

Yarram Early Learning Staffing Policy

Quality Area 4: Staffing Arrangements

PURPOSE

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

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

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

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

POLICY STATEMENT

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 staff 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 staff according to policy and funding requirements
- complying with 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*.

SCOPE

This policy applies to the Approved Provider, Nominated Supervisor, Responsible Person, Educators, other staff, students on placement and volunteers at Yarram Early Learning.

BACKGROUND AND LEGISLATION

Background

Research has demonstrated that the employment of appropriately-qualified staff in early childhood services is a key contributor to the delivery of quality programs and better learning outcomes for children. "Those with higher qualification levels and standards of training are better equipped to provide improved learning environments and mentor staff in quality practices, leading to better outcomes for children" (*Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011*). The Australian Government

has acknowledged this by legislating minimum qualification requirements for all staff working in early childhood education and care services. Eligibility for services to receive funding also includes requirements for staff to hold specific qualifications (*Victorian kindergarten policy, procedures and funding criteria – refer to Sources*).

Approved Qualifications

A current list of approved qualifications is available on the Australian Children's Education and Care Quality Authority (ACECQA) website. 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 teaching staff or certificate III level support staff. Application forms are available on the ACECQA website and a fee is required for processing an application.

In addition, current legislation requires 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.

Supervision of Children

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, and these ratios are based on 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.

Working with Children Check

To ensure that children are protected from harm while participating in service programs, all educators and staff are required by law to have and maintain a Working with Children (WWC) Check. This also applies to volunteers and students unless they are working under the direct supervision of an educator who is over 18 years of age and holds, or is actively working towards an approved diploma-level education and care qualification (Regulation 358).

Staffing Practices

Yarram Early Learning 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 and been referenced checked.
- Passed a Working With Children Check (WWC).
- Undergone a formal Induction process.

Qualified Staff Employment Entitlements

The ELC is committed to the employment of highly qualified staff to undertake the design, implementation and evaluation of the education and care program. Lead Educators are employed in each of the children's room and they are required to hold a minimum of a Diploma of Education Early Childhood.

Support Educators

Additional Support Educators are also employed to be part of each room's teaching team. These staff hold a variety of qualifications including Bachelor of Education Early Childhood, Diploma of Children's Services and Certificate 111.

When developing the staff roster Yarram Early Learning takes into consideration adherence to:

- Commonwealth and State Government Regulations.
- Government Guidelines.
- NQS recommendations.
- The services Policies and Employment Conditions.

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.

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 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:

- *Education and Care Services National Law Act 2010*: Sections 12, 13, 14, 161, 162, 165, 169
- *Education and Care Services National Regulations 2011*: Regulations 14, 15, 16, 46, 47, 48, 49, 83, 84, 118, 120, 121–123, 125–126, 129–135, 136, 137–143, 145–152, 355, 357, 358, 360–364
- *Equal Opportunity Act 2010* (Vic)
- *Fair Work Act 2009*
- *Privacy and Data Protection ACT 2014*
- *National Quality Standard*, Quality Area 4: Staffing Arrangements
- Standard 4.1: Staffing arrangements enhance children's learning and development
- Element 4.1.1: The organisation of educators across the service supports children's learning and development.
- Element 4.1.2: Every effort is made for children to experience continuity of educators at the service.
- *Occupational Health and Safety Act 2004*
- *Occupational Health and Safety Regulations 2017*
- *Working with Children Act 2005* (Vic)
- *Working with Children Regulations 2006* (Vic)

DEFINITIONS

Actively working towards: An educator who is enrolled in a course for a qualification, and provides the Approved Provider with documentary evidence of their commencement in the course, their satisfactory progress towards completion of the course and ongoing evidence that they are meeting all the requirements to maintain their enrolment. Educators who are 'actively working towards' an approved diploma-level qualification must also hold an approved certificate III level education and care qualification or have completed the mandatory units of study in an approved certificate III level education and care qualification as determined by the national authority (ACECQA).

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:

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: https://www.acecqa.gov.au/sites/default/files/2018-09/PA02_DeclarationOfFitnessAndPropriety.pdf (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".)

Nominated Supervisor: A person who is a Responsible Person and has been nominated by the Approved Provider of the service under Part 3 of the Act to be the Nominated Supervisor of that service, and who has consented to that nomination. The Nominated Supervisor has day-to-day responsibility for the service in accordance with the National Regulations. All services must have a Nominated Supervisor.

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 Responsible Person who has been placed 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 Working with Children Check (Regulations 146–149).

Victorian Institute of Teaching (VIT): The statutory authority for the regulation and promotion of the teaching profession in Victoria, established as part of the Education and Training Reform Act 2006. All teachers in Victorian government schools, Catholic schools and independent schools are required to be registered with the VIT in order to practise in their profession.

Victorian kindergarten policy, procedures and funding criteria: Sets out the Department of Education and Early Childhood Development's (DET) operational requirements for early childhood services in receipt of state government funding for the provision of a four-year-old kindergarten program.

Working directly with children: For the purposes of the National Regulations, 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 for those undertaking paid or voluntary child-related work in Victoria and is a measure to help protect children from harm arising as a result of physical or sexual abuse. 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, notice or document (valid for five years), 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.

SOURCES AND RELATED POLICIES

Sources

- Australian Children's Education and Care Quality Authority (ACECQA): www.acecqa.gov.au
- National Early Years Learning Framework:
- https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf
- Victorian Early Years Learning and Development Framework: <https://www.education.vic.gov.au/Documents/childhood/providers/edcare/veyldframework.pdf>

- *Victorian kindergarten policy, procedures and funding criteria:*
- <https://www.education.vic.gov.au/childhood/providers/funding/pages/kinderfundingcriteria.aspx>
- Working with Children Check unit, Department of Justice – provides details of how to obtain a WWC
- Check: <https://www.workingwithchildren.vic.gov.au/>
- Victoria Police – National Police Record Check: https://crimecheckaustralia.com.au/?gclid=CjwKCAiAv4n9BRA9EiwA30WND5ztdqaXPpYxwnme5vCml_cWmb5tlnrP3R2X3mdbr2it8AsDHrmbZxoCKNoQAvD_BwE

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 is responsible for:

- Ensuring that the service does not operate without a Nominated Supervisor (refer to *Definitions*), as required under the National Law (refer to *Determining Responsible Person Policy*)
- 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
- Ensuring that the Nominated Supervisor, Responsible Person, 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 National Law, National Regulations and the *Victorian kindergarten policy, procedures and funding criteria* (refer to *Sources*) at all times the Service is in operation
- Complying with 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*
- Employing the relevant number of appropriately-qualified educators (refer to *Definitions*). Qualifications must be approved by ACECQA (refer to *Background and Sources*) (Regulations 126,361)

- Employing additional staff, as required, to provide 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 Nominated Supervisor, the Educational Leader, other staff members, volunteers, students and the Responsible Person. Details that must be recorded include qualifications, training and the Working with Children Check (Regulations 146–149). A sample staff record is available on the ACECQA website: <https://www.acecqa.gov.au/search?s=staff+record>
- Complying with the requirements of the *Working with Children Act 2005*, and ensuring that the Nominated Supervisor, Responsible Person, educators, staff, volunteers and students on placement at the service have a current Working with Children Check (refer to *Definitions*) or a Victorian Institute of Teaching (VIT) certificate of registration
- Ensuring that the Working with Children Check or VIT registration have been sighted and the details kept on each staff record (Regulations 145, 146, 147)
- Completing a fit-and-proper assessment (refer to *Definitions*) in accordance with the *Education and Care Services National Law Act 2010* (Sections 12, 13, 14) and the *Education and Care Services National Regulations 2011* (Regulations 14, 15, 16). Where the Approved Provider is not an individual, a fit-and-proper assessment must be completed for each person with management or control of a service e.g. for the executive members of a Committee of Management
- Determining who will cover the costs of Working with Children Checks or criminal history record checks (refer to *Definitions*)
- Developing (and implementing) an appropriate induction program for educators and all staff Appointed to the service (refer to Administration)
- 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. 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 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/staff, volunteers and students on placement at the service 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 to keep their knowledge and expertise current
- 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 *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 is responsible for:

- Providing written consent to accept the role of Nominated Supervisor
- Ensuring that, in their absence from the service premises, another person (a Responsible Person – refer to *Definitions*) is placed in day-to-day charge of the service (refer to *Determining Responsible Person Policy*)
- 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
- 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, 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 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 (refer to *Administration*)
- Ensuring that all educators and staff have opportunities to undertake professional development relevant to their role to keep their knowledge and expertise current
- Participating in an annual performance review
- 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 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 Working with Children Check or VIT registration for the staff record
- Sighting and recording details of current Working with Children Checks or VIT registrations before staff commence at the service
- 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.

Responsible Person, educators and other staff are responsible for:

- Meeting the qualifications, experience and management requirements as defined in the National Regulations (Regulations 46–49)
- 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 Working with Children Check or VIT registration for the staff record
- Renewing their Working with Children Check assessment every five years
- Undertaking the required induction program following appointment to the service (refer to Administration)
- Advising the Department of Justice of any relevant change in circumstances, including change of name, address, contact details and change of employer/volunteer organisation, including changes to the organisation's contact details
- Adequately supervising children at all times (refer to Definitions and *Supervision of Children Policy*)
- Supervising volunteers/students and parents/guardians at all times to protect the health, safety and wellbeing of children at the service (refer to *Participation of Volunteers and Students 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 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 is 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 Working with Children 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.

ATTACHMENTS

Attachment 1: Policy Manual Induction Checklist for Staff

Attachment 2: Recruitment Process

AUTHORISATION

This policy was adopted by Yarram Early Learning Incorporated in October 2020

REVIEW DATE: October, 2022

STAFF ORIENTATION CHECKLIST			
STAFF DETAILS			
NAME:		DATE OF BIRTH:	/ /
ADDRESS:			

FOLLOWING FORMS/INFORMATION RECEIVED		TICK
Validation of Personal Information		
Pre-Employment Health Declaration		
Tax File Number Declaration		
Superannuation Choice Form		
WWC Check <i>Checked for currency on WWCC website and attached verification</i> <input type="checkbox"/>		
Relevant Qualifications or Course Enrolment Information		
First Aid Training Certificate	EXP: / /	
Anaphylaxis Training Certificate	EXP: / /	
Asthma Training Certificate	EXP: / /	
CPR Certificate	EXP: / /	
Mandatory Reporting Online Course	EXP: / /	
DIRECTOR OR SECOND IN CHARGE TO DISCUSS AND NEW STAFF MEMBER		TICK
INTRODUCTIONS	New educator officially introduced to all staff by the Responsible Person	
	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	
	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	
MEDICAL INFORMATION	Immunisation requirements for children and staff	
	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	
ADMINISTRATOR TO DISCUSS		TICK
STAFF ADMIN	Timesheets	
	Pay Slips/Pay Periods	
	Photo mounted on wall in foyer	
	Educator Uniform	
OTHER STAFF MEMBER TO DISCUSS		TICK
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 /pockets	
	Children's lockers	
	Suggestion box	
FOOD	Allergy and anaphylaxis information (special diets)	
	Food Storage / labels /dates	
	Lunch box procedures	
CENTRE POLICIES (TO BE TICKED BY NEW STAFF MEMBER WHEN READ AND UNDERSTOOD)		TICK
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 link to the Yarram Early Learning Centre Policies and Procedures 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 / Responsible Person 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. 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). a. Ensure position description selection criteria includes; b. A demonstration of or willingness to better understand the needs of children with a disability. c. A demonstration of or willingness to better understand aboriginal cultural safety and awareness. d. A demonstration of or willingness to better understand cultural safety for children from culturally and/or linguistically diverse backgrounds. e. 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. f. What are your obligations towards your support worker? Consider minimum conditions of employment as per relevant award.</p>	
<p>2. Advertise the position 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"). Select a closing date for applications and provide various methods for submitting an application. 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"> • '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.' • '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.' • 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. applicants are welcome to elaborate on experience they may have working with children from a culturally and/or linguistically diverse background.' <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>	

<p>1. 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>	
<p>2. Assess applicants 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. 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. You may also wish to see evidence of an applicant's qualifications (if relevant) and to seek information about their previous experience.</p>	
<p>3. Conduct relevant pre-employment checks for recommended applicant. Contact the person's referees. See below for template for referee check. Ask the applicant to produce a working with children check, a national police certificate and/or a working visa* (where relevant).</p>	
<p>4. Make an offer of employment Provide the successful applicant with a letter of offer signing. Give the applicant a signed copy of these documents.</p>	
<p>5. After letter of offer is signed. 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>6. Notify remaining job applicants of their unsuccessful applications As a matter of courtesy, contact unsuccessful applicants thanking them for their application, but stating that they have unfortunately been unsuccessful in this instance. Ask if they would like feedback on their application and or interview if relevant.</p>	

SAMPLE INTERVIEW QUESTIONS

APPLICANT:

POSITION:

DATE OF INTERVIEW:

NAME OF INTERVIEWER:

- 1. Tell us a little bit about yourself and your work experience and how it matches this position you have applied for.**

- 2. What do you consider the key elements are for a high-quality integrated service?**

- 3. What experiences have you had working with children with additional needs or from varying cultural backgrounds. How would you go about ensuring an inclusive program?**

- 4. How do you communicate with families how do you inform them about their child's day? What opportunities would you provide for them to talk to you about their child's development and to involve them in the centre?**

5. A child arrives at the centre who is obviously unwell. The director is not available. What action do you take?

6. If i were to ask your peers or co-workers to comment about your programming philosophy and educational and nurturing relationships that you develop with children, what would they say? What are your strengths and areas for improvement?

7. Tell us about the most difficult parent you have had to deal with. Would you do anything differently next time?

8. . What would you do in the following situations?

a. A child refusing to eat

b. A child who is not mixing with other children when playing outside

9. Our centre is a new service how would you go about building a team environment?

Other questions to be asked relevant to the position

10. . If you were the recommended applicant. When would you be available to start?

11. What type of work are you looking for? Full time___ part time___ casual___
If part time, please list number of days per week: ____

12. There are eligibility requirements for this position. If you are the recommended applicant, we will need to sight the following: (tick if the applicant agrees to each of these)

Evidence of tertiary qualifications in the fields of early childhood development (degree/diploma/associate diploma of childcare)	
Current level 2 workplace first aid certificate. As prescribed in the education and care services national law act 2011 and or an ability to obtain	
Current anaphylaxis first aid certificate as prescribed in the education and care services national law act 2011 and or an ability to obtain.	

Current emergency asthma management certificate as prescribed in the education and care services national law act 2011 and or an ability to obtain.	
Current working with children's check	
Current supervisor certificate from the Australian children's education and care quality authority and or an ability to obtain.	

13. . Have the names of three work referees been included in your application?

YES: _____ **NO:** _____

14. Do you have any questions for us?

INTERPERSONAL EFFECTIVENESS MATRIX

	Quality	YES	NO
1	Applicant arrived punctually.		
2	Presented well: neat and professional.		
3	Confident and established personal credibility quickly.		
4	Established and maintained positive body language. I.e. Eye contact, gestures, posture, attentiveness.		
5	Showed effective listening skills. I.e. Understood questions, checked back for understanding, listened attentively.		
6	Organised and presented thoughts clearly and logically.		
7	Used relevant examples to demonstrate behaviours.		
8	Had an enthusiastic and interested manner.		
9	Appeared relaxed and comfortable throughout the interview.		

10	Had researched the organisation and the role.		
11	Asked relevant questions.		

Personal having referee check:

Position:

Referees	NAME	Organisation	Relationship
1.			
2.			
3.			

Recommended Questions:

Can you please tell me about the type of work did with you/your organisation?

1. _____
2. _____
3. _____

How long was employed by your organisation?

Would you re-employ if given the opportunity?

Did you have any performance or behavioural difficulties with?

Teamwork?

Communication with parents and colleagues?

Do you have any concerns about the applicant's attitude towards aboriginal peoples / people from culturally and/or linguistically diverse backgrounds / people with a disability?

Do you have any concerns about the applicant working with children?

Programming skills and relationship to the national quality framework? (degree and diploma only)
