

Employment and Recruitment Policy and Procedures

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|-------------------------------------|--|
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| National Quality Standard | Quality Area 4: Staffing Arrangements; Quality Area 7: Leadership and service management |

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Related Forms and Information Sheets

- 1 Wages Schedules 2020
- 2 Terms of Employment Form
- 3 Increment Record Form
- 4 Personal Information Record / Relief Educator Personal Information Record
- 5 Fair Work Australia Information Sheet 2020
- 6 Student and Family Volunteer Declaration
- 7 Staff Roster
- 8 Timesheet / Relief Staff Timesheet
- 9 Orientation Checklist for New and Relief Educators (**Attachment 1**) / Induction Checklist Students and Volunteers
- 10 Educational Leader Nomination Letter
- 11 Applicant Covering Letter
- 12 Successful Applicant Letter / Letter of Permanent Employment following Probation Period
- 13 Unsuccessful Applicant Letter
- 14 Ten Best Interview Questions for Educators
- 15 Equal Opportunities Checklist
- 16 The Right to Request Flexible Working Arrangements
- 17 Interview Record
- 18 Reference Check Questions
- 19 Tax File Declaration
- 20 Pre-Employment Medical Disclosure Form
- 21 Superannuation Form (at Hesta.com.au or own)
- 22 Educator Induction Report
- 23 Educator Probation Report
- 24 Educator Appraisal Forms (Beginning of year and Mid-year) (**Attachment 2**)
- 25 Educator Appraisal Forms (Mid-year) (**Attachment 3**)
- 26 Staff Training Self Analysis Form
- 27 Staff Training Record
- 28 Leave Request Form
- 29 Separation Certificate
- 30 Compliance History Statement – Nominated Supervisors / Responsible Persons in Charge
- 31 Long Service Leave Employee Claim Form
- 31 Educator Underperformance Report – Utilise this or delete?

Duty Statements

- A Director
- B Assistant Director
- C Policy Development Officer
- D Educational Leader Duty Statement
- E Early Years Teacher Duty Statement
- F Team Leader / Preschool Leader Position
- G Assistant Team Leader / Assistant Nursery Room Leader
- H Diploma Educator / Trainee Diploma Educator
- I Certificate III Educator / Trainee Certificate III Educator
- J Outdoor Educator
- K Casual Diploma Educator / Casual Certificate III
- L Maintenance Person

Policy Statement

Heritage Early Childhood Centre (Heritage) recognises its' duty of care and legal responsibility to protect the health, safety and wellbeing of all enrolled children at all times they are being educated and cared for at the service (National Law Section 167).

Heritage recognises that recruiting and retaining experienced, knowledgeable and skilled early education professionals, whose values are aligned with the Heritage philosophy, is fundamental to providing an educational program that provides quality outcomes for enrolled children, families and the community.

Heritage is committed to ensuring accountable and effective staffing and management practices and to employing and retaining educators with a range of relevant qualifications and experience. High staff turnover is negative in many ways for early childhood education services as it disrupts the continuity of education and care to families, reduces staff morale and diverts resources away from supporting current staff and towards short term attempts to replace employees. By developing policies and practices that anticipate employment needs and viewing recruitment and retention as a long-term holistic process, Heritage management ensures it is 'acting on' rather than 'reacting to' periods of staff instability.

This policy has been developed to provide guidelines for the recruitment and retention of staff that ensure decision making processes are transparent, with clearly defined accountability. It aims to ensure comprehensive, legal and ethical practices that reflect the National Quality Standard for early education services and that comply with the National Employment Standard (NES), equal opportunity legislation and industrial relations legislation.

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

- The Heritage Code of Conduct/Ethics
- Responsible Person in Charge Policy and Procedures
- Volunteers and Students Policy and Procedures

Research and Legislative Background

All permanent full-time, permanent part-time and casual employees at Heritage are employed according to the *United Voice and Heritage Early Childhood Centre Big Steps Enterprise Agreement 2013*, with conditions equal to or above those required under the *Children's Services Award 2010* or the *Educational Services (Teachers) Award 2010*, and in compliance with the National Employment Standards (NES) as contained in sections 59 to 131 of the *Fair Work Act 2009* (Cwth).

Research has demonstrated that the employment of qualified staff in early childhood services is key to 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).¹ The Australian Government has legislated minimum qualification requirements for all staff working in early education services (Regulation 126). Eligibility for services to receive funding also includes requirements for staff to hold specific qualifications and the presence of an Educational Leader (Regulation 118) and Early Childhood Teacher (Regulation 132).²

Current legislation requires at least one educator to hold a current approved first aid qualification including anaphylaxis management training and emergency asthma management training, and to be in attendance and immediately available at all times that children are being educated and cared for by the service (Regulation 136). Heritage exceeds this standard, requiring all permanent staff to have these qualifications, and ensures they are updated as required and details kept on an individual's staff record.³

¹ Refer to: References and Further Reading

² Refer to: Definitions

³ Refer to: First Aid for Incidents, Injuries, Illness and Trauma Policy

Heritage meets or exceeds legislated educator-to-child ratios at all times (National Law: Section 169, National Regulations 123, 357) and ensures children being educated and cared for by the service are adequately supervised⁴ at all times (National Law, Section 165).

No person at the service may be affected by alcohol or drugs (including prescription medication) that would impair their capacity to supervise or provide education and care to children (Regulation 83). Heritage ensures staff sign the Heritage Code of Conduct/Ethics at their induction.⁵

The Nominated Supervisor and educators/staff must be aware of current child protection laws and any obligations that they may have under these laws (National Regulation 84).⁶ Accurate staff records must be kept and updated as required (National Regulations 145-152). Heritage strictly enforces child protection procedures as per the Child Protection Policy.

Heritage abides by the *Working with Vulnerable People Act 2011* (ACT) and aims to ensure that children are protected from harm (particularly physical and sexual abuse) and requires those who are over 16 and work at Heritage to have and maintain a Working with Vulnerable People check that includes a background check and registration with Access Canberra. 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). In addition, under the WWVP Act, Heritage understands that family members who volunteer to help with the daily program of activities or on excursions are exempt from this requirement provided they do not volunteer for more than 3 days in any 4-week period or 7 days in any 12-month period.

The Heritage Management Committee understands it's responsibility to appoint Nominated Supervisors and/or persons in day-to-day charge (Responsible Person in Charge) that are aged 18 years or older and fit and proper, including have a Working with Vulnerable Persons Card (Regulation 358), suitable qualifications, skills and experience, and a history of compliance with the Education and Care National Law and Regulations (National Law, Sections 161/162).

Heritage ensures that applicants who wish to be Office Holders on the Heritage Management Committee complete an PA02 Declaration of Fitness and Propriety form and have this approved by the Regulatory Authority (National Law, Section, 10, 12, 13).⁷ In determining whether an applicant is fit and proper to be a person with management or control, the ACT 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 (s10, 12 & 13 of National Law). The Regulatory Authority may reassess fitness and propriety at any time.

Definitions

The terms defined in this section relate specifically to this policy.

Actively Working Towards: An educator who is enrolled in a course for a qualification and provides Heritage management with documentary evidence of commencement in the course, satisfactory progress towards completion, and ongoing evidence of meeting all requirements to maintain enrolment (National Regulation 10). 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 ACECQA.

Adequate Supervision. A level of supervision required by National Law, Section 165, that ensures legislative requirements are met in relation to educator-to-child ratios at all times (Regulations 122, 123 and 357), and all children, both as individuals and in groups, are within access and sight/hearing of an educator at all times including during toileting, rest and transition routines. Adequate supervision also requires that educators are always in a position

⁴ Refer to: Definitions; Supervision and Water Safety Policy

⁵ Refer to: Heritage Code of Conduct/Ethics

⁶ Refer to: Child Protection Policy

⁷ Refer to: Responsible Person in Charge Policy



to observe each child, respond to individual needs, and immediately intervene if necessary. In addition, it means employing flexible supervision strategies that meet individual children's needs. An educator may recognise that a particular activity that involves risk requires constant vigilant supervision. Alternatively, if children are participating in low risk activities, educators focus on engaging with children. 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: As approved by ACECQA. A list of approved first aid qualifications, anaphylaxis management and emergency asthma management training as published on the ACECQA website: <https://www.acecqa.gov.au/qualifications/nqf-approved>

Early Childhood Teacher (ECT) A person with an approved early childhood teaching qualification (see above link) (National Regulation 132).

Educational Leader: A suitably qualified and experienced educator, co-ordinator or other individual designated by Heritage management to lead the development and implementation of educational programs at the service (Regulations 118, 148). The person must have a thorough understanding of the Early Years Learning Framework and be able to guide other educators in their planning and reflection, and mentor colleagues in the implementation of their practice.

Fit and Proper: For the purpose of this policy, fit and proper is defined as a person who is capable of providing a high standard of early education in accordance with the person's actual or proposed role; understands the needs of children, families and staff and is capable of performing the professional duties of the position; is of good character, holds a current Working with Vulnerable People card and is suitable to be entrusted with the education and care of children.

Nominated Supervisor: A person who has been nominated by the Approved Provider of the service (Heritage Management Committee) under National Law section 161A 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 Regulation 117. All services must have a Nominated Supervisor.

Responsible Person in Charge: The person with management or control of the service operated by Heritage Management Committee, or person who has been placed in day-to-day charge of the service in accordance with the National Regulation 117.

Staff Record: A record kept by Heritage management containing information about the Nominated Supervisor, the Educational Leader, all staff, volunteers, students and the Responsible Persons in Charge at a service. Details recorded must include qualifications, training and Working with Vulnerable People Checks as required under Regulations 146–149.

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 (National Regulation 13).

Working with Vulnerable People Check (WWVP).

The Working with Vulnerable People (Background Checking) Act 2011 (the WWVP Act) commenced on 8 November 2012 with the aim of reducing the risk of harm or neglect to vulnerable people in the ACT (particularly in relation to physical and sexual abuse). The WWVP Act requires those who are over 16 and work or volunteer with vulnerable people, including children, to have a background check and be registered with Access Canberra. In addition, Heritage ensures that, to meet Regulation 358, any volunteer (aged 18 years or over) must be in possession of a Working With Vulnerable People card, unless they are 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. Under the WWVP law, family members who volunteer to help with the daily program of activities or on excursions are exempt from the need to have a WWVP card provided they do not volunteer for more than a total of 3 days in any 4-week period or 7 days in any 12-month period. In lieu of this, Heritage requires them to sign a Student/Volunteer Declaration Form.⁸

⁸ Refer to: Students and Volunteers Policy

Policy Aims

The Heritage Employment and Staffing Policy and Procedures aims to:

- Ensure sufficient numbers of staff with suitable qualifications and experience are employed in accordance with all relevant legislative, policy and service standards.
- Ensure adequate and appropriate supervision of staff and other adults at the service.
- Provide an ethical and legal framework for the recruitment and selection of early childhood education and care professionals.
- Ensure compliance with equal employment opportunities legislation.
- Attract and retain qualified and experienced early education ~~and care~~ professionals from diverse backgrounds.
- Ensure continuity of staff and maintain the quality of education and care for enrolled children and their families.
- Ensure all adults working with Heritage children, including family helpers, students and those engaged in management of the service or residing on the premises are fit and proper to work with children and abide by the requirements of the *Working with Vulnerable People Act 2011*.
- Ensure the induction process for new employees is comprehensive.
- Ensure the performance of employees is evaluated at least annually and individual development plans are in place to support performance improvement.
- Develop opportunities for staff professional development and training.
- Strengthen, maintain and support staff morale during times of change.
- Effectively communicate information to the Heritage community regarding recruitment and selection processes and how changes in staff are handled.
- Ensure management decisions are transparent and clearly accountable.

Rationale

Heritage has a duty of care to ensure the working environment supports the emotional and physical wellbeing of all employees and children (*Work Health and Safety Act 2011*). In addition, the Heritage Employment and Staffing (~~incl. Students and Volunteers~~) Policy and Procedures have been developed to comply with the:

- *Education and Care Services National Law Act 2011 (ACT)*
- *Education and Care Services National Regulations 2011 (ACT)*
- National Quality Standard for Early Childhood Education & Care & School Age Care 2012.⁹
- *Children's Services Award 2010*
- *Educational Services (Teachers) Award 2010*
- National Employment Standards (sections 59 to 131 of the *Fair Work Act 2009 (Cwth)*)
- *Fair Work Act 2009 (Cwth)*
- *Working with Vulnerable People (Background Checking) Act 2011 (ACT)*
- *Working with Vulnerable People (Background Checking) Regulation 2012 (ACT)*
- *Australian Capital Territory Discrimination Act 1991*
- United Voice and Heritage Early Learning Centre Big Steps Enterprise Agreement 2013
- The Heritage Philosophy; Code of Conduct/Ethics; Creating Inclusion and Equity Policy and Procedures; Privacy and Confidentiality Policy and Procedures

Related Legislation

- *Age Discrimination Act 2004 (Cth)*
- *Disability Discrimination Act 1992 (Cth)*
- *Human Rights and Equal Opportunities Commission Act 1986 (Cth)*
- *Privacy Act 1988 (Cth)*
- *Racial Discrimination Act 1975 (Cth)*
- *Sex Discrimination Act 1984 (Cth)*

⁹ Refer to: Appendix 1: Relevant National Law, Regulations and Quality Standards

Scope

It is understood that there is a shared legal responsibility and accountability between, and commitment by, Heritage management and employees, including students and volunteers and the whole Heritage community, to implement the Employment and Staffing Policy and Procedures.

Strategies and Practices

General Conditions of Employment

- All permanent full-time, permanent part-time and casual employees at Heritage will be employed according to the *United Voice and Heritage Early Childhood Centre Big Steps Enterprise Agreement 2013*, with conditions equal to or above those required under the *Children's Services Award 2010* or the *Educational Services (Teachers) Award 2010* and in compliance with the National Employment Standards (NES) as contained in sections 59 to 131 of the *Fair Work Act 2009* (Cwth).
- Heritage management will ensure that copies of the above Enterprise Agreement, the relevant Awards and the National Employment Standards will be available to all employees to whom they apply in the Staff Resources Room and main office.
- All employees will be classified into one of the levels contained in the Schedule B (page 35) of the above Enterprise Agreement.
- The ordinary hours of work of full-time employees will be an average of **38 hours per week**, plus 'reasonable' additional hours.
- Heritage will offer equality of employment and opportunity for advancement to all employees.
- The workplace will be free from verbal, physical, sexual or emotional harassment of any kind.¹⁰
- Eligible employees will have the right to request flexible working arrangements in certain circumstances. (See Related Forms: The Right to Request Flexible Working Arrangements).
- The total minimum weekly rates of wages payable to employees will be according to the schedule set out in the above Enterprise Agreement (based on the Wages Rates Schedules, updated annually under the *Children's Services Award 2010* and the *Educational Services (Teachers) Award 2010* (Related Forms: 1, 1a, 1b).
- Increments will be calculated and paid in accordance with the above Enterprise Agreement and as indicated in the Terms of Employment sheet signed by staff on accepting a position at Heritage.
- Progression to the next level will be subject to the employee having 12 months experience at their current level (or 24 months if they work less than 19 hours a week) and showing competency in their Performance Appraisal.¹¹
- Wages will be paid each fortnight on a **Thursday**.
- All staff must complete their timesheets daily and ensure they are correct and returned to the Heritage Bookkeeper on the **Wednesday** prior to pay day. Failure to do so will cause a delay in processing the payment.
- Employees must state on their timesheets which days they have been absent in the fortnight, the type of absence and their attendance at staff or committee meetings or any training outside of normal hours. This is to ensure the Director can accurately calculate leave and time in lieu entitlements. See: Leave entitlements, next section.
- Any leave taken during the pay period must also be recorded on an Approved Leave Form and accompany the timesheet.
- All staff will be paid by EFT into a nominated financial institution account and receive a payslip. Each payslip will contain the following information:
 - Employee name
 - Pay dates

¹⁰ Refer to: Heritage Philosophy; Code of Conduct/Ethics; Creating Inclusion and Equity Policy

¹¹ Refer to: Section on Performance Appraisals; Enterprise Agreement, Section 14.2

- Rate of pay
- Ordinary hours worked
- Gross wage
- Tax deductions
- Voluntary superannuation payments
- Employer superannuation contributions
- Total deductions
- Net pay
- Year-to-date leave entitlements
- Heritage will make superannuation contributions to the employees chosen Super Fund.
- Part-time employees who work in addition to their normal hours will be paid at the normal rate, however no part-time employee will work in excess of eight hours in any day without the payment of overtime and hours in excess of 76 per fortnight will be paid at overtime rates.
- An educator who is under 18 years of age may work at Heritage, provided they do not work alone, and they are adequately supervised at all times by an educator who is over 18 years (Regulation 120).
- All staff must give **2 weeks’ notice** before taking more than 2 days leave.
- Junior employees employed as Children’s Services Employees Level 3, 4, and 5 will be paid at the appropriate adult rate. Those employed at Levels 1 and 2 will be paid at 70-90% of the adult rate as per the above Enterprise Agreement.
- Under the *Children’s Services Award 2010*, an employee must give the following minimum notice period when resigning:

| Period of continuous service | Minimum notice period |
|------------------------------|-----------------------|
| Less than 1 year | 1 week |
| 1 - 3 years | 2 weeks |
| 3 - 5 years | 3 weeks |
| Over 5 years | 4 weeks |

- Heritage management and an individual employee may agree to vary the application of certain terms in the above Enterprise Agreement (such as when work is performed, overtime rates, penalty rates, allowances and leave loading) to meet the genuine individual needs of the employer and the individual employee. The agreement must be made without coercion, be in writing, specify the period of the agreement and result in the employee being better off overall.
- In the event of a dispute in relation to the United Voice and Heritage Early Childhood Centre Enterprise Agreement 2013 or the National Employment Standards, the parties must attempt to resolve the matter by discussion as per the procedures in the Staff Complaints and Grievance Management Policy. If unresolved, a party to the dispute may refer to Fair Work Ombudsman.

Leave Entitlements

Heritage believes in supporting staff to maintain a healthy work-life balance work. (See also section on Retaining Staff). The Heritage policy and procedures for leave entitlements for full and part-time permanent staff are outlined in the table below.

Leave Entitlements Table

| Type of Leave | Policy and Procedures |
|---|--|
| Public Holiday | <ul style="list-style-type: none"> All permanent full time and part-time staff are entitled to prescribed Public Holidays. |
| Annual Leave | <ul style="list-style-type: none"> All permanent full time and part-time staff (on a pro rata basis) are entitled to 20 days paid Annual Leave for each 12 months of continuous service completed. Annual leave shall not accumulate beyond 2 years entitlement. <ul style="list-style-type: none"> An employee may be required to take annual leave, after being given 4 weeks' notice, as part of a close-down of its' operations or where an employee has accrued more than 8 weeks leave. Annual leave shall be taken at a mutually agreeable time to the employer and employee for any period, including a single day. A leave loading of 17.5% of 4 weeks ordinary gross wages will be payable on leave entitlements. Staff must submit an Application for Leave Form to the Director at least <u>1 week</u> ahead of time (unless there are exceptional circumstances) and <u>2 weeks</u> ahead of time if more than 2 days is being taken. Director to confirm request and organise relief staff. |
| Special Leave | <ul style="list-style-type: none"> All permanent staff are entitled to use 4 days of non-accruable paid Special Leave during the Christmas and New Year shut down period. Any remaining days over the shut-down period (other than public holidays) must be taken as Annual Leave. |
| Personal (Sick or Carer's) Leave | <ul style="list-style-type: none"> All permanent full-time and part-time staff (on a pro rata basis) are entitled to paid Personal Leave for personal illness or injury or for the purposes of caring for immediate family or household members who are sick and requires the employee's care or who requires care for an unexpected emergency. The amount of Personal Leave depends on how long the employee has been employed and accrues as follows: <ul style="list-style-type: none"> On commencement – 1 day End of 1 month – 2 days End of 2 months – 3 days End of 3 months – 4 days End of 4 months – 5 days End of 5 months – 6 days End of 6 months up to 12 months – 10 days For each subsequent year of service – 10 days Staff will not be paid personal leave for any periods for which workers' compensation is paid. Not more than 76 hours can be taken to look after an immediate family or household member, unless agreed with the employer. The employee must inform the employer as soon as practicable and 2 hours before their next shift by telephone and state the nature of the illness, injury or emergency and estimated duration of absence. If not practicable, at least within 24 hours of such absence. A medical certificate or other satisfactory evidence must be produced where the absence exceeds 2 consecutive days, where 4 or more single sick days have been taken during the current year of service or where |

| | <p>the absence falls on a working day before/after a public holiday.</p> <ul style="list-style-type: none"> Where an employee exhausts all Personal Leave entitlements, they may take annual leave or unpaid Personal Leave as agreed with the employer. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|----------------|-----------------------|-------------|----------------|---------|----------------|-----------|---------------|-----------|----------------------|----------|----------------|---------|-----------------|-------|-----------------|-----------------|----------------------|----------|----------------|---------------|-----------------|-------------|----------------|----------------|-----------------|------------|----------------|-------------|----------------|---------|---------------|-----------------|---------------|-----------|---|
| Infectious Disease Leave | <ul style="list-style-type: none"> If a staff member contracts an infectious disease while at work, they are entitled to Infectious Disease Leave with pay as follows. A signed medical certificate must also be presented to the Director: <table border="0" style="margin-left: 40px;"> <thead> <tr> <th><u>Disease</u></th> <th><u>Leave with Pay</u></th> </tr> </thead> <tbody> <tr> <td>Chicken Pox</td> <td>5 working days</td> </tr> <tr> <td>Rubella</td> <td>5 working days</td> </tr> <tr> <td>Head Lice</td> <td>1 working day</td> </tr> <tr> <td>Hepatitis</td> <td>As decided by doctor</td> </tr> <tr> <td>Impetigo</td> <td>2 working days</td> </tr> <tr> <td>Measles</td> <td>10 working days</td> </tr> <tr> <td>Mumps</td> <td>10 working days</td> </tr> <tr> <td>Rheumatic Fever</td> <td>as decided by doctor</td> </tr> <tr> <td>Ringworm</td> <td>2 working days</td> </tr> <tr> <td>Scarlet Fever</td> <td>10 working days</td> </tr> <tr> <td>Sticky eyes</td> <td>2 working days</td> </tr> <tr> <td>Whooping Cough</td> <td>10 working days</td> </tr> <tr> <td>Cold Sores</td> <td>2 working days</td> </tr> <tr> <td>Hepatitis A</td> <td>5 working days</td> </tr> <tr> <td>Scabies</td> <td>1 working day</td> </tr> <tr> <td>Strep Infection</td> <td>1 working day</td> </tr> <tr> <td>Active TB</td> <td>20 working days or as decided by doctor</td> </tr> </tbody> </table> | <u>Disease</u> | <u>Leave with Pay</u> | Chicken Pox | 5 working days | Rubella | 5 working days | Head Lice | 1 working day | Hepatitis | As decided by doctor | Impetigo | 2 working days | Measles | 10 working days | Mumps | 10 working days | Rheumatic Fever | as decided by doctor | Ringworm | 2 working days | Scarlet Fever | 10 working days | Sticky eyes | 2 working days | Whooping Cough | 10 working days | Cold Sores | 2 working days | Hepatitis A | 5 working days | Scabies | 1 working day | Strep Infection | 1 working day | Active TB | 20 working days or as decided by doctor |
| <u>Disease</u> | <u>Leave with Pay</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Chicken Pox | 5 working days | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rubella | 5 working days | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Head Lice | 1 working day | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hepatitis | As decided by doctor | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Impetigo | 2 working days | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Measles | 10 working days | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mumps | 10 working days | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rheumatic Fever | as decided by doctor | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ringworm | 2 working days | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Scarlet Fever | 10 working days | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sticky eyes | 2 working days | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Whooping Cough | 10 working days | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cold Sores | 2 working days | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hepatitis A | 5 working days | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Scabies | 1 working day | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strep Infection | 1 working day | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Active TB | 20 working days or as decided by doctor | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Compassionate Leave | <ul style="list-style-type: none"> Permanent full-time and part-time employees are entitled up to 2 days paid plus two days unpaid Compassionate Leave on any one occasion on which a member of the employee's immediate family or household dies. Where an employee exhausts all compassionate leave entitlements, they may take Annual Leave or unpaid Personal Leave as agreed with the employer. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Community Service Leave | <ul style="list-style-type: none"> For jury service or dealing with certain emergencies or natural disasters. This leave is unpaid except for jury service. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Leave without Pay | <ul style="list-style-type: none"> Authorisation for Leave without Pay will be at the discretion of the Director and the Management Committee. Written notification must be received by the Director if the request is for more than 1 week. Leave without pay for more than 4 weeks requires approval by the Management Committee. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Study Leave | <ul style="list-style-type: none"> Unpaid Study Leave may be available at the discretion of the Director and the Management Committee. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Unpaid Leave to deal with family/domestic violence | <ul style="list-style-type: none"> An employee is entitled to 5 days unpaid leave to deal with family and domestic violence as provided for in the NES. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Community Service Leave | <ul style="list-style-type: none"> Employees, including casual employees, are entitled to community service leave for certain activities such as: <ul style="list-style-type: none"> Voluntary emergency management activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|---------------------------------------|---|
| | <ul style="list-style-type: none"> ○ Jury duty (including attendance for jury selection). ● With the exception of jury duty, community service leave is unpaid. |
| Parental and Adoption Leave | <ul style="list-style-type: none"> ● Full-time and eligible casual staff (refer to Enterprise Agreement) are, after 12 months continual service, entitled to Parental (or adoption) Leave up to 52 weeks without pay. ● Parental Leave is available to only one parent or guardian at a time except for two weeks at the time of the birth or three weeks at the time of adoption of a child. ● Absence on Parental Leave shall not affect the continuity of service of the staff member. ● A written application for Parental Leave and an estimate of the time to be taken must be submitted to the Management Committee at least 4 weeks prior to the expected commencement of the leave. The Committee must be notified by the employee that they are pregnant at least 10 weeks before the expected date of confinement. ● Where an employee continues to work within the 6 weeks immediately prior to the expected confinement date or within 6 weeks immediately after the birth, the employer may require a medical certificate stating the employee is fit to work. ● Four weeks' notice of return to work from parental leave is required by the Management Committee. |
| Unpaid Special Maternity Leave | <ul style="list-style-type: none"> ● Where a pregnancy terminates after 28 weeks other than by the birth of the child, the employee may take unpaid special maternity leave as deemed necessary by a doctor. ● Such leave may also be taken if an employee falls sick during the pregnancy as determined by a doctor. |
| Parental Leave Pay | <ul style="list-style-type: none"> ● Eligible employees who are the primary carer and take unpaid parental leave may receive financial support from the government for up to 18 weeks to care for a newborn or recently adopted child, paid at National Minimum Wage. ● From 1 July 2020, eligible employees can claim PLP for 1 set period and 1 flexible period. ● The first period of PLP is available for up to 12 continuous weeks, within 12 months of the birth or adoption of a child. ● The second period of PLP is flexible and available for up to 30 days, usually starting after the first period ends and finishing within 24 months of a child's birth or adoption. |
| Long Service Leave | <ul style="list-style-type: none"> ● The Provisions of the ACT Long Service Act 1976 shall apply. |
| Job Search Entitlement | <ul style="list-style-type: none"> ● Where Heritage has given notice of termination to an employee, the employee must be allowed up to 1 day's leave, without loss of pay, for the purpose of seeking other employment. |

**Cashing out Leave**

- Under changes to the Children's Services and Educational Services' Awards in 2016, educators are able to cash out up to two 2 weeks annual leave in each 12-month period.
- This will only be by agreement recorded in writing and kept on the employee's record.
- Employees cannot be pressured / deceived into cashing out their annual leave.

Excessive Annual Leave

- Excessive annual leave accrual is deemed as anything above 6 weeks accrual.
- If an agreement cannot be made on how and when the annual leave is to be taken, the employer will have the power to direct an employee to take a period (or periods) of annual leave.

Taking Annual Leave in Advance

- Annual leave may be taken in advance, however, should the employee subsequently resign, Heritage is permitted to make a deduction from an employee's termination pay (a claw back provision).

Staffing Arrangements

When developing the staff roster, the Director will take into account the availability of Responsible Persons, staff qualifications, hours of operation and the attendance patterns of children. In addition, the Director will ensure adherence to legislative requirements, the National Quality Standard (Quality Area 4: Staffing Arrangements), best practice guidelines and the procedures in this policy in order to provide quality learning outcomes, consistency of care and adequate supervision.¹²

Daily Roster

The staffing arrangements for each room will be set out in the Staff Roster Forms in the Main Office.

Director (Nominated Supervisor)

- The Management Committee will ensure there is a Nominated Supervisor appointed for the day to day running of the Heritage service and will not operate the service without at least one Nominated Supervisor. (National Law, Section 161).¹³
 - The person nominated to be the Nominated Supervisor must meet the prescribed minimum requirements for nomination as a Nominated Supervisor. (National Regulation 117B).¹⁴ See Recruitment; Director Duty Statement.
 - They person nominated must give their written consent to be placed in day-to-day charge of the service.¹⁵

Responsible Person in Charge

A Responsible Person must be on the premises at all times the service is in operation (National Law Section 162).

- The Nominated Supervisor will ensure that, in their absence from the service premises, a Responsible Person is placed in day-to-day charge of the service.
- Educators nominated to be Responsible Persons must have appropriate knowledge, understanding, skill levels, experience, qualifications and approval to work with children, as required under the National Law and National Regulations and consent in writing.¹⁶
- The process for determining the Responsible Person in Charge will be clear to all educators and followed at all times.
- The name of the Responsible Person in Charge at any given time must be displayed in the Entrance Foyer and documented in the staff roster.

¹² Refer to: Appendix 1: Relevant National Law, Regulations and Quality Standards; Supervision and Water Safety Policy; Interactions with Children Policy

¹³ Refer to: Responsible Person in Charge Policy

¹⁴ Refer to: Appendix: Relevant National Law, Regulations and Quality Standards

¹⁵ Refer to: https://www.acecqa.gov.au/sites/default/files/2018-09/NS01_NominatedSupervisorConsentForm.pdf

¹⁶ Refer to: Responsible Person in Charge Policy

- All ~~Certified Supervisors~~ educators who accept the nomination to be placed in day-to-day charge at Heritage must sign to this effect on their Personal Information Record).¹⁷

Educational Leader

- Heritage management will select an Educational Leader for the service who has a thorough understanding of the Early Years Learning Framework (EYLF) and is able to guide other educators in their planning and reflection, and mentor colleagues in their implementation practices.
- Heritage Management will appoint the Educational Leader in writing and note this designation in the personal record of the person appointed to the position.
- The name of the Educational Leader will be clearly displayed at the Heritage premises.

The Educational Leader will consider the strategies needed to improve the educational program such as:

- Leading reflective practice discussions about practice and implementing the learning framework.
- Mentoring other educators about quality practice.
- Discussing routines and how to make them more effective learning experiences.
- Observing children and educator interactions and suggesting how to improve interactions and intentional teaching.
- Speaking with families about the educational program.
- Working with other early childhood professionals such as Maternal and Child Health nurses and early childhood intervention specialists.
- Considering how the program can be linked to the community by working with other community services.
- Establishing systems across the service to ensure there is continuity of learning when children change room or attend other services, and then in their transition to school.
- Assisting with documenting children’s learning and how these assessments can inform curriculum decision making.

Early Childhood Teacher (ECT)

- Heritage will employ an Early Childhood Teacher (ECT) with an approved qualification in attendance for at least 6 hours a day (National Regulation 132).
- The teacher may be replaced for up to 12 weeks due to illness or leave etc, by an educator who holds an approved diploma qualification or a qualification in Primary Teaching.

Educator-to-Child Ratios

- Heritage educators must actively supervise children at all times when children are in attendance at the service.¹⁸
- To facilitate this, Heritage management will ensure educator-to-child ratios at Heritage will be equal to or above the legislative requirements outlined below.
- Only those educators working directly with children¹⁹ (refer to Definitions) will be counted in the ratio. (National Law: Section 169, National Regulations 123, 357).

| Age | Educator-to-child ratio |
|---|-------------------------|
| Birth to 24 months | 1:4 |
| 25-35 months | 1:5 |
| 36 months up to and including preschool age | 1:11 |

¹⁷ Refer to: Responsible Person in Charge Policy

¹⁸ Refer to: Supervision and Water Safety Policy

¹⁹ Refer to: Definitions

Work Breaks

- Heritage management will cover work breaks with floating or other staff to ensure educator: child ratios and adequate supervision²⁰ is maintained at all times.
- Ordinary hours will be worked in periods not exceeding 7.6 hours in unbroken periods except for meal breaks. (**refer to:** Enterprise Agreement for exceptions).
- Room Leaders will be given a minimum of 3 hours off the floor per week for planning, preparing, evaluating and programming activities.
- An employee will not be required to work in excess of 5 hours without an unpaid uninterrupted meal break of 30-60 minutes. Employees who are engaged for not more than 6 hours may forego the meal break, on agreement with the Director.
- An employee working for 4 hours or more on any engagement will be entitled to a paid rest period of 10 minutes uninterrupted. When working for 7 hours or more, the employee will be entitled to two paid rest periods of 10 minutes.

Educator Qualification Requirements UP TO HERE

- The Heritage Philosophy is to place a high priority on training of educators and to encourage educators to undertake further study.
- Heritage will meet or exceed the requirements of the National Regulations which state that at least 50% of educators in early childhood services must have or be actively working towards at least an approved Diploma level education and care qualification.
- Heritage understands the remaining educators must have or be actively working towards at least an approved Certificate III level education and care qualification.
 - This means all new permanent staff working directly with children (educators) and who do not have education and care qualifications must undertake training in an approved Certificate III level qualification.
 - New educators engaged on probation do not need to hold or work towards obtaining a Certificate III until after their probationary period (up to three months) is over.
 - Where Heritage management chooses to exceed the National educator-to-child ratio requirements, the additional educators are not required to meet qualification requirements.

First Aid Qualification Requirements

At all times, to meet National Regulation 136, Heritage must ensure that there is on the premises:

- At least one educator who holds a current approved first aid qualification.
- At least one educator who has undertaken approved anaphylaxis management training.
- At least one educator who has undertaken approved emergency asthma training.

Heritage exceeds this requirement and requires all permanent educators to have up to date approved first aid qualifications with emergency asthma and anaphylaxis training. (The First Aid Certificate HLTAD004 includes approved anaphylaxis and emergency asthma training.)²¹

Recruitment Process

The principles underpinning the recruitment process at Heritage are:

1. Fairness
2. Transparency
3. Credibility
4. Equal employment opportunity
5. Merit
6. Optimising the career prospects for currently employed staff.

²⁰ Refer to: Definitions

²¹ Refer to: First Aid for Incidents, Accidents and Trauma Policy; Allergy and Anaphylaxis Policy; Asthma Policy; ACECQA website for list of approved courses.



Ensuring Equal Opportunities

Heritage will ensure that, in line with equal opportunities legislation, each step of the recruitment process is non-discriminatory. (**Refer to:** Equal Opportunities Recruitment Checklist), including:

- Working with recruitment agencies.
- Advertising the position.
- The application process.
- Conducting interviews.
- Selecting the right candidate.
- Pre-employment medical tests.

Identifying the Need for Recruitment

Heritage management may identify a need to recruit **early** education and care professionals when:

- Staff resign or retire
- Licensing regulations require a change to educator-to-child ratios
- There is a need for specialist skills such as managers, office assistants or maintenance personnel etc
- There is a requirement for additional floaters or above standard educator-to-child ratios at busy times or for excursions etc
- The list of reliable relief educators needs to be reviewed
- Permanent staff are unable to work for certain periods of time
- The structure of the organisation changes, such as a change in hours or services offered.

Procedures for Appointing a New Director/Nominated Supervisor

When the Director's position becomes available, the Chair of the Heritage Management Committee must ensure the person is a fit and proper person for the role. Heritage defines a 'fit and proper' person for working in the early education and care profession as someone who:

- Is capable of providing a high standard of education and care in accordance with the person's actual or proposed role.
- Understands the needs of children, families and staff and is capable of performing the professional duties of the position.
- Is of good character and is suitable to be entrusted with the education and care of children.

To meet these criteria the Committee must ensure the person applying for position of Director:

- Is over 18 years of age.
- Has a demonstrated practical knowledge of the day-to-day responsibilities of managing an early education service including how to effectively supervise and manage staff and work through unexpected problems.
- Has a demonstrated understanding of:
 - The *Education and Care Services National Law Act 2010*, and the *Education and Care Service National Regulations 2011*
 - Equal Opportunity Employment Conditions
 - Health and safety, including child protection responsibilities
 - Privacy and confidentiality, and inclusion and equity responsibilities.
- Has a current Working with Vulnerable Persons (WWVP) card and the number and expiry date is recorded.
- Provides the names and phone numbers of two current professional referees. When undertaking reference checks, each referee is asked if they are aware of any compliance action under the National Law or any other law in relation to the candidate.
- Provides a full employment history.
- Provides proof of qualifications – either the original certificates or certified copies.
- Holds a current recognised First Aid Certificate or is willing to attain one at Level 2 (equivalent to Senior First Aid Status).
- Undergoes an interview with the Chair of the Management Committee, a staff representative and a parent or Committee member.
- Completes all necessary forms.

- Submits a Compliance History Statement.²² Note: The statement is not mandatory but can help make informed decisions about a person's suitability, considering their compliance with the National Law and other relevant laws.
- Signs a Prohibition Notice Declaration declaring they are not prohibited.²³

In addition, the Management Committee must advise the ACT Regulatory Authority of the change of the Nominated Supervisor at least 7 days prior to their commencement and ensure the person completes all documentation required by the authority.

Permanent and Long-Term Temporary Vacancy Procedures

When a permanent, or long-term temporary vacancy becomes available, the Director, in consultation with the Management Committee, must first undertake a comprehensive review of current staff requirements. This includes considering:

- The role, responsibilities, qualifications and skills required in the position and whether these have changed.
- The staffing structure across the whole service.
- Whether the staff requirements of Heritage can be met in a different way.

Advertising – External and Internal

- Permanent and long-term temporary vacancies may be advertised externally in order to gain a wide pool of suitable applicants from which to select the new staff member.
- Positions may also be advertised internally at first or the Director may consider records of previous applications already held on file or the position may be filled by an internal transfer or promotion of current permanent staff where the Director, in consultation with the Management Committee, feels this is appropriate.

Promoting Regular Casual or Relief-Staff

- The Director, in consultation with the Management Committee, may also invite regular casual or relief educators, who have demonstrated their ability to work as part of the Heritage team and who have already developed relationships with the children, families and permanent staff, to increase their hours or become permanent as part of the review of staffing requirements when a vacancy becomes available. In this way, Heritage management aims to minimise disruption and maintain continuity of education and care for children and families.

Procedures for Internal Applicants and Transfers

- All internal applications, promotions and transfers must follow the formal recruitment process outlined below to ensure due regard for equal opportunities legislation and to avoid bias or discrimination against certain candidates.
- If an internal candidate is identified or comes forward when there is a vacancy, the Director will:
 - Meet with the candidate to talk in detail to determine the level of mutual interest.
 - Review their suitability including discussing with them in detail their experience, skills, qualifications and demonstrated success in their current position.
 - Ensure the candidate is a fit and proper person and undergoes the standard background checking process. See: Procedures for External Applicants.

If the Director, in consultation with the Management Committee, determines that the internal candidate is suitable for the position, they will:

- Inform the candidate and formally offer them the position.
- Ask the candidate to confirm their acceptance of the position within a mutually agreed time frame.
- Ensure the candidate follows the proper induction procedures as required and spends time in the office completing all required forms. See: Induction Procedures.

²² Refer to: <https://www.acecqa.gov.au/resources/applications/sample-forms-and-templates>

²³ Refer to: <https://www.acecqa.gov.au/resources/applications/sample-forms-and-templates>



- Meet with supervising staff to determine a start date and finalise any arrangements that might involve the candidate splitting their time between their old and new positions for a period of time until their old position is filled.

Procedures for External Applicants

If there is no interest internally or the Director, in consultation with the Management Committee, feels that internal candidates are not suitable and a wider pool of suitable applicants is required, then the Director will:

- Advertise the position externally to the appropriate audience. See: Advertising Strategies.
- Provide information over the phone to interested applicants regarding the position and take their details.
- Send all applicants an Information Pack including:
 - An Applicant Covering Letter signed by the Director.
 - Introducing Heritage and its' philosophy and giving clear instructions on the recruitment process.
 - Informing applicants they must forward, and bring to the interview, a copy of their résumé and a written application describing their qualifications, experience, areas of special interest, attendance at professional development courses and knowledge of education and care ethics etc.
 - The Selection Criteria. See Selection Criteria
- Invite relevant persons to sit on an interview panel. See Interview Panel.
- Review the applications against the selection criteria, in consultation with the interview panel, and assess which meet the criteria in order to create a shortlist of applicants for interview.
- Notify the shortlisted applicants of interview times.
- Conduct the interviews according to the interview schedule.
- Conduct the interviews appropriately and ask relevant and similar questions of each applicant related to the Duty Statement/Selection Criteria. See Conducting the Interview.
- Contact two employer referees for those applicants deemed successful at the interview and who are being considered for the position. See: Referee and Other Checks.
- Together with the other members of the Interview Panel, assess which of these applicants, having provided positive referee checks, best meet the selection criteria, and who is the first choice, and if possible, second choice, for the position.
- Inform the successful applicant of the outcome by phone.
- If the applicant is unable to accept the position, contact the candidate who was second choice at interview and offer them the position.
- Send a letter of offer to the successful applicant and include two copies of the Terms of Employment Form and Duty Statement, requesting they sign and return one copy of each.
- Request the successful applicant formally accept the offer within a given timeframe or go to the second applicant choice at interview and repeat the above procedures.
- Agree a start date with the successful applicant and send out an Introductory Pack, including an Educator Handbook, for them to read and sign.
- Invite the successful applicant to spend time at Heritage to familiarise themselves with the environment and begin the Heritage Induction Procedures. See: Induction Procedures.
- Inform unsuccessful applicants by letter.
 - If the Director anticipates a large number of respondents, the words, "Only successful applicants will be contacted for interview" may be used in the advertisement and this procedure omitted.
- Invite applicants who were identified at interview as also being suitable, but not first choice, if they would like to be added to the relief educator list, after satisfying referee checks.
- Re-advertise the position if no applicants are deemed successful at the interview or those deemed successful do not accept the position.



Duty Statements

Duty Statements are important in the Heritage recruitment process in order to outline the roles, responsibilities, qualifications and qualities required for the vacant position and to accurately reflect the indicative duties of the relevant wage classification level.

They must:

- Be up to date and current.
- Be written with language that accurately describes the requirements and accountability of the position.
- Explain who the person will be responsible to.
- Include the location, age range of the children and management structure of Heritage.
- Be written in language which shows respect for diversity, inclusion and equity.
- Reflect any changes in the role since it was last filled.
- Indicate which responsibilities require evidence, such as first aid qualifications.

Heritage management will ensure that Duty Statements clearly identify roles and responsibilities in a way that can be measured against a set of outcomes. Examples include stating the position holder must:

- Understand the needs of children and families.
- Develop and sustain positive partnerships with all stakeholders.
- Demonstrate empathy.
- Demonstrate equitable and fair decision making.
- Set goals and manage time effectively.
- Be innovative, creative and flexible.
- Understand the importance of quality assurance.
- Promote the importance of the education and care profession.

Selection Criteria

Selection criteria are a list of statements that characterise the skills and knowledge required to successfully undertake the role. These complement the responsibilities and qualities outlined in the Duty Statements and are important because they inform the applicant of the requirements of the position.

When creating selection criteria, Heritage management will:

- Focus not only on personality traits such as the enjoyment of looking after children or the ability to carry out traditional tasks such as nappy changing, but also **a person's values, beliefs and professional knowledge**.
- Heritage recognises these aspects affect a person's decision-making ability as well as their interactions with others and therefore their overall ability to provide quality outcomes for children, families and colleagues.
- Use a 'strengths-based' approach to developing selection criteria which encourages applicants to consider their skills and knowledge and to respond by giving examples of their practice. Examples include the applicant must demonstrate:
 - Appropriate qualifications or ability to undertake Certificate III in Children's Services.
 - Ability to work as part of a team.
 - Good oral communication skills.
 - Ability to relate well to children, parents and colleagues.
 - An appreciation of Early Childhood Education ~~and Care~~ Ethics, Philosophy and Practice.
 - A strong commitment to providing high quality outcomes for children.
 - A sound knowledge of child development, health, hygiene and nutrition, behaviour support and providing a safe environment for children.
 - The ability to create plans to meet the individual needs of children and families.
 - The ability to engage in professional development opportunities.
 - The ability to apply training outcomes in daily practice.
 - A positive attitude towards continuing improvement and change.



At all times, selection criteria must:

- Be up to date and current.
- Reflect the current needs of Heritage.
- Meet legislative and licensing requirements.
- Compliment the Duty Statement.
- Be free from jargon and unrelated terminology.
- Explain which criteria require documented proof, eg, originals or certified copies of qualifications must be sighted by management.
- Be developed in consultation with staff where appropriate.
- Assist Heritage in developing performance reviews and professional development opportunities. This may be done by using performance-based words such as applies, builds, discusses, empowers, interprets, links, plans, prepares, supports and understands. (See Performance Appraisals).

Advertising Strategies

Heritage management will ensure there is an effective advertising strategy aimed at the most appropriate audience. All advertisements will be written in clear, plain English and focus on the essential skills of the job and will avoid any discriminatory language. Advertisements will generally include the:

- Position title.
- Role and responsibilities of the position holder.
- Qualifications required by the position holder.
- The uniqueness of Heritage/the Heritage Philosophy.
- Heritage contact details.
- Application closure date.

Decisions will also be made in relation to advertising such as:

- Whether to use a template already used and deciding if it needs updating.
- Setting a realistic timeframe between advertising and the close of applications.
- Deciding how applicants may apply, eg, by email.
- Deciding whether to include the words, “Only successful applicants will be contacted for interview” in the advertisement.
- Choosing where to place the advertisement such as:
 - In the staff room (if the position is to be advertised internally initially).
 - Employment sections in education and care publications.
 - Newsletters, newspapers and local Community publications.
 - Websites (eg SEEK, Username: Heritage ECC, Password: Available from Director).
 - Online discussion boards related to education and care.
 - Notice boards of educational institutions such as TAFEs or Universities.
 - Employment agencies.

Example of Heritage Position Vacant Advertisement for SEEK website:

Education and Care Assistants

Heritage Early Childhood Centre is a community based long day early education centre based on the Australian National University campus in Canberra, ACT. We provide a warm, homely environment with a welcoming and friendly feel for children of families working or studying at ANU and the wider community.

We are seeking two enthusiastic full-time assistants with a passion for working with young children. If you have a Certificate III or are studying towards your Diploma in Children’s Services, we would love to hear from you.

For further information and a copy of the Selection Criteria, please call Vicki McDonald on (02) 6249 8851 or email info@heritageecc.com.au

Word of mouth

Heritage management understands that ‘word of mouth’ and networking with other services or peak bodies is one of the most useful ways to communicate employment needs and opportunities. See Communication.

The Selection Process and Procedures

The Heritage policy is to recruit and select early education professionals from a variety of backgrounds. Heritage is a child safe organization committed to protecting children²⁴ and has procedures in place to ensure that employees are fit and proper persons.

- Heritage understands that selection procedures are governed by equal employment opportunities and anti-discrimination legislation²⁵ which state the acceptable language to be used during an interview, the way the interview is conducted and how the successful applicant is chosen.
- Heritage understands it is against the law to request information about someone’s personal background or characteristics and then to refuse them a job based on this information. (Refer to: Equal Opportunities Recruitment Checklist).

Selecting Fit and Proper Persons

Heritage defines a fit and proper person for working in the **early** education profession as someone who:

- Is capable of providing a high standard of education and care in accordance with the person’s actual or proposed role.
- Understands the needs of children, families and staff and is capable of performing the professional duties of the position.
- Is of good character and is suitable to be entrusted with the education and care of children.

To meet these criteria Heritage management requires new employees to:

- Have a current Working With Vulnerable Persons (WWVP) Card and the number and expiry date is recorded.
- Provide the names and phone numbers of two current professional referees.
- Provide a full employment history.
- Provide proof of qualifications – either the original certificates or certified copies.
- Hold a current recognised First Aid Certificate (HLTAD004) or be willing to attain one and Level 2 (equivalent to Senior First Aid Status).²⁶
- Undergo an interview.
- Complete all necessary forms.

The assessment of fit and proper status will be continual for each person involved with the children at Heritage.

Referee and Other Checks

Heritage management will scrutinise employment histories and verify qualifications and Working With Vulnerable Persons (WWVP) cards. This will be done by:

- Sighting and copying original qualification certificates or certified copies of original certificates, including first aid certificates.
- Sighting and copying WWVP card.
- Sighting and copying photo I.D. such as a driving license or passport as proof of age.
- Completing two professional reference checks by phone. **Note:** These must be undertaken after a successful interview as the applicant is entitled to confidentiality during their job search.
 - One of these will generally be with the applicant’s most recent employer, and usually with a person who was in a supervisory role to the applicant.

²⁴ Refer to: Child Protection Policy

²⁵ Refer to: Rationale

²⁶ Refer to: First Aid for Incidents, Accidents and Trauma Policy



- Heritage will consider carefully what the important and relevant questions are to ask previous employers. (Refer to: Reference Check Questions Guide).
- sighting and copying any professional development course certificates such as behaviour guidance or children with additional needs etc.

All evidence will be collated and kept on file until the end of 3 years after the last date the Educator was employed by Heritage.

Confidentiality

Heritage will take all reasonable steps to protect the personal information of staff kept on file from misuse, loss, unauthorised access, modification or disclosure and will keep such records in a lockable cabinet.²⁷

The Interview Process

The Interview Panel

Heritage management understands that the structure and role of the interview panel is an important part of the selection process. Ideally it should consist of a diverse range of people to avoid the natural bias of having a single interviewer. In light of this, Heritage aims to include at least two people on the panel, and preferably three, including:

- The Director.
- An educator from the relevant room.
- A parent or Committee member.

In the case of interviewing for the Director's position the panel will include:

- The Chair of the Management Committee.
- A staff representative.
- A parent or Committee member.

Management will ensure the members of the interview panel:

- Have a good understanding of the job requirements.
- Focus solely on matching the skills and experience of the candidates against the requirements of the job.
- Have access to the applicants' responses to the selection criteria prior to the interview.
- Are informed of their legal obligations under equal opportunities legislation and reminded of the importance of remaining unbiased, objective and keeping information confidential.
- Prepare a list of standard questions against the selection criteria/requirements of the job (Refer to document: Ten Best Interview Questions for Educators).
- Understand they may not show discrimination against an applicant and that the applicant will have the right to another interview if this occurs. It is not acceptable to ask about any of the following, because to not hire an applicant due to any of them is discriminatory:
 - Race
 - Colour
 - Biological sex
 - Religion
 - National origin
 - Birthplace
 - Age
 - Disability
 - Marital/family or gender/sexual orientation status.
- Understand the Heritage Philosophy, policies and procedures and professional best practice and utilise this knowledge when developing interview questions. For example, questions may develop from policies such as:
 - From the Hygiene policy: "Can you describe recommended practice for changing a nappy?"

²⁷ Refer to: Privacy and Confidentiality Policy and Procedures



- From the Behaviour Support Policy: “Two children are in conflict over the same toy, can you describe your behaviour guidance strategies?”
- From the Curriculum and Program Planning/Interactions with Children Policy: “Can you write an example of an observation in the form of a sequence of photos?”

Conducting the Interview

Management will ensure:

- The interview room is relaxed and comfortable.
- Applicants will, as far as practicable, not be kept waiting for more than 15 minutes.
- All applicants will be asked the same questions.
- Questions that are relevant only to certain applicants will be avoided, eg, older workers or parents. Instead, applicants will be asked whether they can fulfil the key requirements of the job.
- Candidates will be given time to make their point and, if necessary, asked follow-up questions so they can elaborate on their initial answers.
- Interviewees will be allowed the opportunity to raise concerns and ask questions.
- A record of the answers provided by each candidate is made and kept confidential (Refer to: Interview Record Form).

The Director will:

- Show the applicant around before/after the interview.
- Give an overview of Heritage including its’ Philosophy and policies, employment conditions including pay and information on the commencement date of the position.
- Ask questions relating to the applicant’s:
 - Knowledge of professional ethics in early education and care.
 - Work history and experience.
 - Ability to work as part of a team.
 - Knowledge of child behaviour support.
 - Ability to communicate with families etc.

The Room Leader may ask questions relating to the applicant’s:

- Ability to work as part of a team.
- Ability to communicate with other staff and families openly and consistently.
- Ability to use initiative.
- Knowledge of room routines, appropriate activities and child development for the relevant age group.
- Knowledge of safety and hygiene procedures.
- Computer and writing skills.

The Committee/family representative may ask questions relating to the applicant’s:

- Knowledge of safety and welfare issues relating to children.
- Knowledge of appropriate activities and supervision for the relevant age group.
- Ability to communicate with families and staff.
- Any other matters related to the position.

(Refer to Document: Ten Best Interview Questions for Educators).

Selecting the right candidate

The Selection Panel will:

- Assess all information that has been collected or provided, including the application form, resume, interview results and referee reports.
- Rank candidates according to their ability to meet the ‘essential’ and the ‘desirable’ requirements of the job.
- Record the decision and the reasoning behind it (to provide constructive feedback to unsuccessful candidates, if requested).
- Ensure the process is confidential and securely dispose of material from unsuccessful candidates when the recruitment process is complete.

Induction Procedures

Heritage is committed to a thorough paid induction process that incorporates the principles of the National Quality Standard. Heritage management understands that new employees require a comprehensive induction to ensure:

- They feel welcome, comfortable and confident.
- Continuity of education and care for children and families.
- Consistency in implementing Heritage policies and practices.

While inductions may occur over several weeks or months, and may vary depending on the position, educators will complete the basic Heritage induction procedure before they begin working with children. Refer to: Induction for New and Relief Employees Checklist.

The Director, Assistant Director, Educational Leader and Team Leaders may be involved in the induction as deemed appropriate.

Heritage management will ensure the induction procedure includes:

- An introduction to the philosophy, culture and management structure at Heritage, including communication with staff and families and dealing with conflict.
- Expectations of the employee and clarification of roles and responsibilities including including being on time, absence notification, mobile phone usage, staff meetings, staff representative and an explanation of the probationary period (see section below).
- Information on employment conditions and the location of the United Voice and Heritage Early Learning Centre Big Steps Enterprise Agreement 2013, the National Employment Standards, *Children's Services Award 2010* or the *Educational Services (Teachers) Award 2010* and Guild Insurance Workers Compensation Folders.
- Information on licensing requirements and the progress of Heritage towards meeting the National Quality Standards.
- An introduction to Heritage policies and procedures and where the policy folders are kept.
- Spending time in the main office to complete/sign all forms as required:
 - Terms of Employment Form
 - Personal Information Record
 - Duty Statement
 - Superannuation Form (online)
 - Tax File Declaration Form
 - Pre-Employment Medical Declaration Form
- Learning procedures for completing Timesheets and Leave Request Form.
- An introduction to the day-to-day practices and routines in their room.
- A tour of the service and an introduction to the children, families and colleagues prior to commencing employment.
- An explanation of the EYLF, how the Heritage play and learning curriculum is planned and evaluated and a discussion of their own ideas based on their experience.²⁸
- Identification of potential professional development opportunities. (Refer to: Educator Induction Report).

Staff will receive several documents to read or sign and return when they are being inducted into Heritage:

- A Letter of Offer (Refer to: Successful Applicant Letter) including:
 - Duty Statement
 - Terms of Employment Form
- Pre-Employment Medical Declaration Form
- The Fair Work Australia Statement
- Information on the National Quality Standards and Early Years Learning Framework.

²⁸ Refer to: Curriculum Planning and Interaction with Children Policy and Procedures

- An Educator Handbook to read and sign, including information on Heritage policies and procedures, access to the Members section on the Heritage website, the Heritage Code of Conduct/Ethics, and the commitment of Heritage to child protection and related procedures.

Heritage management will arrange for new educators to:

- Meet other educators and share ideas.
- Work or “shadow” with an experienced colleague.
- Meet regularly with supervisors in the early days and weeks to clarify roles, responsibilities and practices and to provide feedback.
- Attend an Appraisal Meeting with the Director or Room Leader after the probationary period.

Staff Probation Period

All full-time and part-time permanent staff will be employed at Heritage subject to a 3-month probation period, as discussed with the applicant at the interview and documented in their letter of offer.

- The Room Leader will use this time to monitor their suitability to the position.
- The new educator must utilize this time to learn more about Heritage and affirm their own suitability to the position.

The Director will:

- Encourage the new staff member to develop a mentor relationship with an existing experienced staff member.
- Complete a New Educator Induction Report after 1 month and 2 months.
- Attend an Appraisal Meeting after 3 months to identify strengths and professional development opportunities and document these in the Educator Probation Report.
- Ensure the new staff member contributes to the Induction and Probation Reports.
- Seek input into the reports from the team members who directly work with the new staff member.
- Complete a Letter of Permanent Employment if the reports are satisfactory.

The Room Leader will:

- Discuss any issues relating to the performance of an educator during the probationary period with the Director as soon as possible.

The Employment of Relief Educators

Employment Agencies

- Heritage management recognises that at times it will need to employ temporary or casual educators to cover permanent educators’ holidays and sickness and may use external employment agencies.
- When using an agency, Heritage management will enquire about the agency’s selection criteria to ensure they meet the requirements and values of Heritage.
- Heritage will provide a clear brief to the agency on the requirements of the role, focusing on the abilities needed to do the job and ensure the agency follows equal employment principles.

The Heritage Relief Educator List

The Heritage relief educator list requires constant review and regular updating due to the need to maintain educator-to-child ratios when permanent educators are suddenly unable to come to work. It allows Heritage management to:

- Introduce individuals to Heritage over a longer period of time.
- Be prepared for periods when educators take leave unexpectedly.



- Ensure the provision of consistent quality education and care to the children.
- Develop trusting partnerships over time between relief and permanent educators which in turn strengthens team spirit.
- Reduce guilt and stress often felt by early education professionals when they use sick leave.

Relief Educator Induction Procedures

- Heritage will adapt its' induction procedures to suit temporary employees.
- Heritage recognises that agency-based or casual employees require a unique approach to recruitment and induction as they are often required to educate and care for children very soon after they arrive and have limited time to orientate themselves to the environment and policies and procedures.
- A full induction is not always possible for relief educators so a briefer version will be given. Refer to: Induction for New and Relief Educators Checklist.
- The Director, in consultation with the Management Committee, will regularly review and update the Relief Educator Handbook to ensure that all relief educators are consistently and accurately informed of practices at Heritage.
- On their first day each relief educator will be given the following to read and sign:
 - Relief Educator Handbook
 - Relief Educator Personal Information Record
 - Tax Declaration Form
- The Director will ensure specific policies of particular importance are briefly explained including those related to emergencies, workplace safety, illness, behaviour support and child protection.
- Relief educators will be introduced to the children and educators in their room.
- The Director will arrange for more experienced staff to support and supervise relief educators to ensure that standards of practice and continuity of education and care for children and families are maintained.

Volunteers/Family Helpers

- Families of enrolled children are encouraged to contribute to the Heritage community and to spend time at Heritage, to volunteer to help on excursions or contribute their skills to the curriculum.
- Currently Heritage does not engage volunteers from outside the Heritage community. ²⁹

Heritage is a child safe organization that is committed to protecting children. In view of this, the Director and educators must ensure that family helpers:

- Sign the Visitors' Book on arrival and departure.
- Sign the Student and Volunteer Declaration Form.
- Are made aware of their responsibilities and the Heritage policies and procedures (Refer to: Induction Checklist for Students and Volunteers).
- Be in view of educators at all times.
- Not be left alone with children.
- Not assist children with toileting or nappy changing unless they are the child's parent or guardian.
- Respect confidentiality during their time on the premises.
- Comply with all Heritage policies and procedures.

The Director will regularly audit the visitors' book.

²⁹ Refer to: Communication and Family Involvement Policy and Procedures; Students and Volunteers Policy; Child Protection Policy; Excursions and Incursions Policy; Curriculum and Program Planning Policy

Students on Practicum

- Students studying towards professional early education and care qualifications may spend time at Heritage on work experience.
- Management will ensure students are not counted as part of the educator-to-child ratio and be aware of protocols and guidance supplied by universities, TAFEs or RTOs in relation to participating students.

Students on work experience must:

- Consult with Heritage staff regarding the times they will attend.
- Sign the Visitors' Book on arrival and departure.
- Read and sign the Heritage policies and procedures as set out in the Relief Educator Handbook.
- Sign a contract agreeing to adhere to all Heritage policies and procedures. (Refer to: Student and Volunteer Declaration Form).
- Be open and honest when dealing with staff in regard to any issue which may affect their work at Heritage.
- Work co-operatively with their Room Leader and team.
- Ensure any written work is progressing and up to date.
- Be on time or phone if they are going to be absent.
- Make up any day they are absent while on practicum.
- Maintain confidentiality at all times.³⁰

Retaining Early Childhood Education Professionals

- Heritage recognises that retaining early childhood education ~~and care~~ professionals is an important step to meet Quality Area 4, Element 4.1.2 Continuity of Staff, and to alleviate issues related to recruiting educators.
- Retaining strategies include providing professional development, valuing work performance at annual appraisals, supporting staff to maintain a healthy work-life balance (See Leave Entitlements) and providing staff and educators with the right to have their own children attend Heritage.

Professional Development

- Heritage understands continued professional development is essential to the provision of high-quality education and care programs for children and their families as it:
 - Impacts job performance.
 - Ensures educators have a sound and up to date theoretical understanding of the latest child development theories to complement their practical experience.
 - Improves the career and promotion prospects of staff.
 - Maintains morale during times of change.
- The Heritage Philosophy is to continuously update the knowledge of educators and other staff and actively encourage educators to attend training sessions.
- Heritage recognises the importance of a formal communication process between educators, Room Leaders and the Director in relation to professional development.
- Heritage management will use Duty Statements, Selection Criteria, Probation Reports and Appraisal Forms to help identify opportunities for professional development appropriate for individual staff needs and record these on the Staff Training Self Analysis; Staff Training Record.

Training opportunities will be available through:

- Training workshops held during the year on relevant subjects such as food safety, behaviour support, outdoor learning/Forest School, the Early Years Learning Framework, Work Health and Safety etc.

³⁰ Refer to: Students and Volunteers Policy



- An annual Training Day which is compulsory for all Heritage educators.
- On the job training including online presentation, professional policy discussion and demonstrations of quality practices by senior educators or director
- The availability of early childhood education resource materials in the Staff Resources Room.

Performance Appraisals

Heritage management will use bi-annual performance appraisals to address staff and educator performance against the criteria in their Duty Statements as well as National Quality Standard principles. In addition, performance appraisals enable Heritage to:

- Acknowledge the skills, strengths and expertise of educators and to reflect how these are valued by Heritage.
- Contribute a sense of worth to the work done by educators.
- Place a value on the important role early education professionals perform every day.
- Maintain morale during times of change.
- Consider ways to improve the skills, knowledge and effectiveness of educators.
- Identify work issues and strategies to address them before they become problematic.
- Develop an effective and efficient training and development plan for educators.
- Link Heritage goals effectively to educator development.

Heritage management believes in conducting performance appraisals in a positive and respectful manner in order to instil pride and self-esteem and to encourage educators to take ownership of their practices.

Specifically, the performance appraisal process is designed to:

- Give a holistic picture of educator performance and identify issues before they become habit forming or problematic.
- Allow educators the opportunity to receive feedback.
- Enable educators and management to identify strengths and areas for improvement.
- Enable educators and management to set goals and make a plan to achieve those goals.

Procedures

- Educators will be asked to fill out two self-appraisal forms annually, via an online survey.
- The first survey, at the beginning of the year, will outline the qualities that Heritage looks for in its' educators and asks for input from educators regarding their strengths and where they would like to improve (Attachment 2).
- The second survey, mid/end of year, will help Heritage educators reflect on past goals and to create their own personal philosophy regarding early education (Attachment 3).
- Both questionnaires will be followed up with a meeting between each educator and their Room Leader to discuss the responses to the survey and organise relevant training in a relaxed and positive atmosphere.
- Unless another review is requested, copies will be printed out and placed in the educator's personnel file to inform subsequent reviews.
- All discussions and documents will be confidential.

Review by the Management Committee

- If another review is requested by the educator, the Chair of the Management Committee will select a Committee representative to view the review documents and consider the reason for the request.
- If the request for review is agreed to, the representative will make a time to meet with the supervisor and educator together to discuss their mutual perspectives.
- The Committee representative will complete a final educator appraisal form, which all parties will sign.
- Any decision made by the Committee representative will be final and no further review will be possible.
- The process is confidential and must not be discussed between staff.



Progress to Next Level

Progression from one level to the next within a classification is subject to an employee meeting the following criteria:

- Competency at the existing level.
- 12 months experience at that level (or in the case of employees employed for 19 hours or less per week, 24 months) and in-service training as required; and
- Demonstrated ability to acquire the skills necessary for advancement to the next pay point.

Where a staff member/educator is deemed not to have met the requisite competency at their existing level at the time of the performance appraisal, progression may be deferred for a period of three months provided that:

- The employee is notified in writing of the reasons for the deferral.
- The employee has, in the previous 12 months, been provided with the in-service training required to attain a higher pay point.
- Following any deferral, the employee is provided with the training necessary to advance to the next level.

Where a staff member/educator continues to be unable to meet agreed performance standards, action will be taken to address the underperformance as per the Staff Underperformance and Misconduct Policy.

Children of Staff

- Heritage is a community-based service and management views the children of staff and educators as members of the Heritage community who have a right to have their own children attend the service.
- In addition, Heritage believes that when educators are happy and confident that their own child is in an educational, caring, nurturing environment, they are more likely to be more productive in their own role, and provide the same educational and caring environment for the enrolled children.

This approach enables Heritage management to:

- Provide a flexible arrangement which benefits the staff, their children and the entire Heritage community.
- Allow staff to return to work more easily following parental leave.

Procedures

- Heritage staff and educators wishing to have their children attend Heritage must inform the Director as soon as possible and complete a Waiting List Application Form.
- The Director will review the availability of places and offer the child a place as soon as possible in line with the Priority of Access Guidelines. **Note:** Heritage staff and educators are given priority of access equal to ANU Associates.³¹
- The staff member must follow the usual enrolment procedures and complete an Enrolment Form and any Medical Condition or Individual/Additional Needs Management Forms as required.³²
- The family is bound by all Heritage policies and procedures.
- Heritage Management reserves the right to refuse enrolment to any child where, in consultation with the Management Committee, it is deemed that their attendance may adversely affect the wellbeing of the child or other children at the centre.
- Educators must be careful to consider how they will distinguish their role as both educator and parent.

³¹ Refer to: Waiting List Policy and Procedures

³² Refer to: Enrolment and Graduating Rooms Policy and Procedures

- Other educators must interact with the educator whose child is attending in the same way that other families, including when there are issues which need to be discussed.
- All staff must be extra vigilant regarding confidentiality.

Termination of Employment

- Notice of termination is provided for in the National Employment Standards. The length of notice of termination required to be given by an employee is the same as that required of an employer except that there is no requirement on the employee to give additional notice based on age.

| Period of continuous service | Minimum notice period |
|------------------------------|-----------------------|
| Less than 1 year | 1 week |
| 1 - 3 years | 2 weeks |
| 3 - 5 years | 3 weeks |
| Over 5 years | 4 weeks |

Source: Children’s Services Award, 2010

- An employee must receive an extra week of notice of termination if they’re over 45 years old and have worked for the employer for at least 2 years.
- The employment of a teacher (other than a casual teacher) will not be terminated without at least 4 weeks’ notice or the payment of 4 weeks’ salary instead of notice.
- Following termination of an employee’s contract, final pay will be paid into the employee’s Bank Account. No cash payment will be made, in order to keep computer records correct.
- Where termination is because of misconduct, termination will be according to the terms of the relevant legislation and in line with the Staff Underperformance and Misconduct Policy. Staff have the right to respond under the Staff Complaints and Grievance Management Policy.
- Unfair dismissal is when an employee is dismissed from their job in a harsh, unjust or unreasonable manner.
- On termination of employment, staff must complete an Employment Separation Certificate in order to be paid their correct allowances by CentreLink.

Redundancy

Redundancy pay is provided for in the NES.

- Where a staff member is transferred to lower paid duties by reason of redundancy, the same period of notice must be given as for redundancy. Heritage may make payment instead of an equal amount.
- The employee may terminate their employment during the period of notice given by the employer and is entitled to payments and benefits they would have received if they remained employed during the notice period, however, will not be entitled to payment instead of notice.³³

Record Keeping

In accordance with the *Education and Care National Regulations 2011*, up to date staff records must be kept by the Director or Responsible Person in Charge which meet National Regulations 145–151)³⁴ and contain the following information:

- Personal particulars of all Nominated Supervisors, staff and educators, copies of their relevant qualifications (or progress towards those qualifications) and Working with Vulnerable Persons (WWVP) card.

³³ Refer to: <http://www.fairwork.gov.au/ending-employment>

³⁴ Refer to: Appendix 1: Relevant National Law, Regulations and Quality Standard



- The designated Educational Leader and Early Years Education Teacher.
- Details of family volunteers and students (Refer to: Family Volunteer and Student Declaration Form).³⁵

In addition, other records must be kept by the Director or Responsible Person in Charge including a staff roster and timesheets. These must include the following information:

- A record of staff working directly with children³⁶ (ie, educators).
- A record of each date and times a family volunteer or student participates in the service.
- The name of the Responsible Person in Charge at each time that children are being educated and cared for by the service.³⁷

Communication

Management

- The Human Resources Officer on the Management Committee will inform other committee members of any changes in staff.
- The Director will inform the ACT Regulatory Authority, if required.

Families

Heritage will communicate with families when a new staff member or educator is employed by:

- Putting their profile in the Heritage newsletter.
- Adding their picture and profile outside the relevant room.
- Encouraging them to wear a name tag for the first few weeks.
- Introducing them personally to children's parents at drop off and collection.

Staff

The Director will introduce a new staff member to other staff members by:

- Taking them on a tour of the premises on their first day and introducing them to staff working in the rooms on that day.
- Introducing them in the staff room and at staff meetings.

Community

Heritage management will network with other early education services and educational and training institutions and exchange information about recruitment trends, the availability of early education and care professionals seeking employment and the possibility of sharing staff.

³⁵ Refer to: Students and Volunteers Policy

³⁶ Refer to: Definitions

³⁷ Refer to: Responsible Person in Charge Policy

Summary of Responsibilities

| Role | Responsible for: |
|------------------------------------|--|
| <p>Management Committee</p> | <ul style="list-style-type: none"> • Complying with the Heritage Code of Conduct/Ethics at all times. • Ensuring the service has procedures in place to ensure it complies with current legislation relating to the employment of staff including the <i>Equal Opportunity Act 2010</i>, <i>Fair Work Act 2009</i>, <i>Work Health and Safety Act 2011</i> and the <i>Working with Vulnerable People Act 2011</i> (ACT). • Ensuring that all staffing arrangements meet the requirements of the Education and Care National Law, National Regulations, service policies procedures, and funding criteria at all times the service is in operation. • Ensuring that the service does not operate without a Nominated Supervisor³⁸ (National Law Section 161). • Ensuring there are procedures in place to ensure a Responsible Person on the premises at all times the service is in operation³⁹ (National Law Section 162). • Ensuring policies and procedures are in place that ensure children being educated and cared for by the service are adequately supervised⁴⁰ at all times (National Law: Section 165). • Ensuring the service complies with the legislated educator-to-child ratios at all times (National Law: Section 169, National Regulations 123, 357). • Employing appropriately qualified educators and ensuring qualifications are approved by ACECQA (National Regulations 126). • Employing additional staff, as required, to provide a quality early childhood education and care program. • Ensuring an Early Childhood Teacher⁴¹ is working with the service for the required period of time specified in the National Regulation 132. • Appointing an appropriately qualified and experienced educator to be the Educational Leader⁴² and ensuring this is documented on the staff record (National Regulations 118, 148). • Ensuring procedures are in place so that educators and other staff are provided with a current position description that relates to their role at the service. • Ensuring procedures are in place in relation to maintaining a staff record including details regarding qualifications, training and the Working with Vulnerable Persons Checks in relation to the Nominated Supervisor, Responsible Person, the Educational Leader, other staff members, students and volunteers as required (National Regulations 146–150).⁴³ • Completing a fit-and-proper⁴⁴ assessment in accordance with the National Law Sections 12, 13, and National Regulations 15, 16). (As the Approved Provider for Heritage is not an individual, this means a fit-and-proper assessment must be completed for each person with management or control of a service i.e. Office Holders on the Management Committee). • Ensuring policies and procedures are in place to provide an appropriate induction program for educators and other staff appointed to the service. • Ensuring policies and procedures are in place to ensure that family volunteers, students on placement, parents/guardians and visitors are have an appropriate induction and are adequately supervised at all times |

³⁸ Refer to: Definitions

³⁹ Refer to: Definitions; Responsible Person in Charge Policy

⁴⁰ Refer to: Definitions; Supervision and Water Safety Policy

⁴¹ Refer to: Definitions

⁴² Refer to: Definitions

⁴³ Refer to: <https://www.acecqa.gov.au/search?s=staff+record>; Students and Volunteers Policy; Responsible Person in Charge Policy.

⁴⁴ Refer to: Definitions

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|--|--|
| | <p>when at the service, to ensure the health, safety and wellbeing of children at the service is protected.⁴⁵</p> <ul style="list-style-type: none"> • Ensuring procedures are in place so that educators who are under 18 years of age are not left to work alone and are adequately supervised at the service (National Regulation 120). • Ensuring there are policies and procedures in place so there is at least one educator with current approved first aid qualifications, anaphylaxis management training and emergency asthma management training 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 (National Regulations 136, 145).⁴⁶ Note: Heritage exceeds this requirement, and all permanent educators are required to have up to date approved first aid qualifications with emergency asthma and anaphylaxis training. • Ensuring there are procedures in place to ensure that approved first aid qualifications are evaluated regularly, and staff are reminded to update their qualifications prior to expiry.⁴⁷ • Ensuring policies and procedures are in place to ensure that the Nominated Supervisor, educators/staff, family volunteers and students on placement at the service are not on the premises or participating in the service if affected by alcohol or drugs (including prescription medication) that would impair their capacity to supervise or provide education and care to children (National Regulation 83).⁴⁸ • Ensuring that all educators and staff have opportunities to undertake professional development relevant to their role to keep their knowledge and expertise current. • Ensuring policies and procedures are in place to ensure that the Nominated Supervisor and educators/staff are aware of current child protection laws and any obligations that they may have under these laws (National Regulation 84).⁴⁹ • Ensuring procedures are in place for the appointment of casual and relief staff that are compliant with all regulatory and funding requirements. • Understanding and acknowledging the requirement for confidentiality of all information relating to educators and families within the service.⁵⁰ |
| <p>Director/ Nominated Supervisor</p> | <ul style="list-style-type: none"> • Complying with, and ensuring that all staff comply with, the Code of Conduct/Ethics at all times. • Complying with the Education and Care National Law, National Regulations, all service policies and procedures, and funding requirements at all times. • Providing written consent to accept the role of Nominated Supervisor. • Ensuring that, in their absence from the service premises, another suitable person is placed in day-to-day charge of the service (Responsible Person in Charge)⁵¹ (National Law Section 162). • 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 (National Law Section 172). • Ensuring children being educated and cared for by the service are adequately supervised⁵² at all times (National Law: Section 165). |

⁴⁵ Refer to: Students and Volunteers Policy; Supervision and Water Safety Policy

⁴⁶ Refer to: First Aid for Incidents, Injury, Trauma and Illness Policy

⁴⁷ Refer to: First Aid for Incidents, Injury, Trauma and Illness Policy

⁴⁸ Refer to: Heritage Code of Conduct/Ethics; Supervision and Water Safety Policy; Educator Handbook

⁴⁹ Refer to: Child Protection Policy

⁵⁰ Refer to: Privacy and Confidentiality Policy; Heritage Privacy Statement

⁵¹ Ref Refer to: Definitions and Responsible Person in Charge Policy

⁵² Refer to: Definitions; Supervision and Water Safety Policy



- Ensuring the required educator-to-child ratios are maintained at all times, that each educator at the service meets the qualification requirements relevant to their role, including holding current Working with Vulnerable People Check cards, approved first aid qualifications, anaphylaxis management training and emergency asthma management training, and ensuring these details are maintained 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 staff records, including a record of educators working directly with children,⁵³ are updated as new information is provided or when rostered hours of work are changed (National Regulations 145–151).
- Reviewing staff qualifications against current legislation and funding requirements on an annual basis.
- Ensuring that educators and other staff, students and family volunteers undertake an induction process appropriate to the level of their role.
- Participating in management training such as recruitment and selection processes.
- 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 and ensuring that annual performance reviews of educators and other staff are undertaken.
- Informing families of the name/s of casual or relief staff when a regular educator is absent.
- Developing and maintaining a list of casual and relief staff to ensure consistency of service provision.
- 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.⁵⁴
- Ensuring that less experienced educators and others engaged to be working with children are adequately supervised by more senior educators.
- Ensuring educators who are under 18 years of age are adequately supervised and are not left to work alone at the service.
- Ensuring that no persons at the service are 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, and all staff, including family volunteers and students are aware of current child protection laws and any obligations that they may have under these laws.⁵⁵
- Informing parents/guardians of the name/s of casual or relief staff where the regular educator is absent.
- Understanding and acknowledging the requirement for confidentiality of all information relating to educators and families within the service.⁵⁶

⁵³ Refer to: Definitions

⁵⁴ Refer to: Students and Volunteers Policy

⁵⁵ Refer to: Child Protection Policy

⁵⁶ Refer to: Privacy and Confidentiality Policy; Heritage Privacy Statement

| | |
|---|--|
| <p>Room Leaders and other Educators</p> | <ul style="list-style-type: none"> • Complying with the service’s Code of Conduct/Ethics at all times. • Complying with the Education and Care National Law, National Regulations, and all service policies and procedures. • Ensuring that they are never affected by alcohol or drugs (including prescription medication) that would impair their capacity to supervise or provide education and care to children. (National Regulation 83). • Providing details of their current Working with Vulnerable People registration for the staff record and renewing it every five years. • Advising Access Canberra of any relevant change in circumstances, including change of name, address, contact. • Undertaking the required induction program following appointment to the service. • Adequately supervising⁵⁷ children at all times. • Supervising family volunteers and students at all times, and ensuring they are never left alone with children unless they are the child’s parent/guardian, in order to protect the health, safety and wellbeing of children at the service.⁵⁸ • Supervising educators at the service who are under 18 years of age and ensuring that they are not left to work alone. • Maintaining required 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. • Performing obligations under employment contract and job description including contracted hours and reporting requirements including timely completion of timesheets. • Participating in an annual performance review. • Undertaking professional development relevant to their role to keep their knowledge and expertise current. • Ensuring that they are aware of current child protection laws and any obligations that they may have under these laws.⁵⁹ • Understanding and acknowledging the requirement for confidentiality of all information relating to educators and families within the service.⁶⁰ |
| <p>Parents/ Guardians/ Students/ Family Volunteers</p> | <ul style="list-style-type: none"> • Complying with the requirements of the National Law and National Regulations and all service policies and procedures, including the Heritage Code of Conduct/Ethics while at the service. • Undertaking a Working with Vulnerable People Check and presenting a current WWVP card as required. • Undertaking the induction process and completing the Student/Volunteer Declaration and Induction Checklist as required prior to commencement at the service. • Following the directions of staff at the service at all times to ensure that the health, safety and wellbeing of children is protected. • Not being alone with enrolled children unless they are the child’s parent/guardian. • Understanding and acknowledging the requirement for confidentiality of all information relating to educators and families within the service.⁶¹ |

⁵⁷ Refer to: Definitions; Supervision and Water Safety Policy

⁵⁸ Refer to: Students and Volunteers Policy

⁵⁹ Refer to: Child Protection Policy

⁶⁰ Refer to: Privacy and Confidentiality Policy; Heritage Privacy Statement

⁶¹ Refer to: Privacy and Confidentiality Policy; Heritage Privacy Statement

Policy Review and Evaluation

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

- Check staff records to ensure Working with Vulnerable Persons (WWVP) 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.

Related Policies

| Name | Location |
|--|-------------------------------|
| Behaviour Support Policy | |
| Child Protection Policy | |
| Code of Conduct/Ethics | |
| Curriculum and Program Planning Policy | |
| Creating Inclusion and Equity Policy | Policy and Procedures Manual |
| Delivery and Collection of Children Policy | in Main Office and Staff |
| Emergency and Evacuation Policy | Resources Room |
| First Aid for Incidents, Injury, Trauma and Illness Policy | |
| Food Safety Policy (Food from Home) | Policy and Procedures section |
| HACCP Food Safety Plan (Food Made on Premises) | in Members Area on Heritage |
| Hygiene and Infection Control Policy | website |
| Illness and Infectious Diseases Policy | |
| Interactions with Children Policy | |
| Medical Conditions Policy | Educator and Relief Educator |
| Medication Policy | Handbooks |
| Non-Compliance Policy | |
| Philosophy Statement | |
| Privacy and Confidentiality Policy | |
| Responsible Person in Charge Policy | |
| Staff Complaints and Grievance Management Policy | |
| Staff Misconduct & Underperformance Policy | |
| Students and Volunteers Policy | |
| Supervision and Water Safety Policy | |
| Work Health and Safety Policy | |

References and Further Reading

Legislative References

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Woden Early Childhood Centre. (2013). *Staff Development and Review Policy.*

<https://wodenchildcare.com.au/policies/#1521436098748-ea4f15c8-a172>

Woden Early Childhood Centre. (2013). *Staff Recruitment Policy.*

<https://wodenchildcare.com.au/policies/#1521436168753-e65c6065-e78a>

Useful Websites

Fair Work Commission - <http://www.fwa.gov.au/>

Fair Work Ombudsman – <http://fairwork.gov.au/>

Safe Work Australia - <http://www.safeworkaustralia.gov.au/>

Version Control

| Version Number | Approval Date | Approved by | Author and Amendments |
|----------------|---------------|-------------------------------|---|
| 1 | October 2001 | Management Committee | |
| 2 | March 2012 | Management Committee | Author: Julia Charters. Complete rewrite based on references above and the Education and Care National Regulations, 2011. |
| 3 | April 2015 | Management Committee | Author: Julia Charters. Updated to reflect United Voice and Heritage Early Childhood Centre Enterprise Agreement 2013 and references above. Changed name from Employment of Education and Care Professionals, Students and Volunteers Policy to Employment (incl. Students and Volunteers) Policy. |
| 4 | October 2017 | Director | Added Appendix of Amendments to National Law and Regulations from October 2017 regarding removal of supervisor certificates and certified supervisors, and changes regarding resignation of Early Childhood Teacher. |
| 5 | November 2020 | Heritage Management Committee | Author: Julia Charters Changed name from Employment and Staffing to Employment and Recruitment Policy. Updated References. Updated Appendix on Relevant Law, Regulations and Quality Standards. Updated Policy Statement to include Legislative Background and detailed overview of relevant laws, regulations and quality standards. Added Definitions. Added Summary of Responsibilities. Removed procedures for Students and Volunteers, and Responsible Person in Charge - created new, separate policies for each. Updated Performance Appraisal procedures. Removed references to Certified Supervisors. Checked and updated all related Forms and Duty Statements. Added information on cashing out annual and excessive annual leave. Added Attachments: <ul style="list-style-type: none"> • Induction Checklists for New and Relief Staff. • Educator Appraisal Forms (Beginning of year and mid-year). |

Attachment 1: Orientation Checklist for New Educator

Name: _____ *Prior to employment at Heritage we aim to do the following.*

References of recent and previous employment checked.

- Discussed Heritage philosophy, management structure and Staff Representative.
- Given Educator Handbook and Heritage Code of Conduct/Ethics. Discussed expectations including promptness, absence notification, mobile phone usage, communication with staff/families, behaviour support, dealing with conflict and staff meetings.
- Tour of the Centre
 - Introduced to Room Leader and educators
 - Shown timesheets and Leave Request Forms and how to fill them out
 - Completed Tax File Declaration Form
 - Completed Personal Information Form
 - Superannuation Form discussed and filled out
 - Completed Pre-Employment Medical Declaration Form
 - Read and signed Duty Statement and Terms of Employment Form
 - Given Fair Work Australia Statement
 - Shown where Enterprise Agreement and Information on NES and Modern Awards is kept
 - Shown where Workers Accident Forms and Guild Workers Folders are kept
 - Location of policy folders shown. Member's password given.
 - Discuss Work Health and Safety (WHS), UV/Sun Protection Policy /online food safety course.
 - Heritage Sustainable Practices. Composting and modelling good practices.
 - Discussed dangerous products and shown correct filling, storage practices and safety around children
 - Discussed evacuation procedures; emergency exits, fire extinguishers & first aid kits
 - Discussed child protection, read policy and understands responsibility. Can locate mandatory reporting forms and check up to date qualification. **CHCPR001**
 - Holds Working with Vulnerable People Card, number recorded, copy filed
 - Checked immunisations are up to date.
 - Share information on allergies/medical condition of children and educators/ where medication is kept/who can administer medication. What to do in a medical emergency.
 - Discussed National Quality Standard
 - Discussed EYLF and program planning and evaluation
 - Discussed mentoring and set up mentor
 - Read and signed Educator Handbook and Heritage Code of Conduct/Ethics and understands the responsibility of being an Early Childhood Educator
 - Employee details added to employee emergency contact list
- Discussed Probation time of 3 months. Meeting held every month to ensure there are no issues that need to be address and to identify training needs.
 - Meeting 1 ___/___/___ Meeting 2 ___/___/___ Meeting 3 ___/___/___
- Room Leader showed where to locate and how to fill out accident and medication forms
- Room Leader demonstrated proper nappy changing practices
- Room leader confident in the new employee's hygiene practices regarding nappy changing and employee can now change nappies
- Safe food handling procedures discussed and Room Leader is confident in new employee's hygiene and food handling procedures.

Director's Signature _____ Date _____ Employee's Signature _____ Date _____

Orientation Checklist for Relief Educators

Name: _____

Prior to commencing relief employment at Heritage we aim to do the following.

At Employment Orientation Session

- References of recent and previous employment checked.
- Discussed Heritage philosophy and expectations including communication with staff and families, behaviour guidance, mobile phone usage and conflict management.
- Relief Educator Handbook, including Heritage Code of Conduct/Ethics, given and signed that the staff member has read and understood the responsibility of being an Early Childhood Educator.
- Tour of the Centre
 - Introduced to Room Leader, educators and children
 - Shown time sheets and how to fill them out
 - Completed Tax File Declaration form
 - Completed Personal Information Form
 - 2018 change to casual employment rights. Casual conversation rights.
 - Shown where Workers Accident Forms are kept
 - Heritage Sustainable Practices. Composting and modelling good practices.
 - Shown Policy Folders
 - Discuss work health and safety
 - UV/Sun Protection Policy
 - Discussed dangerous products and shown correct filling, storage practices and safe usage near children
 - Discussed evacuation/lockdown procedures and shown emergency exits, fire extinguishers and first aid kits
 - Discussed child protection and understands responsibility. Can locate mandatory reporting forms
 - Share information on allergies/medical condition of children and educators/where medication is kept and who can administer medication. What to do in a medical emergency.
 - Holds Working with Vulnerable People Card
 - Discussed National Quality Standard
 - Discussed EYLF and curriculum planning and evaluation
 - Discussed mentoring and set up mentor
 - A copy of employee personal details attached to employee emergency contact list
- Room Leader showed where to locate and how to fill out accident and medication forms
- Room Leader demonstrated proper nappy changing practises
- Room leader confident in the new employee's hygiene practises regarding nappy changing and employee can now change nappies
- Safe food handling procedures discussed and room leader is confident in new employee's hygiene and food handling procedures.

Director's Signature _____ Date _____ Employee's Signature _____ Date _____

Attachment 2: Educator Appraisal (Beginning of year)

How to fill out your appraisal:

This questionnaire (to be completed using SurveyMonkey) is all about the qualities we look for in our amazing Heritage educators. But no one is perfect, we all have things that we may need to work on, so:

- Ticking a box means you'd like to improve in that area, you can tick as many boxes as you like.
- Each question also has a written area, please make sure you fill this in before moving to the next question.
- Once you've completed your survey let your room leader know so we can organise to have a chat.
- A special treat will be organised for your room once all educators have completed the survey.

Please Fill out your details:

Name: _____

Room: _____

Email address: _____

Team Qualities - Please tick area/s you'd like to work on

- A team focused educator is someone that is aware of what's going on around them, shows pride and enthusiasm in their work, shares ideas and is open to suggestions from others.
- An educator that makes a positive contribution to their team will show a range of skills including good communication, creativity, interpersonal skills, organizational skills, patience, physical stamina and initiative. They are also flexible, reliable, respectful, open minded and always willing to help.
- A great team member will actively supervise children to ensure their safety and wellbeing. They are not job focused; they are always child focused.
- They will contribute to the physical environment by ensuring equipment is safe and assist with setting up amazing environments for all children's play and learning.

What are your strengths as a team member? *E.g. I feel like I have achieved a good balance between being team focused and child focused. I always...*

Communication - Please tick area/s you'd like to work on

- Good communication is an integral part of making Heritage a welcoming place for everyone. Educators at Heritage make an effort to greet and communicate with everyone including children, parents, visitors, educators (in all rooms) and management.
- Effective communication as an Early Childhood Educator should always show deep respect for children and their rights and give them a say in what happens to them, particularly when it comes to routines and learning.
- Educators regularly initiate conversations with families and try to get to know parents' names. They talk to parents at drop off and pass on information about children's day at pick up (especially positives) and routine.
- Educators regularly work on communication within their team and reflect on this together regularly.
- Educators are aware of who they need to talk to if they have an issue. They feel comfortable to approach their room leader, the Educational Leader or the Director for help or advice. They are aware of Heritage policies in relation to conflict resolution.

Any further comments about your communication?

Observation and Planning - Please tick area/s you'd like to work on

- Educators at Heritage are all aware of the planning cycle and how the cycle/programs fit with children's individual learning.
- A focus educator uses jottings to help show children's participation in the program and works on goals using spontaneous happenings and intentional teaching.
- Focus educators use jottings as evidence to write educational Summaries, link learning with theorists and share children's individual learning with the support of the Room Leader and Educational Leader.
- Educators contribute to children's interests and educational aspects of the room with set up of environments, planned experiences and spontaneous moments.
- They also share stories with families by helping to write the Daybook to share learning and play with families.
- Educators at Heritage are influenced by the Heritage Philosophy, theories/theorists and the EYLF and our practices are also shaped by regular reflection (both self-reflection and reflection from our peers).

How are you going with children's documentation? Is there anything you are unsure about?

Inclusive Approach - Please tick area/s you'd like to work on

- I, as an educator, "uphold all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued, and respond to the complexity of children's and families' lives." (EYLF pg14). Families are also encouraged by educators to share their culture, values and beliefs.
- I, as an educator, am engaged in our community events throughout the year and get to know families.
- I as an educator, use a range of resources at Heritage that help to address inclusive perspectives about culture, race, gender and abilities and ensure that all children can thrive in the programs and environments.



Are there any areas relating to diversity and inclusion that you'd like to learn more about?

Behaviour Support - Please tick area/s you'd like to work on

- Heritage educators are consistent and respectful when supporting children's behaviours.
- Educator practices are governed by the Heritage policies and the teachings of Sandy Phoenix and Louise Porter. Especially using the Phoenix Cups to see reasons for behaviour and the "say what you see and ask a question" method.
- They communicate with team members, form strategies, change environments/routine and ask for help when unsure.
- We work with families and they are informed of strategies to ensure consistency.
- Educators reflect on their approach regularly with team members.
- Educators work with children to build understanding of their feelings, develop empathy and begin to develop children's independence and self-regulation so they can begin to solve problems independently.

Is there anything you'd like to learn more about in relation to behaviour support?

Aboriginal/Torres Strait Islander Culture - Please tick area/s you'd like to work on

- Educators are aware that the First Australians were Aboriginal and Torres Strait Islander People. They know that our centre stands on Ngonawal land and educators share this knowledge with children regularly.
- Heritage educators do the Acknowledgement of Country regularly with children and link the acknowledgement with our day to day actions.
- Educators know phrases in Indigenous Languages to share with children, especially Ngonawal language.
- Educators are always trying to learn more about Australian culture and regularly include Aboriginal and Torres Strait Islander perspectives in their teaching and environments.
- All educators help to achieve goals and deliverables of The Heritage Reconciliation Action Plan.

What do you enjoy teaching at Heritage/what are your hobbies? List some ways you could incorporate this when teaching Aboriginal and Torres Strait Islander perspectives. .Eg. I enjoy cooking so I thought I could try and use bush tucker herbs next time.

Sustainability- Please tick area/s you'd like to work on

- Educators at Heritage want to protect and look after our environment and world. They role model caring for our environment by showing children how to look after our community (both inside and outside the fence). They involve children to respect our resources, plants and animals.
- They contribute to our sustainability initiatives and involve children in these practices. Our educators support children by involving them in disposing of food scraps to the chickens or compost, they use recycle bins correctly with children and in the staff room. They are committed to using less single use plastics by supporting nude lunches within the rooms and using beeswax wraps.
- Educators look for ways to reduce, reuse and recycle. They carry out simple habits to reduce power consumption such as turning off lights and air conditioners when not in use.

Do you have any suggestions to make Heritage more sustainable?

Is there anything further you'd like to discuss?

Are there any other training opportunities you are interested in?

What are your professional/personal goals over the next three years?

1 Year from now:

2 Years from now:

3 Years from now:



Attachment 3: Half Yearly Appraisal Pit Stop & Development of Personal Philosophy

How to fill out this questionnaire:

This questionnaire (via SurveyMonkey) is a follow up to our survey at the beginning of the year and helps Heritage educators reflect on past goals and also create their own personal philosophy.

- Each question has a written area, please make sure you fill this in before moving to the next question.
- Once you've completed your survey let your room leader know so we can organise to have a chat.
- A special treat will be organised for your room once all educators have completed the survey.

Please Fill out your details:

Name: _____

Room: _____

Email address : _____

What do you like about children?

What do you know about children?

What do you want for children?

Reflecting on your previous appraisal goals, is there anything you'd change/is there anything we can do to assist you to achieve these goals?



Appendix 1: Relevant National Law, Regulations and Quality Standards

Education and Care Services National Law Act 2010

SECT 10: Application for provider approval

- (1) A person, other than a prescribed ineligible person, may apply to the Regulatory Authority for a provider approval.
- (2) An application may be made by more than one person.
- (3) If an application is made by more than one person—
 - (a) the prescribed information must be provided in respect of each person; and
 - (b) the requirements of this Division must be complied with by and in respect of each person

SECT 12: Application for Provider Approval: Applicant must be fit and proper person.

- (1) An applicant who is an individual must satisfy the Regulatory Authority that the applicant is a fit and proper person to be involved in the provision of an education and care service.
- (2) If the applicant is not an individual, the applicant must satisfy the Regulatory Authority that—
 - (a) each person who will be a person with management or control of an education and care service to be operated by the applicant is a fit and proper person to be involved in the provision of an education and care service; and
 - (b) the applicant is a fit and proper person to be involved in the provision of an education and care service.
- (3) The head of a government department administering an education law of a participating jurisdiction is taken to be a fit and proper person for the purposes of this Part.

SECT 13: Application for Provider Approval: Matters to be taken into account in assessing whether fit and proper person/s.

- (1) In determining whether a person is a fit and proper person under this Division, the Regulatory Authority must have regard to—
 - (a) the person's history of compliance with—
 - (i) this Law as applying in any participating jurisdiction; and
 - (ii) a former education and care services law of a participating jurisdiction; and
 - (iii) a children's services law of a participating jurisdiction; and
 - (iv) an education law of a participating jurisdiction; and

Note. If a person has been served with an infringement notice for an offence under this Law, and the person has paid the penalty, the Regulatory Authority cannot consider that conduct when determining whether the person is fit and proper. See section 291(5).

- (b) any decision under a former education and care services law, a children's services law or an education law of a participating jurisdiction to refuse, refuse to renew, suspend or cancel a licence, approval, registration or certification or other authorisation granted to the person under that law; and
- (c) either—
 - (i) any prescribed matters relating to the criminal history of the person to the extent that history may affect the person's suitability for the role of provider of an education and care service; or
 - (ii) any check of the person under a working with vulnerable people law of a participating jurisdiction; and
 - (d) whether the person is bankrupt or has applied to take the benefit of any law for the relief of bankrupt or insolvent debtors or, in the case of a body corporate, is insolvent under administration or an externally administered body corporate.
- (2) Without limiting subsection (1), the Regulatory Authority may have regard to—
 - (a) whether the person has a medical condition that may cause the person to be incapable of being responsible for providing an education and care service in accordance with this Law; and
 - (b) whether the financial circumstances of the person may significantly limit the person's capacity to meet the person's obligations in providing an education and care service in accordance with this Law; and.

- (c) whether the person has the management capability to operate an education and care service in accordance with this Law; and
 - (d) any of the following actions taken under the A New Tax System (Family Assistance) (Administration) Act 1999 of the Commonwealth in relation to a childcare service approved under that Act, operated by the person or in relation to which the person was a person with management or control—
 - (i) any sanction imposed under section 200 of that Act;
 - (ii) any suspension imposed under section 201A of that Act;
 - (iii) any infringement notice given under section 219TSI of that Act.
- (3) Nothing in subsection (1) or (2) limits the circumstances in which a person may be considered not to be a fit and proper person to be involved in the provision of an education and care service.

SECT 161: Offence to operate education and care service without nominated supervisor

The approved provider of an education and care service must not operate the service unless there is at least one nominated supervisor for that service.

SECT 161A: Offence for nominated supervisor not to meet prescribed minimum requirements

The approved provider of an education and care service must not nominate an individual to be a nominated supervisor of that service unless that individual meets the prescribed minimum requirements for nomination as a nominated supervisor.

SECT 162: Offence to operate education and care service unless responsible person is present

- (1) The approved provider of an education and care service must ensure that one of the following persons is present at all times that the service is educating and caring for children--
- (a) the approved provider, if the approved provider is an individual or, in any other case, a person with management or control of an education and care service operated by the approved provider;
 - (b) a nominated supervisor of the service;
 - (c) a person in day-to-day charge of the service.

SECT 165: Offence to inadequately supervise children

(1) The approved provider of an education and care service must ensure that all children being educated and cared for by the service are adequately supervised at all times that the children are in the care of that service.

SECT 167: Protection from harm and hazards

- (1) The approved provider of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury.
- (2) A nominated supervisor of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury.

SECT 169: Offence relating to staffing arrangements

(1) An approved provider of an education and care service must ensure that, whenever children are being educated and cared for by the service, the relevant number of educators educating and caring for the children is no less than the number prescribed for this purpose.

SECT 172: Offence to fail to display prescribed information

172 Offence to fail to display prescribed information

An approved provider of an education and care service must ensure that the prescribed information about the following is positioned so that it is clearly visible to anyone from the main entrance to the education and care service premises--

- (a) the provider approval;
- (b) the service approval;
- (c) each nominated supervisor of the service;



- (d) the rating of the service;
- (e) any service waivers or temporary waivers held by the service;
- (f) any other prescribed matters.

Education and Care Services National Regulations 2011

National Regulation 168: Education and care service must have policies and procedures

- (2) Policies and procedures are required in relation to the following--
- (i) staffing

National Regulation 10: Meaning of actively working towards a qualification

For the purposes of these Regulations, an educator is actively working towards a qualification if the educator—

- (a) is enrolled in the course for the qualification; and
- (b) provides the approved provider with documentary evidence from the provider of the course that—
 - (i) the educator has commenced the course; and
 - (ii) the educator is making satisfactory progress towards completion of the course; and
 - (iii) the educator is meeting the requirements for maintaining the enrolment; and
 - (iv) in the case of an approved diploma level education and care qualification, the educator—
 - (A) holds an approved certificate III level education and care qualification; or
 - (B) has completed the units of study in an approved certificate III level education and care qualification determined by the National Authority; or
 - (C) has completed the percentage of total units of study required for completion of an approved early childhood teaching qualification determined by the National Authority.

National Regulation 13: Meaning of working directly with children

For the purposes of these Regulations a person is working directly with children at a given time if at that time the person—

- (a) is physically present with the children; and
- (b) is directly engaged in providing education and care to the children.

National Regulation 15: Provider Approvals: Application for provider approval by person other than an individual.

National Regulation 16: Provider Approvals: Matters relating to criminal history.

National Regulation 83: Staff members not to be affected by alcohol or drugs

- (1) The approved provider of an education and care service must ensure that a nominated supervisor or a staff member of, or volunteer at, the service is not affected by alcohol or drugs (including prescription medication) so as to impair the person’s capacity to supervise or provide education and care to children being educated and cared for by the service.
- (2) A nominated supervisor of an education and care service must not, while educating and caring for children for the service—
 - (a) consume alcohol; or
 - (b) be affected by alcohol or drugs (including prescription medication) so as to impair the supervisor’s capacity to supervise or provide education and care to the children.

National Regulation 84: Awareness of child protection law

The approved provider of an education and care service must ensure that nominated supervisors and staff members at the service who work with children are advised of—

- (a) the existence and application of the current child protection law; and
- (b) any obligations that they may have under that law.

National Regulation 117A: Placing a person in day-to-day charge

For the purposes of the definition of a person in day-to-day charge in section 5(1) of the Law, a person is in day-to-day charge of an education and care service if—

- (a) the person is placed in day-to-day charge by the approved provider or a nominated supervisor of the education and care service; and



- (b) the person consents to the placement in writing.

National Regulation 117B: Minimum requirements for a person in day-to-day charge

- (1) An approved provider or a nominated supervisor of an education and care service must not place a person in day-to-day charge unless—
- (a) the person has attained the age of 18 years; and
 - (b) the approved provider or nominated supervisor (as the case requires)—
 - (i) has had regard to the matters set out in subregulation (2); and
 - (ii) has taken reasonable steps to ensure that the person has adequate knowledge and understanding of the provision of education and care to children and an ability to effectively supervise and manage an education and care service.
- (2) For the purposes of subregulation (1)(b)(i), the matters are—
- (a) the person's history of compliance with—
 - (i) the Law as applying in any participating jurisdiction; and
 - (ii) a former education and care services law of a participating jurisdiction; and
 - (iii) a children's services law of a participating jurisdiction; and
 - (iv) an education law of a participating jurisdiction; and
 - (b) any decision under the Law to refuse, refuse to renew, suspend, or cancel a licence, approval, registration, certification or other authorisation granted to the person under—
 - (i) the Law as applying in any participating jurisdiction; and
 - (ii) a former education and care services law of a participating jurisdiction; and
 - (iii) a children's services law of a participating jurisdiction; and
 - (iv) an education law of a participating jurisdiction.

National Regulation 117C: Minimum requirements for a nominated supervisor

- (1) For the purposes of section 161A of the Law, the prescribed minimum requirements for nomination of a person as a nominated supervisor of an education and care service are that the person must—
- (a) have attained the age of 18 years; and
 - (b) have adequate knowledge and understanding of the provision of education and care to children; and
 - (c) have the ability to effectively supervise and manage an education and care service.
- (2) In determining whether to nominate a person as a nominated supervisor, an approved provider of an education and care service must have regard to the following matters—
- (a) the history of the person's compliance with—
 - (i) the Law as applying in any participating jurisdiction; and
 - (ii) a former education and care services law of a participating jurisdiction; and
 - (iii) a children's services law of a participating jurisdiction; and
 - (iv) an education law of a participating jurisdiction;
 - (b) any decision under the Law to refuse, refuse to renew, suspend, or cancel a licence, approval, registration, certification or other authorisation granted to the person under—
 - (i) the Law as applying in any participating jurisdiction; and
 - (ii) a former education and care services law of a participating jurisdiction; and
 - (iii) a children's services law of a participating jurisdiction; and
 - (iv) an education law of a participating jurisdiction.

National Regulation 118: 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 as educational leader at the service to lead the development and implementation of educational programs in the service.

National Regulation 120: Educators who are under 18 to be supervised

The approved provider of a centre-based service must ensure that any educator at the service who is under 18 years of age—

- (a) does not work alone at the service; and
- (b) is adequately supervised at all times by an educator who has attained the age of 18 years.

National Regulation 122: Educators must be working directly with children to be included in ratios

- (1) An educator cannot be included in calculating the educator to child ratio of a centre-based service unless the educator is working directly with children at the service.
- (2) In this regulation, a reference to an educator includes an early childhood teacher or a suitably qualified person who is counted as an educator under regulation 123(3).

National Regulation 123: Educator to child ratios—centre-based services

- (1) The minimum number of educators required to educate and care for children at a centre-based service is to be calculated in accordance with the following ratios—
 - (a) for children from birth to 24 months of age—1 educator to 4 children;
 - (b) for children over 24 months and less than 36 months of age—1 educator to 5 children;
 - (c) for children aged 36 months of age or over (not including children over preschool age)—1 educator to 11 children;
 - (d) for children over preschool age, 1 educator to 15 children.
- (2) If children being educated and cared for at a centre-based service are of mixed ages the minimum number of educators for the children must meet the requirements of subregulation (1) at all times.
- (3) If an early childhood teacher or a suitably qualified person is required under Division 5 to be in attendance at a centre-based service, subject to regulation 122 that early childhood teacher or suitably qualified person is counted as an educator at the service for the purposes of this regulation.
- (4) If a centre-based service is required under regulation 130 or 131 to have access to an early childhood teacher for a period, subject to regulation 122 that teacher is counted as an educator at the service for the purposes of this regulation.
- (5) In subregulations (1) and (2) a reference to children does not include a child who is, or 2 or more children from the same family who are, educated and cared for at a centre-based service in an emergency for a period of not more than 2 consecutive days on which the service operates.

Examples.

- 1 A child is determined to be in need of protection under a child protection order.
- 2 The parent of a child needs urgent health care that prevents them caring for the child.
- (6) An approved provider of a centre-based service must not permit an additional child or additional children to be educated and cared for at the service in an emergency in the circumstances set out in subsection (5) unless the approved provider is satisfied on reasonable grounds that this will not affect the health, safety and wellbeing of all the children attending the service.

National Regulation 126: Centre-based services—general educator qualifications

- (1) The qualification requirements for educators at a centre-based service educating and caring for children preschool age or under are as follows—
 - (a) at least 50 per cent of the educators who are required to meet the relevant educator to child ratios for the service must have, or be actively working towards, at least an approved diploma level education and care qualification; and
 - (b) all other educators who are required to meet the relevant educator to child ratios for the service must have, or be actively working towards, at least an approved certificate III level education and care qualification.
- (1A) The qualification requirements in subregulation (1)(b) do not apply to an educator if the educator has been employed by an approved provider on a probationary basis for not more than 3 months, at one or more centre-based services operated by the approved provider.
- (3) If Division 5 requires an early childhood teacher to be in attendance at a centre-based service, that teacher, or a person taken to be an early childhood teacher under regulation 135(1), is to be counted as meeting the requirements of subregulation (1)(a).

Notes.

- 1 Meaning of actively working towards—see regulation 10.
- 2 An early childhood teacher or a suitably qualified person can be included in determining the number of educators who have an approved diploma level education and care

qualification if the early childhood teacher or suitably qualified person is working directly with children.

National Regulation 132: Requirement for early childhood teacher—centre-based services—25 to 59 children

- (1) If a centre-based service provides education and care to 25 or more but less than 60 children preschool age or under on a given day, an early childhood teacher must be in attendance at the service—
 - (a) for at least 6 hours on that day, if the service operates for 50 or more hours a week; or
 - (b) for 60 per cent of the operating hours of the service on that day, if the service operates for less than 50 hours a week.
- (2) A centre-based service is not required to comply with subregulation (1) if—
 - (a) the approved number of places for children preschool age or under at the service is 25 or more but less than 60; and
 - (b) the service employs or engages a full-time or full-time equivalent early childhood teacher at the service.

National Regulation 135: Illness or absence of early childhood teacher or suitably qualified person

- (1) If an early childhood teacher who is required under regulation 132(1), 133(1)(a) or 134(1)(a) to be in attendance at a centre-based service is absent from the centre-based service because of short-term illness or leave, the following persons may be taken to be an early childhood teacher during that absence—
 - (a) in any case—
 - (i) a person who holds an approved diploma level education and care qualification; or
 - (ii) a person who holds a qualification in primary teaching; and
 - (b) in the case of an early childhood teacher who is required to be in attendance under regulation 133(1)(a) or 134(1)(a), a suitably qualified person.
- (2) If a second early childhood teacher or a suitably qualified person who is required under regulation 133(1)(b) or 134(1)(b) to be in attendance at a centre-based service is absent from the centre-based service because of short-term illness or leave, the following persons may be taken for the purposes of regulations 133(1)(b) or 134(1)(b) to be a second early childhood teacher or suitably qualified person during that absence—
 - (a) a person who holds an approved diploma level education and care qualification;
 - (b) a person who holds a qualification in primary teaching.
- (3) An early childhood teacher required to be in attendance under regulation 132(1), 133(1)(a) or 134(1)(a) may be replaced in accordance with subregulation (1) for a maximum of 60 days in any 12 month period.
- (4) A second early childhood teacher or a suitably qualified person required to be in attendance under regulation 133(1)(b) or 134(1)(b) may be replaced in accordance with subregulation (2) for a maximum of 60 days in any 12 month period.
- (5) For the purposes of subregulations (3) and (4), in relation to a part-time early childhood teacher, part-time second early childhood teacher or part-time suitably qualified person (as the case requires), 60 days is to be calculated on a pro rata basis.

National Regulation 136: First aid qualifications

- (1) The approved provider of a centre-based service must ensure that each of the following persons are in attendance at any place where children are being educated and cared for by the service, and immediately available in an emergency, at all times that children are being educated and cared for by the service—
 - (a) at least one staff member or one nominated supervisor of the service who holds a current approved first aid qualification;
 - (b) at least one staff member or one nominated supervisor of the service who has undertaken current approved anaphylaxis management training;
 - (c) at least one staff member or one nominated supervisor of the service who has undertaken current approved emergency asthma management training.

National Regulations 137–143: Approval and determination of qualifications**National Regulation 145: Staff record**

- (1) The approved provider of a centre-based service must ensure that a staff record is kept for that service in accordance with this Division.
- (2) The staff record must include—
 - (a) the information about nominated supervisors set out in regulation 146; and
 - (b) the information about staff members set out in regulation 147; and
 - (c) the information about the educational leader set out in regulation 148; and
 - (d) the information about volunteers set out in regulation 149(1).

National Regulation 146: Nominated Supervisor

The staff record must include the following information in relation to each nominated supervisor—

- (a) the full name, address and date of birth of the nominated supervisor;
- (b) evidence—
 - (i) of any relevant qualifications held by the nominated supervisor; or
 - (ii) if applicable, that the nominated supervisor is actively working towards that qualification as provided under regulation 10;
- (c) evidence of any approved training (including first aid training) completed by the nominated supervisor;
- (d) if the education and care service is located in a jurisdiction with a working with children law or a working with vulnerable people law, a record of the identifying number of the current check conducted under that law and the expiry date of that check, if applicable, unless paragraph (e) applies;
- (e) if the nominated supervisor is a teacher registered under an education law of a participating jurisdiction and has provided proof of that registration, a record of the identifying number of the teacher registration and the expiry date of that registration;

National Regulation 147: Staff members

The staff record must include the following information in relation to staff members—

- (a) the full name, address and date of birth of the staff member;
- (b) evidence—
 - (i) of any relevant qualifications held by the staff member; or
 - (ii) if applicable, that the staff member is actively working towards that qualification as provided under regulation 10;
- (c) evidence of any approved training (including first aid training) completed by the staff member;
- (d) if the education and care service is located in a jurisdiction with a working with children law or a working with vulnerable people law, a record of the identifying number of the current check conducted under that law and the expiry date of that check, if applicable.

National Regulation 148: Educational leader

The staff record must include the name of the person designated as the educational leader in accordance with regulation 118.

National Regulation 149: Volunteers and students

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

National Regulation 150: Responsible person

The staff record must include the name of the responsible person at the centre-based service for each time that children are being educated and cared for by the service.

National Regulation 151: Record of educators working directly with children

The approved provider of a centre-based service must keep a record of educators working directly with children that includes the following information—

- (a) the name of each educator who works directly with children being educated and cared for by the service;
- (b) the hours that each educator works directly with children being educated and cared for by the service.

National Regulation 152: Record of access to early childhood teachers

- (1) The approved provider of a centre-based service that provides education and care to fewer than 25 children preschool age or under must ensure that a record is kept of the following—
 - (a) the period that an early childhood teacher is working with the service in accordance with regulation 130 or 131(2); and
 - (b) the periods that the early childhood teacher is working directly with children and is not working directly with children.
- (2) The approved provider of a centre-based service that provides education and care to 25 or more but not more than 59 children preschool age or under must ensure that a record is kept of the period that an early childhood teacher is in attendance at the service.
- (3) The approved provider of a centre-based service that provides education and care to 60 or more children preschool age or under must ensure that a record is kept of the period that each early childhood teacher and each suitably qualified person is in attendance at the service.

National Regulation 357: Educator to child ratio—children aged over 24 months but less than 36 months

- (1) This regulation applies to a centre-based service in place of regulation 123(1)(b).
- (2) The educator to child ratio for children aged more than 24 months but less than 36 months is 1 educator to 4 children.

National Regulation 358: Working with children check to be read

- (1) The approved provider of an education and care service must read, or ensure that a nominated supervisor, or a person in day-to-day charge of the service has read, a person's working with children check before the person is—
 - (a) engaged as an educator at the service; or
 - (b) engaged or registered as a family day care educator as part of the service; or
 - (c) permitted to be a volunteer at the service; or
 - (d) engaged or employed as a staff member (other than a person in day-to-day charge) at the service.
- (1A) The approved provider of an education and care service must read, or ensure that a nominated supervisor has read, a person's working with children check before the person is placed as a person in day-to-day charge of the service.
- (1B) The approved provider of an education and care service must read a person's working with children check before nominating that person as a nominated supervisor of the service.
- (2) Subregulation (1) does not apply in respect of a person if—
 - (a) a working with children check cannot be issued for the person because of the person's age; and
 - (b) the person cares for or educates children at the education and care service only under the immediate supervision of an educator who has attained the age of 18 years.
- (3) Subregulation (1) does not apply to a person who is a volunteer and who provides education and care at the service only under the immediate supervision of an educator who has attained the age of 18 years.
- (4) Subregulations (1), (1A) and (1B) do not apply in relation to a person who is registered as a teacher under the Education and Training Reform Act 2006 of Victoria and the approved provider, a nominated supervisor or a person in day-to-day charge of the education and care service has checked the relevant register kept under that Act to ensure that the person is registered.

National Regulation 364: Educational qualifications—centre-based services—saving of existing experience and qualification

- Regulation 126(1)(b) does not apply in relation to an educator in a centre-based service who—
- (a) had been employed—



- (i) full-time and continuously as a staff member at a licensed children's service or outside school hours care service for a period of at least 5 years immediately preceding 25 May 2009; or
- (ii) at least part-time and continuously as a staff member at a licensed children's service or outside school hours care service for a period of at least 10 years immediately preceding 25 May 2009.

National Quality Standard, Quality Area 4: Staffing Arrangements

Standard 4.1: Staffing arrangements: Staffing arrangements enhance children's learning and development.

Element 4.1.1: Organisation of educators: The organisation of educators across the service supports children's learning and development.

Element 4.1.2: Continuity of staff: Every effort is made for children to experience continuity of educators at the service.

Standard 4.2: Professionalism: Management, educators and staff are collaborative, respectful and ethical.

Element 4.2.1: Professional collaboration: Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.

Element 4.2.2: Professional standards: Professional standards guide practice, interactions and relationships.

Standard 7.1: Governance: Governance supports the operation of a quality service.

Element 7.1.1: Service philosophy and purpose: A statement of philosophy guides all aspects of the service's operations.

Element 7.1.2: Management Systems: Systems are in place to manage risk and enable the effective management and operation of a quality service.

Element 7.1.3: Roles and responsibilities: Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

Standard 7.2: Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning community.

Element 7.2.1: Continuous improvement: There is an effective self-assessment and quality improvement process in place.

Element 7.2.2: Educational leadership: The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

Element 7.2.3: Development of professionals: Educators, co-ordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.