children learn to interact in relation to others with care, empathy and respect
LO. 2	Children develop a sense of belonging to groups and communities and an

	understanding of the reciprocal rights and responsibilities necessary for active community participation
	Children respond to diversity with respect
	Children become aware of fairness
LO. 3	Children have a strong sense of wellbeing
	Children become strong in their social and emotional wellbeing
LO. 5	Children are effective communicators
	Children interact verbally and non-verbally with others for a range of purposes

Policy Statement

We will encourage positive and open communication between all parties involved in the Centre. Educators, parents and Committee Members will be made aware of appropriate communication avenues and procedures.

Related Policies

- MELROSE PARK OSHC Policy A-3: Philosophy
- MELROSE PARK OSHC Policy A-14: Complaints
- MELROSE PARK OSHC Policy A-15: Role of the Management Committee
- MELROSE PARK OSHC Policy A-17: Privacy and Confidentiality
- MELROSE PARK OSHC Policy A-23: Code of Conduct
- MELROSE PARK OSHC Policy C-4: Educator Professionalism
- MELROSE PARK OSHC Policy C-7: Grievance Procedures
- MELROSE PARK OSHC Policy C-8: Disciplinary Action
- MELROSE PARK OSHC Policy C-9: Relief Educators
- MELROSE PARK OSHC Policy C-10: Volunteers/Students/Visitors
- MELROSE PARK OSHC Policy C-13: Interactions with Children
- MELROSE PARK OSHC Policy D-23: Child Management / Behaviour Guidance
- MELROSE PARK OSHC Policy D-24: Exclusion for Unacceptable Behaviour
- MELROSE PARK OSHC Policy E-3: Gender Equity and Inclusion
- MELROSE PARK OSHC Policy E-4: Cultural Relevance / Anti-Bias

Procedure

Educator / Management

Educators and members of Management are to treat each other with respect, courtesy and understanding. Appropriate language will be maintained at all times.

The Director is the main line of communication between the educators and the Management.

Educators can raise any issues with Management through the Director. The Director will ensure that this is drawn to the Management's attention through the quarterly Management Committee meeting. Where the matter is seen as urgent, the Director may raise the issue with Management prior to the meeting via email and discuss if there is a need for immediate action to be taken at that time.

Where necessary, educators will be invited to Management Committee meetings to discuss their concerns.

If any educators have an issue they do not wish to address with the Director, they may personally write to or contact any member of the Management Committee identifying the problem and asking for the assistance of the Committee.

Where there is a distinct conflict between an educator and the Management Committee, the educator or Management can act on this as per the Grievance Procedures Policy. 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.

Educator / Family

Educators will create a comfortable and supportive environment for parents and strive for open communication and good relations with families.

Educators and parents will treat each other with respect, courtesy and understanding. Appropriate language will be maintained at all times.

Educators will not be judgmental towards parents and will respect their need to use childcare.

Educators will accept parent's individual differences in raising their children and in all cultural issues.

Educators will ensure parents are greeted and farewelled in all sessions.

Educators will maintain regular, open communication with parents. Educators should inform parents 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, medical conditions and so on.

Educators will regularly speak to parents about the child's interests or activities and respond to suggestions from the parents.

Educators will regularly speak to parents about the child's cultural needs and celebrations and respond to these.

When parents contact the Centre to see how a child is settling in, the educators will provide the parent with information regarding the child's participation and wellbeing.

Conversations will be maintained at a positive level.

Communication with parents will be maintained in a variety of ways such as:

- Greeting and farewelling
- Emails
- Personal conversations
- Notice boards
- Parent Information Booklet
- School Newsletters
- Information from Management

Educators will ensure that parents are fully aware of all lines of communication in the orientation process, and ensure these are followed.

Educators will be aware of their limitations in relation to parent's problems and ensure they are referred to the appropriate people when required.

Parents and educators must maintain confidentiality at all times.

In the event that a parent/guardian continuously acts inappropriately or disrespectfully towards an educator, the Management Committee will provide a written warning that the child's place at the Centre may be in jeopardy. The Management Committee then reserves the right to terminate the child's enrolment within the service if the parent/guardian displays continued disrespect or inappropriate behaviour towards an educator, where a written warning has already been received.

Educator / Child

Educators and children are to treat each other with respect, courtesy and understanding. Appropriate language will be maintained at all times.

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 centre.

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 will be used between educators at all times.

Educators will be expected to work together as a team and be supportive of each other in the workplace.

Educators meetings are appropriate times to raise matters of interest or concern to other educators. The Director will arrange for educators contributions to be placed on the meeting Agenda.

Educators will be expected to read minutes of educators meetings and to take notice of changes to Centre policy and procedures.

Educators will familiarise themselves with the content of all notices displayed around the Centre.

An educator with concerns about the work practices or standards of another educator member will firstly approach that educator member to discuss the matter. If the matter remains unresolved, then the grievance procedures will be followed.

Educators should not unnecessarily involve parents or other educators in their matters of grievance or complaint.

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard
- My Time, Our Place Framework for School Age Care in Australia
- Privacy Act 1988

- Putting Children First (NCAC) – ‘Managing Complaints’
- Network of Community Activities Factsheet – ‘Complaints/Grievance Procedures’
- Community Services (Complaints, Reviews and Monitoring) Act (1993) No.2

Endorsed Date:	October 2018
Review Date:	October 2019

C- 13 Interactions with Children

NQS

QA. 1.1	The educational program enhances each child's learning and development.
QA. 1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
QA. 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
QA. 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
QA. 1.3.3	Families are informed about the program and their child's progress.
QA. 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
QA. 1.2	Educators facilitate and extend each child's learning and development.
QA. 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
QA. 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
QA. 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
QA. 5.1	Respectful and equitable relationships are maintained with each child.
QA. 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
QA. 5.2	Each child is supported to build and maintain sensitive and responsive relationships.
QA. 5.2.1	Children are supported to collaborate, learn from and help each other.
QA. 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
QA. 5.1.2	The dignity and rights of every child are maintained.
QA. 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
QA. 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
QA. 7.1	Governance supports the operation of a quality service.

National Regulations

Reg. 73	Educational program
Reg. 74	Documenting of child assessments or evaluations for delivery of educational program
Reg. 75	Information about educational program to be given to parents
Reg. 155	Interactions with children

Reg. 156	Relationships in groups
Reg. 168	Education and care service must have policies and procedures

My Time, Our Place

LO. 1	Children feel safe, secure, and supported
	Children learn to interact in relation to others with care, empathy and respect
LO. 2	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
	Children respond to diversity with respect
	Children become aware of fairness
LO. 3	Children have a strong sense of wellbeing
	Children become strong in their social and emotional wellbeing
	Children take increasing responsibility for their own health and physical wellbeing
LO. 4	Children are confident and involved learners
LO. 5	Children are effective communicators
	Children interact verbally and non-verbally with others for a range of purposes

Policy Statement

We believe that positive interactions between educators and children will have a profound effect on a child's self-esteem and assist children to develop to their fullest potential; physically, socially and cognitively. Positive relationships ensure that children are able to develop a sense of belonging to the Centre and their community ('My Time, Our Place' 2.1, 3.1).

Related Policies

- MELROSE PARK OSHC Policy A-3: Philosophy
- MELROSE PARK OSHC Policy A-14: Complaints
- MELROSE PARK OSHC Policy C-12: Communication
- MELROSE PARK OSHC Policy D-23: Child Management
- MELROSE PARK OSHC Policy D-25: Harrassment / Bullying and Violence
- MELROSE PARK OSHC Policy E-1: Daily Routines
- MELROSE PARK OSHC Policy E-2: Written Programs
- MELROSE PARK OSHC Policy E-3: Gender Equity and Inclusion
- MELROSE PARK OSHC Policy E-4: Cultural Relevance / Anti-Bias
- MELROSE PARK OSHC Policy E-10: Community Involvement

Procedure

Under Regulation 155, an approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that—

- encourages the children to express themselves and their opinions
- allows the children to undertake experiences that develop self-reliance and self-esteem
- maintains at all times the dignity and rights of each child
- gives each child positive guidance and encouragement toward acceptable behaviour; and
- has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.

The approved provider of an education and care service must take reasonable steps to ensure that the service provides children with opportunities to interact and develop respectful and positive relationships with each other and with educators of, and volunteers at, the service.

The approved provider must have regard to the size and the composition of the groups in which children are being educated and cared for by the service.

Through positive, supportive and intentional relationship building, educators will:

- Ensure the United Nations 'Rights of the child' are acknowledged and promoted
- Treat all children equally regardless of race, cultural background, religion, sex or ability
- Lead by example and promote respect, democracy, honesty, integrity, justice, courage and a collaborative environment for all users to promote a positive interactive learning community
- Facilitate the children's development of skills in interactions and communication to ensure all interactions are non-bias, non-discriminatory, non-threatening, respectful, and will not humiliate, scare, threaten or harm any other person
- Ensure the programme of activities is planned, evaluated, and extended on, to facilitate individuals' strengths and interests and to ensure children have opportunities to try new activities, take risks and develop a sense of achievement
- Ensure the routine is reviewed regularly so it is developmentally and age appropriate and that educator's expectations of children are based on their age and development
- Regularly meet outside of the programme hours to discuss the development of the programme, numbers of attendance, experience and knowledge of individual children's needs, routines and current goals and strategies
- Collaborate with children regarding the daily routines and programming so they can contribute ideas based on their current needs, interests, skills and abilities
- Ensure the children participate in the documentation of their activities, participation, achievements and learnings
- Ensure children's reflections, contributions, ideas, feedback, opinions are sought by the educators regularly throughout the programme and in a variety of situations. The documentation is used to enhance and enrich the program
- Ensure the children will not be required to participate in activities that are inappropriate in relation to each child's family and cultural values, age, physical and intellectual development or capacity
- Monitor, support, facilitate and guide interactions between peers where required
- Ensure relationships are strengthened as educators and children share decisions, respect and trust each other and learn together
- Promote diversity of opinion, culture and interests and incorporate these into the programme

- Ensure the children have many opportunities to take on different levels of responsibility and encourage independence for children to make decisions for themselves
- Ensure children are consulted on the strategies for positive and acceptable behaviour at the Centre and discuss strategies with children individually and in group situations on a regular basis
- Model respectful and positive interactions with the children, with each other and with families
- Value the partnership with families and consult with families on a regular basis
- Consult with the school community to ensure the strategies are consistent with the school's strategies
- Actively play alongside the children as this is the best place to adequately supervise, respond and promote positive interactions and learning.
- Promote and model positive guidance and conflict resolution through supporting interactions, role modelling and play

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard
- My Time, Our Place Framework for School Age Care in Australia
- United Nations 'Rights of the Child'
- Network 'Interactions with Children' Policy

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