

YARRAM EARLY LEARNING

STAFFING POLICY

Mandatory – Quality Area 4

PURPOSE

This policy will provide guidelines for engaging staff at Yarram Early Learning, including:

- employing sufficient numbers of educators to meet legislative, policy and service standards
- employing educators with qualifications and experience that meet legislative, policy and service standards
- providing appropriate supervision and support to staff and other adults at the service
- complying with legislation relating to Working with Children (WWC) Checks and criminal history record checks and meeting Child Safe Standards.

This policy should be read in conjunction with the following service policies:

- *Child Safe Environment Policy*
- *Code of Conduct Policy*
- *Determining Responsible Person Policy*
- *Participation of Volunteers and Students Policy*

POLICY STATEMENT

1. VALUES

Yarram Early Learning is committed to:

- ensuring that the health, safety and wellbeing of children at the service is protected at all times while also promoting their learning and development
- fulfilling a duty of care to all children attending the service
- providing accountable and effective staffing and management practices
- employing educators with a range of relevant qualifications and experience to provide a quality educational program that meets the needs of children and families in the community
- employing educators according to policy and funding requirements
- complying with relevant industrial agreements and current legislation in relation to the employment of staff, including the *Equal Opportunity Act 2010*, *Fair Work Act 2009* and the *Working with Children Act 2005*
- continuity of educators at the service
- the further development of staff.

2. SCOPE

This policy applies to the Approved Provider, Persons with Management or Control, Nominated Supervisor, Persons in day-to-day Charge, staff, volunteers, students and parents/guardians at Yarram Early Learning.

3. BACKGROUND AND LEGISLATION

Background

High quality services with qualified, skilled and supported educators have a long-term positive impact on the trajectory of children's lives. Minimum qualification requirements are specified in legislation for all educators working in early childhood education and care services. Eligibility for services to receive funding also includes requirements for staff to hold specific qualifications (*The Kindergarten Funding Guide – refer to Sources*).

A current list of approved qualifications is available on the Australian Children's Education and Care Quality Authority (ACECQA) website (refer to *Sources*). Applications can also be made to ACECQA to determine if other qualifications (such as those gained overseas) entitle the individual to work as an early childhood teacher, diploma-level educator or certificate III level educator. Application forms are available on the ACECQA website and a fee is required for processing an application.

In addition, there are legislative requirements that there is at least one educator who holds current approved first aid qualifications, anaphylaxis management training and emergency asthma management training to be in attendance and immediately available at all times that children are being educated and cared for by the service. These qualifications must be updated as required, and details of qualifications must be kept on an individual's staff record. As a demonstration of duty of care and best practice, ELAA recommends **all educators** have current approved first aid qualifications, anaphylaxis management training and emergency asthma management training.

Opportunities for professional development are crucial for all educators to ensure that their work practice remains current and aligned to the practices and principles of the national *Early Years Learning Framework (EYLF)* and the *Victorian Early Years Learning and Development Framework (VEYLDF)* (refer to *Sources*).

Staff are required to actively supervise children at all times when children are in attendance at the service (refer to *Supervision of Children Policy*). To facilitate this, services are required to comply with legislated educator-to-child ratios at all times, which are based on the qualifications of the educators, and the ages and number of children at the service. Only those educators working directly with children (refer to *Definitions*) can be counted in the ratio.

All educators and staff are required by law to have a current WWC Check or be registered with the Victorian Institute of Teaching (refer to *Definitions*). It is also recommended that the Nominated Supervisor and staff with financial responsibilities also have a criminal history record check (refer to *Definitions* and *Sources*).

Child Safe Standard 4 requires organisations to have policies and procedures in place for the recruitment and selection, supervision, training and performance management of staff (refer to *Child Safe Environment Policy*).

Staffing Practices

Yarram Early Learning Inc. staffing policy is to recruit staff of the highest calibre through fair and open processes. The principles underpinning the recruitment process are those of fairness, credibility, equal employment opportunity, merit and the optimising of career prospects for currently employed staff.

All staff employed at Yarram Early Learning have:

- Submitted an appropriate CV
- Undergone interview process and had references checked
- Undergone a formal Induction process

Staff Leave Entitlements

Leave and superannuation entitlements are provided in accordance to the National Employee Standards. Any Annual Leave (AL) or Sick/Personal Leave needs to be approved and the appropriate leave application needs to be filled out and signed by the Director (see attachment 1). A Medical Certificate must accompany a leave application should it fall either side of the weekend or a public holiday. A maximum of 8 weeks of AL may be accrued at any one time. Any TIL or RDO's also need to be approved and the same leave form needs to be filled out and signed by the Director. Any TIL that is accrued needs to be take within a calendar year or it will be forfeited.

Professional Development for Staff

It is essential that all staff and other adults engaged to work directly with children are provided with opportunities to learn and develop new skills in relation to supporting the learning and development of young children. Such opportunities can arise when more qualified and experienced staff offer guidance and feedback to other staff. Opportunities for professional development are also crucial for all educators to ensure that their work practice remains current and relevant to the practices and principles of the national Early Years Learning Framework (EYLF) and the Victorian Early Years Learning and Development Framework (VEYLDF).

All Yarram Early Learning staff are provided with professional development opportunities that respond to the commitment to training, development and educational activities which build upon individual strengths and are forward looking. Staff participate in a professional development program that links with their annual Performance Development and Review and the Services Quality Improvement Plan (QIP).

This policy should be read in conjunction with the following policies:

- *Code of Conduct Policy* – management, co-ordinators, educators, staff, students on placement and volunteers are required to be respectful and ethical at all times. This policy explains the responsibilities of all parties in relation to one another, to children and families using the service, and to individuals and organisations in the wider community.
- *Determining Responsible Person Policy* – legislation requires all approved services to ensure that a Responsible Person is physically present at all times the service is educating and caring for children. The Responsible Person is either the Certified Supervisor, Nominated Supervisor, or the Nominated Educator who has been placed in day-to-day charge of the service. This policy provides guidelines to determine the Responsible Person at the service.
- *Participation of Volunteers and Students Policy* – this policy provides guidelines for the engagement and participation of volunteers and students at the service, while ensuring that children's health, safety and wellbeing is protected at all times.

Legislation and Standards

Relevant legislation and standards include but are not limited to:

- Child Safe Standards
- *Education and Care Services National Law Act 2010*
- *Education and Care Services National Regulations 2011*
- Education and Training Reform Act 2006 (Vic) (amended in 2014)
- *Equal Opportunity Act 2010 (Vic)*
- *Fair Work Act 2009*
- *National Quality Standard, Quality Area 4: Staffing Arrangements*

- *Privacy Act 1988 (Cth)*
- *Privacy and Data Protection Act 2014 (Vic)*
- *Working with Children Act 2005 (Vic)*
- *Working with Children Regulations 2006 (Vic)*

4. DEFINITIONS

The terms defined in this section relate specifically to this policy. For commonly used terms e.g. Approved Provider, Regulatory Authority, National Law, National Regulations etc. refer to the *General Definitions* section of this manual.

Adequate supervision: (In relation to this policy) **supervision** entails all children (individuals and groups) in all areas of the service, being in sight and/or hearing of an educator at all times including during toileting, sleep, rest and transition routines. Services are required to comply with the legislative requirements for educator-to-child ratios at all times. Supervision contributes to protecting children from hazards that may emerge in play, including hazards created by the equipment used.

Adequate supervision refers to constant, active and diligent supervision of every child at the service. Adequate supervision requires that educators are always in a position to observe each child, respond to individual needs, and immediately intervene if necessary. Variables affecting supervision levels include:

- number, age and abilities of children
- number and positioning of educators
- current activity of each child
- areas in which the children are engaged in an activity (visibility and accessibility)
- developmental profile of each child and of the group of children
- experience, knowledge and skill of each educator
- need for educators to move between areas (effective communication strategies).

Approved first aid qualification: A list of approved first aid qualifications, anaphylaxis management and emergency asthma management training is published on the ACECQA website: www.acecqa.gov.au

Certified Supervisor: An educator with a Supervisor Certificate (in accordance with the National Regulations) who may consent to being placed in day-to-day charge of the education and care service. The designation must be made by the Approved Provider or the Nominated Supervisor and accepted in writing by the Certified Supervisor. A Certified Supervisor placed in day-to-day charge of a service **does not** have the same responsibilities under the National Law as the Nominated Supervisor.

Applications for Supervisor Certificates are assessed by the Regulatory Authority.

Criminal history record check: A full-disclosure, Australia-wide criminal history record check issued by Victoria Police (refer to *Sources*), or by a police force or other authority of a state or territory, or the Commonwealth. It may also be referred to as a National Police Certificate or Police Records Check.

Early childhood teacher: A person with an approved early childhood teaching qualification. Approved qualifications are listed on the ACECQA website: www.acecqa.gov.au

Educator: An individual who provides education and care for children as part of an education and care service.

Educational Leader: The Approved Provider of an education and care service must designate, in writing, a suitably-qualified and experienced educator, co-ordinator or other individual to lead the development and implementation of educational programs at the service (Regulation 118). This person must have a thorough understanding of the *Early Years*

Learning Framework (or other approved learning framework), be able to guide other educators in their planning and reflection, and mentor colleagues in the implementation of their practice.

Fit and proper: In determining whether an applicant is fit and proper, the Regulatory Authority must take into account the applicant's history of involvement in education and care services, their compliance with current and prior law, criminal history record check, and any bankruptcy or insolvency issues. The Regulatory Authority may reassess fitness and propriety at any time. Applicants are required to complete the Declaration of Fitness and Propriety form on the ACECQA website and have this approved by the Regulatory Authority. This form must be completed by an individual provider applicant or, in the case of an entity provider applicant, each person with management or control of a service.

The form is available at: <http://acecqa.gov.au/Article.aspx?pid=384> (Note: Under the *Education and Care Services National Law Act 2010*, Section 5, Definitions:

"person with management or control, in relation to an education and care service, means – (b) if the provider of the service is an eligible association, each member of the executive committee of the association who has the responsibility, alone or with others, for managing the delivery of the education and care service".)

The Kindergarten Funding Guide: provides detailed information from the Department of Education and Training (DET) about the types of kindergarten funding available, eligibility criteria, how to apply for funding and how to comply with operational requirements once funding has been granted.

Nominated Supervisor: A person who has been nominated by the Approved Provider of the service under Part 3 of the Act can be the Nominated Supervisor. All services must have a Nominated Supervisor with responsibility for the service in accordance with the National Regulations. The Approved Provider must take reasonable steps to ensure the Nominated Supervisor is a fit and proper person with suitable skills, qualifications and experience. The Regulatory Authority must be notified if the Nominated Supervisor for the service changes or is no longer employed at the service within 14 days.

Person with management or control: Each member of the executive committee of the association which is the Approved Provider, who has the responsibility, alone or with others, for managing the delivery of the education and care service.

Responsible Person: The Approved Provider (if that person is an individual, and in any other case the person with management or control of the service operated by the Approved Provider) or a Nominated Supervisor or person in day-to-day charge of the service in accordance with the National Regulations.

Staff record: A record which the Approved Provider of a centre-based service must keep containing information about the Nominated Supervisor, the Educational Leader, staff, volunteers, students and the Responsible Person at a service. Details that must be recorded include qualifications, training and the WWC Check (Regulations 146–149). A sample staff record is available on the ACECQA website: www.acecqa.gov.au

Victorian Institute of Teaching (VIT): The statutory authority for the regulation and promotion of the teaching profession in Victoria, established as part of the Victorian Institute of Teaching Act 2001. All early childhood teachers are required to be registered with the Victorian Institute of Teaching.

Working directly with children: Working directly with children is defined as being physically present with children and directly engaged in providing them with education and/or care.

Working with Children (WWC) Check: The check is a legal requirement under the *Working with Children Check 2005* for those undertaking paid or voluntary child-related work in

Victoria. The Department of Justice assesses a person's suitability to work with children by examining relevant serious sexual, physical and drug offences in a person's national criminal history and, where appropriate, their professional history. A WWC Check card is granted to a person under working with children legislation if:

- they have been assessed as suitable to work with children
- there has been no information that, if the person worked with children, they would pose a risk to those children
- they are not prohibited from attempting to obtain, undertake or remain in child-related employment.

5. SOURCES AND RELATED POLICIES

Sources

- The Commission for Children and Young People (2018), *A Guide for Creating a Child Safe Organisation*: <https://ccyp.vic.gov.au/assets/resources/CSSGuideFinalV4-Web-New.pdf>
- Australian Children's Education and Care Quality Authority (ACECQA): www.acecqa.gov.au
- ELAA's *Employee Management and Development Kit*: developed to support early learning services in the ongoing management and development of their employees at: <https://elaa.org.au/resources/free-resources/employee-management-development-kit/>
- ELAA's *Early Childhood Management Manual* contains additional information and attachments relating to staffing, including sample position descriptions, sample letters of employment and interview questions. Available from: www.elaa.org.au
- Department of Education and Training, *The Kindergarten Funding Guide*: <https://www.education.vic.gov.au/childhood/providers/funding/Pages/kinderfundingcriteria.aspx>
- *The Early Years Learning Framework for Australia: Belonging, Being, Becoming*: www.education.gov.au
- *Victorian Early Years Learning and Development Framework*: www.education.vic.gov.au
- Working with Children Check unit, Department of Justice and Regulation – provides details of how to obtain a WWC Check: www.workingwithchildren.vic.gov.au
- Victoria Police – National Police Record Check: www.police.vic.gov.au

Service policies

- *Administration of First Aid Policy*
- *Anaphylaxis Policy*
- *Asthma Policy*
- *Child Safe Environment Policy*
- *Code of Conduct Policy*
- *Complaints and Grievances Policy*
- *Curriculum Development Policy*
- *Delivery and Collection of Children Policy*
- *Determining Responsible Person Policy*
- *Inclusion and Equity Policy*
- *Interactions with Children Policy*
- *Participation of Volunteers and Students Policy*
- *Privacy and Confidentiality Policy*
- *Supervision of Children Policy*

PROCEDURES

The Approved Provider and Persons with Management or Control are responsible for:

- complying with the service's *Code of Conduct Policy* at all times
- appointing Nominated Supervisors (refer to *Definitions*) who are aged 18 years or older, fit and proper and have suitable skills, as required under the Education and Care (refer to *Determining Responsible Person Policy*) (National Law, Section 161)
- ensuring that there is a Responsible Person (refer to *Definitions* and *Determining Responsible Person Policy*) on the premises at all times the service is in operation (National Law, Section 162)
- ensuring that the Nominated Supervisor, educators and all staff comply with the *Code of Conduct Policy* at all times
- ensuring that children being educated and cared for by the service are adequately supervised (refer to *Definitions* and *Supervision of Children Policy*) at all times they are in the care of that service (National Law: Section 165(1))
- complying with the legislated educator-to-child ratios at all times (National Law: Sections 169(1) & (3), National Regulations: Regulations 123, 355, 357, 360)
- ensuring that all staffing meets the requirements of *The Kindergarten Funding Guide* (refer to *Sources*) at all times the service is in operation
- complying with relevant industrial agreement and current legislation relating to the employment of staff, including the *Equal Opportunity Act 2010*, *Fair Work Act 2009*, *Occupational Health and Safety Act 2004* and the *Working with Children Act 2005*
- following the guidelines for the recruitment, selection and ongoing management of staff as outlined in the *Child Safe Environment Policy*
- employing the relevant number of appropriately-qualified educators (refer to *Definitions*) with ACECQA approved qualifications (refer to *Background* and *Sources*) (Regulations 126, 361)
- employing additional staff, as required, to assist in the provision of a quality early childhood education and care program
- ensuring an early childhood teacher (refer to *Definitions*) is working with the service for the required period of time specified in the National Regulations, and that, where required, a record is kept of this work (Regulations 130–134, 152, 362, 363)
- appointing an appropriately-qualified and experienced educator to be the Educational Leader (refer to *Definitions*), and ensuring this is documented on the staff record (Regulations 118, 148)
- ensuring that educators and other staff are provided with a current position description that relates to their role at the service
- maintaining a staff record (refer to *Definitions*) in accordance with Regulation 145, including information about the Responsible Person, Nominated Supervisor, the Educational Leader, other staff members. Details that must be recorded include qualifications, training, Working with Children Check (Regulations 146–148). A sample staff record is available on the ACECQA website: www.acecqa.gov.au
- complying with the requirements of the *Working with Children Act 2005*, and ensuring that the Nominated Supervisor, educators and staff at the service have a current WWC Check (refer to *Definitions*) or a Victorian Institute of Teaching (VIT) certificate of registration
- reading the WWC Check or confirming VIT registration of all staff prior to their being engaged or employed as a staff member at the service
- read the WWC Check of all volunteers prior to their being permitted to be a volunteer at the service
- ensuring that a register of the WWC Checks or VIT registrations is maintained and the details kept on each staff record (Regulations 145, 146, 147)

- determining who will cover the costs of WWC Checks or criminal history record checks (refer to *Definitions*)
- developing (and implementing, where relevant) an appropriate induction program for all staff appointed to the service
- developing rosters in accordance with the availability of Responsible Persons, staff qualifications, hours of operation and the attendance patterns of children
- ensuring that volunteers/students and parents/guardians are adequately supervised at all times when participating at the service, and that the health, safety and wellbeing of children at the service is protected (refer to *Participation of Volunteers and Students Policy*)
- ensuring educators who are under 18 years of age are not left to work alone, and are adequately supervised at the service (Regulation 120)
- ensuring that there is at least one educator with current approved first aid qualifications, anaphylaxis management training and emergency asthma management training (refer to *Definitions*) in attendance and immediately available at all times that children are being educated and cared for by the service. (Note: this is a minimum requirement. As a demonstration of duty of care and best practice, ELAA recommends that all educators have current approved first aid qualifications and anaphylaxis management training and emergency asthma management training.) Details of qualifications and training must be kept on the staff record (Regulations 136, 145)
- developing procedures to ensure that approved first aid qualifications, anaphylaxis management training and emergency asthma management training are evaluated regularly, and that staff are provided with the opportunity to update their qualifications prior to expiry
- ensuring that staff records (refer to *Definitions*) and a record of educators working directly with children (refer to *Definitions*) are updated annually, as new information is provided or when rostered hours of work are changed (Regulations 145–151)
- ensuring that annual performance reviews of the Nominated Supervisor, educators and other staff are undertaken
- reviewing staff qualifications as required under current legislation and funding requirements on an annual basis
- ensuring that the Nominated Supervisor, educators and other staff, volunteers and students are not affected by alcohol or drugs (including prescription medication) that would impair their capacity to supervise or provide education and care to children (Regulation 83)
- ensuring that all educators and staff have opportunities to undertake professional development relevant to their role
- ensuring that the Nominated Supervisor and educators/staff are advised and aware of current child protection laws and any obligations that they may have under these laws (Regulation 84) (refer to the *Child Safe Environment Policy*)
- informing parents/guardians of the name/s of casual or relief staff where the regular educator is absent
- developing and maintaining a list of casual and relief staff to ensure consistency of service provision
- ensuring that the procedures for the appointment of casual and relief staff are compliant with all regulatory and funding requirements.

The Nominated Supervisor and Persons in Day to Day Charge are responsible for:

- ensuring that the name and position of the Responsible Person in charge of the service is displayed and easily visible from the main entrance of the service
- following the guidelines for the recruitment, selection and ongoing management of staff as outlined in the *Child Safe Environment Policy*

- complying with the service's *Code of Conduct Policy* at all times
- ensuring adequate supervision of children at all times (refer to *Supervision of Children Policy*)
- ensuring the educator-to-child ratios are maintained at all times (Regulation 169(3)), that each educator at the service meets the qualification requirements relevant to their role, including the requirement for current approved first aid qualifications, anaphylaxis management training and emergency asthma management training, and that details of such training is kept on the staff record
- developing rosters in consultation with the Approved Provider in accordance with the availability of Responsible Persons, staff qualifications, hours of operation and the attendance patterns of children
- ensuring that educators and other staff undertake appropriate induction following their appointment to the service
- ensuring that all educators and staff have opportunities to undertake professional development relevant to their role
- participating in an annual performance review
- ensuring that less experienced educators and others engaged to be working with children are adequately supervised
- ensuring educators who are under 18 years of age are not left to work alone and are adequately supervised at the service
- providing details of their current WWC Check or VIT registration for the staff record
- reading of Working with Children Checks or VIT registrations of staff
- ensuring that they are not affected by alcohol or drugs (including prescription medication) that would impair their capacity to supervise or provide education and care to children (Regulation 83)
- ensuring that they are aware of current child protection laws and any obligations that they may have under these laws (refer to *Child Safe Environment Policy*)
- informing parents/guardians of the name/s of casual or relief staff where the regular educator is absent.

Certified Supervisors are responsible for:

- Holding a Supervisor Certificate (refer to *Definitions*)
- Providing written consent to accept the role of Certified Supervisor
- Informing the Approved Provider and/or Nominated Supervisor in the event of absence from the service due to leave or illness so they can be replaced by another Responsible Person (refer to *Determining Responsible Person Policy*)
- Inducting staff in accordance with information at Attachment 1.

All educators and other staff are responsible for:

- complying with the service's *Code of Conduct Policy* at all times
- ensuring that they are not affected by alcohol or drugs (including prescription medication) that would impair their capacity to supervise or provide education and care to children
- providing details of their current WWC Check or VIT registration and where relevant Criminal Records Check for the staff record
- undertaking the required induction program following appointment to the service
- advising the Working With Children Check Unit at the Department of Justice and Regulation of any relevant change in circumstances, including change of name, address, contact details and change of employer organisation, including changes to the organisation's contact details

- where the role involves working with children, providing adequate supervision at all times (refer to *Definitions and Supervision of Children Policy*)
- maintaining educator-to-child ratios at all times
- maintaining current approved qualifications relevant to their role, including first aid qualifications, anaphylaxis management training and emergency asthma management training
- participating in an annual performance review
- undertaking professional development relevant to their role to keep their knowledge and expertise current
- supervising educators at the service who are under 18 years of age, and ensuring that they are not left to work alone
- ensuring that they are aware of current child protection laws and any obligations that they may have under these laws (refer to *Child Safe Environment Policy*).

Parents/guardians, volunteers and students on placement are responsible for:

- reading this *Staffing Policy*
- complying with the Code of Conduct for Parents/Guardians (refer to the *Code of Conduct Policy*) at all times
- complying with the law, the requirements of the *Education and Care Services National Regulations 2011*, and all service policies and procedures
- following the directions of staff at the service at all times to ensure that the health, safety and wellbeing of children are protected.

EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider will:

- regularly check staff records to ensure WWC Checks and qualifications are current and complete
- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notify parents/guardians at least 14 days before making any changes to this policy or its procedures unless a lesser period is necessary because of a risk.

ATTACHMENTS

Nil

AUTHORISATION

This policy was adopted by the Approved Provider of Yarram Early Learning in June 2015.

REVIEW DATE: 15/OCTOBER/2020



Leave Application

Employee Name: _____

I wish to apply for:

Type of Leave	Date	Hours
Annual Leave		
Sick Leave		
Medical Certificate Attached? Y / N		
RDO		
Time In Lieu		
Compassionate Leave		
Long Service Leave		
Other		

Employee Signature: _____

Date: ____/____/____

Director Signature: _____

Date: ____/____/____

<p>LEAVE ENTERED INTO XERO</p> <p>Signature: _____</p> <p>Date: ____/____/____</p>
--

ATTACHMENT 2



Staff Orientation Checklist

Staff Details

Name:		Date of Birth: / /
Address:			

Following forms/information received: please tick

	Validation of Personal Information
	Pre-Employment Health Declaration
	Tax File Number Declaration
	Superannuation Choice Form
	WWC Check Checked for currency on WWCC website and attached verification <input type="checkbox"/>
	Relevant Qualifications or Course Enrolment Information
Details:	
	First Aid Training Certificate
	Anaphylaxis Training Certificate
	Asthma Training Certificate
	CPR Certificate

Nominated Supervisor: please only complete this section if requested to do so

I accept the designation of Nominated Supervisor of Yarram Early Learning Centre and understand and accept my responsibilities under the Education and Care Services Nation Law and National Regulations

	Signed letter for nominated supervisor received. (please tick)
--	--

Signature of Approved Provider:	Date:
Signature of Nominated Supervisor:	Date:

Director or 2IC to discuss and new staff member to initial when understood		Initials
Introductions	New educator officially introduced to all staff by the Nominated Supervisor	
	Staff Roles; (2nd in charge; Room leaders, Director, Administration, Educational Leader, First Aid Officer, Food Safety Officer)	
	Staff Handbook	
	Greeting families	
	Tour of Centre	
Service information	Service philosophy	
	Integrated Service	
	Delivery and collection of children procedure	
	Family law/ parenting orders	
Staffing arrangements and resources	Access to building (swipe card)	
	Access to office files (e.g. enrolment records)	
	Probationary period	
	Staff Performance and Development Plan	
	Grievance Guidelines	
	Rosters	
	Staff meetings / Agendas	
	Educators In-services	
	Phone use	
	WHS/OHS information (e.g. correct lifting and storage procedures)	
NQF Documentation or website links provided	Belonging, Being & Becoming The Early years Learning Framework OR My Time Our Place Framework for School Aged Care	
	National Quality Standard	
	National Law and Regulations	
Children's documentation	Access to children's files and learning documentation (ensure confidentiality)	
	Digital Security/Confidentiality	
	Authorised Persons	
	Additional needs children (inclusion support, assistance required)	
	EYLF resources	
	Curriculum planning and critical reflection	
Supervision	Adequate supervision including during transitions	
	Ratios	
	Outdoor supervision	

Emergency Information	Sun smart and Get up and Grow	
	Location of fire extinguishers, fire blankets etc.	
	Fire drill procedures	
	Location Material Safety Data Sheets	
	Emergency Evacuation Plan	
	Emergency phone numbers	
	Location and use of emergency whistle, alarm	
Enrolment	Enrolment applications/packages/waiting list	
Medical Information	Immunisation requirements for children	
	Staff immunisation recommendations	
	Location of First Aid Kits	
	Location of children's medication	
	Medical management plans & risk minimisation plans	
	Administration of medication	
	Procedures for children who become unwell at service or are brought to service unwell	

To be completed by Staff Member Conducting Orientation

I..... confirm that I have discussed the above items with the new staff member.

Date: Signed:

Administrator to discuss and new staff member to initial when understood		Initials
Staff Admin	Timesheets	
	Pay Slips/Pay Periods	
	Staff mail pockets	
	Photo mounted on wall in foyer	
	Educator Uniform	

To be completed by Staff Member Conducting Orientation

I..... confirm that I have discussed the above items with the new staff member.

Date: Signed:

Other staff member to discuss and new staff member to initial when understood		Initials
Tour of Centre	Door code	
	Visitor sign in/out	
	Staff In/out board	
	Staff Toilet & Lockers	
	Break Room	
	Staff Food Storage/labels/dates	
	Staff communication diary	
	Planning Room/Educator Resources	
	Location of bins	
	Laundry washing and cleaning routines	
	Storage of disinfectants, cleaning products, etc.	
	Kitchen cleaning and hygiene procedures (including dishwasher)	
	Nappy change/Toileting procedures	
	Hand washing procedure	
	Room Guides	
	Opening/Closing procedures	
	Staff contact list	
	Daily routines	
	Cleaning duties	
	Breaks	
Bed storage/sheet storage		
Incident, injury, trauma and illness procedures and forms		
Storage Rooms		
Parents Resources or Information	Parent sign in/out sheets	
	Parent information/newsletters	
	Children's lockers	
	Suggestion box	
Food	Allergy and anaphylaxis information (special diets)	
	Food Storage/labels/dates	
	Lunch box procedures	
To be completed by Staff Member Conducting Orientation		

I..... confirm that I have discussed the above items with the new staff member.

Date: Signed:

Centre Policies (to be initialled by new staff member when read and understood)	Initials
Acceptance and Refusal of Authorisations Policy	
Administration of First Aid Policy	
Administration of Medication Policy	
Anaphylaxis Policy	
Asset Management Policy	
Asthma Policy	
Child Safe Environment Policy (child protection)	
Code of Conduct Policy	
Complaints and Grievances Policy	
Curriculum Development Policy	
Dealing with Infectious Diseases Policy	
Dealing with Medical Conditions Policy	
Delivery and Collection of Children Policy	
Diabetes Policy	
Emergency and Evacuation Policy	
Enrolment and Orientation Policy	
Epilepsy Policy	
Excursions and Incursion Policy	
Fees Policy	
Financial Management Policy	
Hygiene Policy	
Incident, Injury, Trauma and Illness Policy	
Inclusion and Equity Policy	
Interactions with Children Policy	
Nutrition and Active Play Policy	
Occupational Health and Safety Policy	
Parental Leave Policy	
Participation of Volunteers and Students Policy	
Pest Control Policy	
Pregnancy in Childcare Policy	
Privacy and Confidentiality Policy	

Relaxation and Sleep Policy	
Staffing Policy	
Sun Protection Policy	
Supervision of Children Policy	
Water Safety Policy	
Staff Handbook	

To be completed by New Staff Member

I hereby acknowledge that on (date) I received a digital copy of the Yarram Early Learning Centre Policies and Procedures Manual and the Staff Handbook I have read and understood the above listed Centre Policies which it contained.

I understand the contents of said policies and agree to abide by the principles, practices and consequences set out within.

I understand that the Yarram Early Learning Incorporated Committee/the Certified Supervisor, Nominated Supervisor will address any breach of these policies, and that any serious breach could lead to legal or disciplinary action.

I understand that a signed copy of this acknowledgement will be kept on my staff record while I am working at the service.

Date: Signed:

ATTACHMENT 2

RECRUITMENT PROCESS

Guidance: Decide which type of employment is applicable – permanent full time, permanent part time, casual, fixed term, apprenticeships or trainees. Legally, it's important to get this right. Also make sure your process is accessible and not discriminatory.

Task	Tick when completed
<p>1. Consider preliminary issues.</p> <p>a) Create new or review a current Position Description which fully covers key activities, tasks, skills required, expectations, as well as mandatory qualifications or experience (for example first aid certificate, a drivers licence).</p> <p>Ensure position description selection criteria includes;</p> <ul style="list-style-type: none"> • A demonstration of or willingness to better understand the needs of children with a disability. • A demonstration of or willingness to better understand Aboriginal cultural safety and awareness. • A demonstration of or willingness to better understand cultural safety for children from culturally and/or linguistically diverse backgrounds. <p>d) What is the salary for the position? Consider minimum wage contained in either VECTAA (Kindergarten teaching staff), Children's Services Award (Educators) or other relevant award.</p> <p>e) What are your obligations towards your support worker? Consider minimum conditions of employment as per relevant award.</p>	
<p>2. Advertise the position</p> <p>Consider your options: the local paper, by word of mouth, by placing notices in public places. When advertising, avoid discriminatory language (for example, "young person"). Target the attribute you want (for example, "we require an energetic person").</p> <p>Select a closing date for applications and provide various methods for submitting an application.</p> <p>Where appropriate and possible the advertisement should include any or all or a combination of the following statements:</p> <ul style="list-style-type: none"> • <i>'This organisation promotes the safety, wellbeing and inclusion of all children, including those with a disability. Applicants are welcome to elaborate on experience they may have working with children with a disability.'</i> • <i>'This organisation promotes the safety and wellbeing of Aboriginal children, and encourages applications from Aboriginal peoples. Applicants are welcome to elaborate on experience they may have working with Aboriginal children and/or communities'.</i> • <i>This organisation promotes the safety and wellbeing of children from culturally and/or linguistically diverse backgrounds, and encourages applications from people from culturally and/or linguistically diverse background.</i> <p>Applicants are welcome to elaborate on experience they may have working with children from a culturally and/or linguistically diverse background.'</p> <p>In the information about the position vacancy specify that all applicants must provide a current copy of their resume and the names of three people that can be contacted as referees.</p>	

Task	Tick when completed
<ul style="list-style-type: none"> • Secure members for an interview panel. Interview panel (for all positions except for Centre Director) should generally be made up of the Centre Director or Second in charge, another member of the centre leadership team (another room leader) and a member of the Committee of Management. 	
<p>3. Assess applicants</p> <p>Your first assessment of applicants will usually be based on their written application. You may want to interview any applicants whose written application indicates that they will be able to the job to your satisfaction. An interview lets you ask detailed questions to help find the right person. You do not need to interview each person who applies for the position.</p> <p>Prior to an interview, prepare a list of questions that you wish to ask the applicant. Ensure questions are relevant, not discriminatory, and do not offend the applicant's privacy. Try to relax during the interview, to put your applicant at ease. Ask the applicant if you can take notes during the interview to help you remember what was said later. Keep these notes on file.</p> <p>You may also wish to see evidence of an applicant's qualifications (if relevant) and to seek information about their previous experience.</p>	
<p>4. Conduct relevant pre-employment checks for recommended applicant.</p> <p>Contact the person's referees. See below for template for referee check.</p> <p>Ask the applicant to produce a Working with Children Check, a National Police Certificate and/or a working visa* (where relevant).</p>	
<p>5. Make an offer of employment</p> <p>Provide the successful applicant with a letter of offer signing. Give the applicant a signed copy of these documents.</p>	
<p>6. After letter of offer is signed.</p> <p>a) Employee to be provided with all relevant documentation (Tax declaration, superannuation form etc.) as listed on page one of employee orientation checklist.</p>	
<p>7. Notify remaining job applicants of their unsuccessful applications</p> <p>As a matter of courtesy, contact unsuccessful applicants thanking them for their application, but stating that they have unfortunately been unsuccessful in this instance.</p> <p>Ask if they would like feedback on their application and or interview if relevant.</p>	