

Purpose

To ensure that suitably qualified staff are employed and that those staff are clear about their duties and the expectations of their role.

Policy

A suitably qualified and experienced Educational Leader has been designated to lead the development and implementation of educational programs at the service; whilst further qualified Educators staff the service at a ratio of one Educator per fifteen children present. These Educators work directly with the children. Any Educators (including volunteers) under the age of 18 are adequately supervised at all times.

All Educators working with children have, or are actively working towards, at least an approved certificate III level education and care qualification.

At least one Educator holds a current approved first aid qualification.

At least one Educator has undertaken current approved anaphylaxis training.

At least one Educator has undertaken current approved emergency asthma training.

At least one Educator has undertaken current diabetes training.

Procedures

The Coordinator must ensure that:

- Educators are provided with a copy of the service's Staff handbook and Code of Ethics and Conduct prior to commencing employment.
- Educators are provided with a copy of the Department of Education and Early Childhood Development "Guidelines for Managing Complaints, Unsatisfactory Performance and Misconduct".
- Breaches to the code of conduct are taken seriously.
- Appropriate action is taken to manage serious misconduct and breaches of the code of conduct.
- In the instance of misconduct, Educators are given fair warnings to improve their performance and support if required, e.g. additional training.
- A support person is offered to staff members during meetings to discuss conduct.
- Performance appraisals are held annually for each Educator, with a review occurring every six months.

The Educators must ensure that:

- They read the Code of Ethics and Conduct and indicate that they have understood all of the conduct requirements by signing the agreement.
- They consistently uphold the agreement during their employment with the service.
- They attend performance appraisals and reviews as required.
- They undertake training that has been requested of them by the Coordinator.

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Where misconduct occurs, the Department of Education and Early Childhood Development “Guidelines for Managing Complaints, Unsatisfactory Performance and Misconduct” will be adhered to.

Communication and Teamwork

Staff will inform each other of any matters which impact on their work as soon as is practicable either in writing or verbally.

Staff meetings are utilised to ensure that all staff have the opportunity to work together and receive the same information.

The Coordinator and Assistant Coordinators will develop effective communication techniques for their daily practices to ensure that all staff members are clear about their responsibilities.

- Staff members are encouraged to support and assist each other in their daily duties.
- Team work is encouraged including the sharing of equipment, resources and ideas.
- All staff members are expected to attend and participate in staff meetings.
- A communication book is maintained to ensure that staff pass on and receive daily information in a timely manner.

Induction & Orientation

The Approved Provider will provide a work induction for all new Educators.

- A documented account of service procedures (orientation package) will be provided to all Educators prior to commencing, where possible.
- The orientation package will include; staff handbook (including position description and Code of Ethics and Conduct), philosophy and goals, a link to all service policies, banking details form, superannuation documentation, staff details form.
- Time will be set aside to allow new Educators to familiarise themselves with the venue and service. A checklist of key aspects will be utilised to ensure that the new member is informed of critical components of the service i.e. evacuation procedures, safe and unsafe play areas, student health requirements, etc.

During this time, Educators will not be given any full responsibility for tasks, but will be asked to “shadow” a mentor. Their mentor should be the first port of call for any queries the new Educator may have about their role and / or expectations.

- New Educators will be introduced to the staff team (informally and at the next whole staff meeting), management (as soon as practicable on commencing work), and the children and families of the service.

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Related documents and attachments

- Education and Care Services National Regulations 2011
- National Quality Framework
- Department of Education and Early Childhood Development “Guidelines for Managing Complaints, Unsatisfactory Performance and Misconduct
<https://www.education.vic.gov.au/hrweb/workm/Pages/conduct.aspx>
- Westgarth Primary School OSHC Staff Handbook

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