

POLICY GROUP 8 – Educators

Role & Expectations of Educators Policy 8.1	2
Educational Leader Policy 8.2	4
Nominated Supervisor Policy 8.3	6
Employment of Educators Policy 8.4.....	8
Educator Training Policy 8.5	10
Volunteers & Students Policy 8.6.....	11
Staff Grievance Policy 8.7	13
Employee Orientation & Induction Policy 8.8	16
Employee Leave Policy 8.9.....	17
Employee Code of Conduct Policy 8.10	19
Employee Online & Social Networking Policy 8.11	22
Children of Employees Policy 8.12	25

Role & Expectations of Educators Policy 8.1

POLICY GROUP: EDUCATORS	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: ROLE & EXPECTATIONS OF EDUCATORS POLICY 8.1	REVIEWED: 2020 REVISED: 2020

The service endeavours to build a cohesive, motivated team of Educators, who are provided with adequate training and knowledge to enable them to discharge their crucial role as carers of children at the service.

RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Duty of Care*
- *NQS Area: 1.1.5, 1.1.6; 1.2; 2; 3; 4.1; 4.2; 5; 6.2.1; 6.3.2; 6.3.4; 7.1; 7.2; 7.3.1, 7.3.5*

Policies: Respect for Children, Educator Ratios, Educators Practice, Recruitment and Employment of Educators, Employee Performance Monitoring, Review and Management, Employee Orientation and Induction

PROCEDURES

- The service requires that all persons employed in the service are fit and proper to undertake work for which they are engaged in the service.
- It will be a condition of employment that their employment ceases immediately if they cease to become fit and proper for any reason.
- A person is considered fit and proper if in the reasonable opinion of the Coordinator
 - They can provide a high standard of childcare in a school age setting
 - They are of good character and suitable to be entrusted with the care and protection of children.
 - They have obtained and given to the licensee of the service a copy of a positive suitability notice.
- The Coordinator/ Assistant Co-ordinators shall ensure that Educators are fully informed of the Policies & Procedures of the Centre. Educators will be informed of any changes to policies and will be given opportunities to have input into the review and update of policies each year.
- The Coordinator shall ensure that there is an up to date copy of the Child Care Act and that the childcare regulations are available at the service.
- Educators are expected to abide by the Ironside OSHC agreed behaviours and the Employee Code of Conduct documents
- The Coordinator/ Assistant Co-ordinator shall convene monthly meetings as required and all Educators are expected to attend.
- Educators will not be permitted to consume alcohol on the premises or during the hours they are working.
- Educators who require regular medication will hold a medical certificate that confirms their ability to care for children.

- Volunteer and trainee Educators are required to abide by the same requirements as paid Educators.
- Educators are expected to follow their job description as outlined and follow services policies and procedures
- Educators situated on floor with children are required to leave all mobile phone devices in staffing area.
- Personal mobile phones are not to be used for photos or video's of children unless previous permission has been granted by the Director or responsible person.
- Any grievances are to be dealt with via the grievance procedure policy.
- Adequate supervision refers to constant, active and diligent supervision of every child at the service. Adequate supervision requires that educators are always in a position to observe each child, respond to individual needs, and immediately intervene if necessary.
- Variables affecting supervision levels include:
 - number, age and abilities of children
 - number and positioning of educators
 - current activity of each child
 - areas in which the children are engaged in an activity (visibility and accessibility)
 - developmental profile of each child and of the group of children
 - experience, knowledge and skill of each educator
 - need for educators to move between areas (effective communication strategies).

Educational Leader Policy 8.2

POLICY GROUP: EDUCATORS	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: EDUCATIONAL LEADER POLICY 8.2	REVIEWED: 2020 REVISED: 2020

The service acknowledges the need to have a suitably qualified and experienced Educator to lead the development of the program and to ensure the establishment of clear goals and expectations for teaching and learning. The Nominated Supervisor (if not the Educational Leader) will oversee the development and implementation of the educational program for the service.

Relevant Laws and other Provisions

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Duty of Care*
- *NQS Area: 1; 2.2.2; 3.1.3; 3.2; 3.3; 4.2; 5.2.1, 5.2.3; 6.1.2, 6.1.3; 6.2.1; 6.3; 7.1; 7.2; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: Respect for Children, Educator Ratios, Educators Practice, Role and Expectations of Educators, Recruitment and Employment of Educators, Employee Performance Monitoring, Review and Management, 8 Employee Orientation and Induction, Quality Compliance, Approval Requirements under Legislation.*

Procedures

The Approved Provider must nominate a suitably qualified Educator as the Educational Leader for the service.

The Educational Leader will be responsible to:

- Lead the development of the service program, using the approved learning framework to inform and guide children's learning and development, and ensure that clear goals and expectations have been established;
- Ensure that curriculum decision making is informed by the context, setting and cultural diversity of the families and the community;
- Ensure that the foundation for the program is based on the children's current knowledge, ideas, culture and interests;
- Ensure that each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating;
- Ensure that critical reflection and evaluation of children's learning and development is used for planning and to improve the effectiveness of the program;
- Mentor educators in the implementation of the program, provide professional support to assist with further skills and knowledge and provide opportunities for ongoing reflection and feedback on current practices.
- Educational Leader: The Approved Provider of an education and care service must designate, in writing, a suitably qualified and experienced educator, co-ordinator or other individual to lead the development and implementation of educational programs at the service (Regulation 118). This person must have a thorough understanding of the Early Years Learning Framework (or other approved learning framework), be able to guide other

educators in their planning and reflection, and mentor colleagues in the implementation of their practice.

- Ensure that involvement in the Community is evident in the Centre programs
- Ensure that families have opportunities and support to be involved in the program and service activities as well as contributing to the review of service policies and decisions.

Nominated Supervisor Policy 8.3

POLICY GROUP: EDUCATORS	FORMULATED: 2018
	COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: NOMINATED SUPERVISOR POLICY 8.3	REVIEWED: 2020
	REVISED: 2020

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

Relevant Laws and other Provisions

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Duty of Care*
- *NQS Area: 1; 2.2.2; 3.1.3; 3.2; 3.3; 4.2; 5.2.1, 5.2.3; 6.1.2, 6.1.3; 6.2.1; 6.3; 7.1; 7.2; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: Respect for Children, Educator Ratios, Educators Practice, Role and Expectations of Educators, Recruitment and Employment of Educators, Employee Performance Monitoring, Review and Management, 8 Employee Orientation and Induction, Quality Compliance, Approval Requirements under Legislation.*

Procedures

- A Nominated Supervisor must provide written consent to accept the role of Nominated Supervisor
- ensuring that, in their absence from the service premises, another person with a Supervisor Certificate (a Certified Supervisor – is placed in day-to-day charge of the service
- ensuring that the name and position of the Responsible Person in charge of the service is displayed and easily visible from the main entrance of the service
- complying with the service's Code of Conduct Policy at all times
- ensuring adequate supervision of children at all times
- ensuring the educator-to-child ratios are maintained at all times, that each educator at the service meets the qualification requirements relevant to their role, including the requirement for current approved first aid qualifications, anaphylaxis management training and emergency asthma management training, and that details of such training is kept on the staff record
- developing rosters in accordance with the availability of Responsible Persons, staff qualifications, hours of operation and the attendance patterns of children
- ensuring that 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
- ensuring that less experienced educators and others engaged to be working with children are adequately supervised

- ensuring educators who are under 18 years of age are not left to work alone and are adequately supervised at the service
- providing details of their current Working with Children Check or VIT registration for the staff record
- sighting and recording details of current Working with Children Checks or VIT registrations before staff commence at the service
- ensuring that they are not affected by alcohol or drugs (including prescription medication) that would impair their capacity to supervise or provide education and care to children (Regulation 83)
- ensuring that they are aware of current child protection laws and any obligations that they may have under these laws

Employment of Educators Policy 8.4

POLICY GROUP: EDUCATORS	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: EMPLOYMENT OF EDUCATORS POLICY 8.4	REVIEWED: 2020 REVISED: 2020

The service strives to follow a transparent process to employ Educators who are qualified/ unqualified/ in training and are appropriate for the job. The service also strives to be an equal opportunity employer.

RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Child Care Industry Award – State 2003 (for services operated by P&C Associations)*
- *Children’s Services Award 2010 (for services not operated by P&C Associations)*
- *Fair Work Act 2009 and National Employment Standards (for services not operated by P&C Associations)*
- *Duty of Care*
- *NQS Area: 4.1; 4.2.1; 7.1; 7.2.1; 7.3.1, 7.3.2, 7.3.5.*

Policies: Educator Ratios, Educators Practice, Role and Expectations of Educators, Educational Leader, Employee Orientation and Induction, Quality Compliance, Approval Requirements under Legislation

PROCEDURES

- Staff will be employed by the Coordinator or Executive
- The reasonable enquires required for employing staff include
 - requesting an appropriate resume from the candidate
 - At least 3 referees
 - An interview with the Coordinator and possibly Assistant Co-ordinator
 - Contacting at least 2 of the 3 referees
 - Obtaining relevant clearances
 - determining and obtaining a copy of appropriate qualifications as applicable
- All potential new Educators will be given a trial session to determine suitability.
- Once employed for the position, successful applicants will be given a written job description, confidentiality deed, contract of agreed behaviors and contract of employment.
- The successful candidate will be required to sign a declaration that they have accepted the position and agree to maintain confidentiality and adhere to Centre policies.
- New employees will attend a paid induction session
- Employees will be given a copy of their appraisal as they are assessed throughout the year.

- The Coordinator and management committee will ensure that appropriate expert industrial relations advice is sought and obtained as necessary to deal with Educator issues with appropriate legal and industrial standards

Educator Training Policy 8.5

POLICY GROUP: EDUCATORS	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: EDUCATOR TRAINING POLICY 8.5	REVIEWED: 2020 REVISED: 2020

The Service endeavours to provide adequate ongoing training and development for educators to carry out their duties and to properly comply with the Policies and Procedures and other requirements of the Service.

RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
 - 'My Time, Our Place' Framework for School Age Care
- *Duty of Care*
- *NQS Area: 2.3.4; 4.1; 4.2.1, 4.2.2; 7.1.2, 7.1.3, 7.1.4, 7.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: Educators Practice, Role and Expectations of Educators, Educational Leader, Performance Monitoring, Review and Management, Employee Orientation and Induction, Employee Qualifications Monitoring Progress, Quality Compliance.*

PROCEDURES

- The Coordinator/ Assistant Co-ordinator will arrange professional development for Educators on a quarterly basis. Educators will receive training on the following areas and others as the need arises;
 - Behaviour Management
 - Nutrition
 - National Quality Framework
 - First Aid and CPR
 - Asthma and anaphylaxis
 - Dealing with conflict
 - Positive relations within the workplace
 - Team Building
 - Additional Needs
 - Skills for Educators
 - Fire training
 - Asbestos / OHS
- The Coordinator will seek approval from Executive committee for Educators to attend such training
- The progress of any Educator who is currently undergoing training in a course relevant to their employment will be regularly monitored.
- Any Educator, who is currently undergoing training, must provide the Coordinator with a transcript of their academic record at the start of each semester.
- The Coordinator/ Assistant Co-ordinator will converse with students at monthly intervals to ensure requirements for course are being met.

Volunteers & Students Policy 8.6

POLICY GROUP: EDUCATORS	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: VOLUNTEERS & STUDENTS POLICY 8.6	REVIEWED: 2020 REVISED: 2020

Volunteers & students are a valued and integral part of the staffing of the service and are managed in a consistent and professional manner, in accordance with the other policies of the service which apply to employed staff. Their management may be modified if necessary to reflect the volunteer or student staff member's roles.

RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 4.1; 4.2.1; 7.1.1, 7.1.2, 7.1.3, 7.1.5; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: Educators Practice, Role and Expectations of Educators, Educator Orientation and Induction, Quality Compliance, Risk Management and Compliance.*

PROCEDURES

- All procedures of the service which are applicable to employed Educators are also applicable to volunteers and students, with modifications that reflect the role.
- Volunteers and students must be approved by the Executive Committee before they can commence work
- Volunteers and students are not permitted to discuss behaviour management techniques with parents
- Volunteers and students must hold the appropriate blue card before employment can commence.
- Volunteers and students will be given the Code of conduct, agreed behaviours, and confidentiality documents to read and sign before commencing work.
- Students will be appointed a workplace supervisor, who will be required to assist with practicum requirements and sign off any required workbook performances.
- Volunteers and students will be required to familiarise themselves with the Centre policies and abide by these.
- Volunteers and students are to abide by the centre grievance procedure and report any concerns to the Coordinator/Assistant Co-ordinators.
- Volunteers and students are required to sign the centre confidentiality deed upon employment.
- The coordinator or designated workplace supervisor will be responsible for reporting to appropriate organisational authorities in relation to students work performance.
- Students are encouraged to role model appropriate behaviours just as paid Educators

- The Coordinator in consultation with the Executive have the right to cease volunteers or students if they see fit.

Staff Grievance Policy 8.7

POLICY GROUP: EDUCATORS	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: STAFF GRIEVANCE POLICY 8.7	REVIEWED: 2020 REVISED: 2020

Educator grievances are respected and treated fairly and with the genuine desire to resolve such grievances wherever possible through the services complaints handling policy.

Employment related grievances may include, but are not limited to; Educator concerns about unsafe work practices and conditions, harassment by other educators, parents, management or children, reporting unsafe practices or procedures or any matter that might impede the Educator's performance or well-being.

RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 4.1; 4.2.1; 7.1.1, 7.1.2, 7.1.3, 7.1.5; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.10 – Educator Orientation and Induction, 10.1 – Quality Compliance, 10.9 – Risk Management and Compliance.*

PROCEDURES

- Any employee who considers they have a grievance should first discuss the grievances with the Coordinator. The Coordinator will communicate the grievance to the management committee for action if required.
- The Educator is asked to complete a form of concern to be recorded
- The Coordinator is to deal with the complaint or concern within the Service. If the employee is not happy with the resolution, or the concern is with the Coordinator, then the concerns may be taken directly to an Executive member.
- Throughout the resolution process the person lodging the complaint will be consulted on the proposed action and informed of the progress towards resolution.
- If a concern in relation to a Coordinator or Assistant Coordinator is taken to the Executive, they must inform the Coordinator or the Assistant Coordinator of the complaint and resolve it in a respectful and professional manner.
- If the grievance is in regard to another Educator, strategies including mediation will be undertaken to seek to resolve the issue
- If Educators have a concern with an Executive member they can approach the Coordinator or complete a form of concern which can be passed on directly to the President of the Executive.
- It would be expected that any employee grievances were to be taken seriously and dealt with in a timely manner via a meeting with parties involved.

- If the employee is not content with the outcome of the meeting they may contact their Union delegate for further advice

Centre Director who receive a general complaint or complaint:

- ❖ respond to and resolve issues as they arise where practicable
- ❖ maintaining professionalism and integrity at all times
- ❖ informing complainants of the service's Complaints Policy
- ❖ maintaining confidentiality at all times
- ❖ discussing minor complaints directly with the party involved as a first step towards resolution (the parties are encouraged to discuss the matter professionally and openly work together to achieve a desired outcome)
- ❖ recording all complaints in the Complaints form
- ❖ notify the Management Team if the complaint escalates and becomes a grievance is a notifiable complaint or is unable to be resolved appropriately in a timely manner
- ❖ providing information as requested by the Management Team e.g. written reports relating to the complaint

Centre Director who receive a grievance:

- ❖ listen to the person making the grievance , maintaining professionalism and integrity at all times
- ❖ inform them you will pass this grievance onto the Management Team for investigation
- ❖ recording all complaints and grievances in the Complaints and Grievances Register (refer to Definitions)
- ❖ provide information as requested by the Management Team e.g. written reports relating to the grievance
- ❖ working co-operatively with the Management Team and DEECD in any investigations related to the services programs or staff.

Educators who receive a general complaint or complaint:

- ❖ respond to and resolve issues as they arise where practicable
- ❖ maintaining professionalism and integrity at all times
- ❖ discussing minor complaints directly with the party involved as a first step towards resolution (the parties are encouraged to discuss the matter professionally and openly work together to achieve a desired outcome)
- ❖ inform the Educator – Qualified and the Centre Coordinator of the issue/s that have arisen and the outcome

Educators who receive a grievance:

- ❖ listen to the person making the grievance ,maintaining professionalism and integrity at all times
- ❖ inform them you will pass this grievance onto the Educator-Qualified and the Centre Coordinator for investigation

Educators – Qualified who receive a general complaint or complaint:

- ❖ respond to and resolve issues as they arise where practicable

- ❖ maintaining professionalism and integrity at all times
- ❖ discussing minor complaints directly with the party involved as a first step towards resolution (the parties are encouraged to discuss the matter professionally and openly work together to achieve a desired outcome)
- ❖ inform the Centre Coordinator of the issue/s that have arisen and the outcome Educators

Employee Orientation & Induction Policy 8.8

POLICY GROUP: EDUCATORS	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: EMPLOYEE ORIENTATION & INDUCTION POLICY 8.8	REVIEWED: 2020 REVISED: 2020

Upon commencement of employment, educators will undergo orientation and induction to familiarise them with the operation of the Service. This process seeks to prepare, support and facilitate, the working performance of new Educators and their ongoing capacity for employment within the service.

RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011*
- *NQS Area: 1; 2; 3; 4; 5; 6.1.2; 6.2.1; 6.3.2; 7.1; 7.2.2, 7.2.3; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: Educators Practice, Role and Expectations of Educators, Recruitment and Employment of Educators, Employee and Volunteer Grievance, Employee Code of Conduct.*

PROCEDURES

- The Coordinator and or Assistant Coordinators shall take responsibility for the appropriate induction and orientation for the new employee.
- The orientation and induction process shall be for at least 1 week's duration during which time a new employee will be assigned to a regular staff member who will guide him/her.
- The process shall include meeting with the new employee prior to engagement to complete all paperwork relating to their suitability for employment. (This will involve completing appropriate documentation to validate the new employee's blue card where one is already held by the candidate.)
- The employee will be provided with a staff information package which highlights key aspects of the role which he/she must familiarise themselves with prior to commencing work at the service,
- During the first day/session of employment, the new employee will be partnered with an experienced educator to shadow for the day.
- Educators will be given a job description which will outline their expectations whilst employed at the service.
- Educator will be placed on a 3 month probationary period and undergo a management review at the completion of the 3 months.

Employee Leave Policy 8.9

POLICY GROUP: EDUCATORS	FORMULATED: 2018 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: EMPLOYEE LEAVE POLICY 8.9	REVIEWED: 2020 REVISED: 2020

The service management seeks to ensure that all employee leave and entitlements are managed in accordance with clearly articulated guidelines so as not to negatively impact on the operations of the service. This policy shall include all applicable forms of leave and relevant entitlements

RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *P&C Accounting Manual, P&C Operations Manual (for P&C managed services)*
- *Child Care Industry Award (State) 2003 (P&C managed services only), Children's Services Award 2010, National Employment Standards.*
- *Fair Work Act 2009*
- *NQS Area: 4.1; 7.1.1, 7.1.2, 7.1.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: Educator Ratios, Role and Expectations of Educators, Recruitment and Employment of Educators, Quality Compliance Policy.*

Procedures

- All employees seeking to take extended leave such as Annual Leave or Leave without pay shall submit their request in writing to the Coordinator at least two weeks prior to such leave being requested.
- Leave at intermittent times shall be record on Tanda by educators completing the availability register on the Tanda app.
- Coordinator shall approve such leave unless the impact of leave is detrimental towards the successful operations of the service. Should leave be not approved, then the employee shall be entitled to have notification and rationale within 5 working days of the original request for leave.
- All sick leave shall be reported to the Coordinator or Assistant Co-ordinator to ensure a suitable replacement can be obtained. If the Coordinator is absent, a Co-ordinator will assume responsibility for the service on that day or throughout the duration of leave. The Coordinator is to notify the Executive of the absence.
- Management shall ensure that Educators do not accrue any more than 6 weeks annual leave per annum unless this is due to long service leave entitlements accrued.
- This shall be monitored through provision of a balance sheet with annual audited reports documenting leave accruals. Educators shall receive notification of their leave accruals on their weekly or fortnightly payslip.
- All types of leave shall be appropriately recorded on timesheets.
- All casual educators are required to give notice of leave for holidays, prac placements or study/exam leave requirements.
- Coordinator may at any stage reduce hours of any educator that continues to be unavailable for regular shifts or become unreliable for the needs of the service.

- Perm/Part time educators are required to keep 2 weeks annual leave per year for the centre closure over the Xmas period.

Employee Code of Conduct Policy 8.10

POLICY GROUP: EDUCATORS	FORMULATED: 2012 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: EMPLOYEE CODE OF CONDUCT POLICY 8.10	REVIEWED: 2020 REVISED: 2020

The service expects that all employees conduct themselves in such a way that is professional and in accordance with the philosophy and goals of the service. Employees are expected to actively demonstrate a positive attitude towards their work, the Service and the Service's clients. The Service requires that all employees abide by the code of conduct at all times during their interactions with children, families, community members, management and other employees. A Code of Conduct establishes a standard of behaviour to be followed by the Approved Provider, Nominated Supervisor, Certified Supervisor, educators, staff, students on placement and volunteers at the service. The Code of Conduct defines how individuals should behave towards each other, towards the children in their care, and towards other organisations and individuals in the community.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *NQS Area: 4.2; 7.1.2, 7.1.3, 7.1.4, 7.1.5; 7.2.1, 7.2.2; 7.3.2, 7.3.3, 7.3.4, 7.3.5.*
- *Policies: Role and Expectations of Educators, Recruitment and Employment of Educators, Volunteers, Employee Orientation and Induction.*

Procedures

Employees shall be provided with a copy of the Service's code of conduct/code of practice or code of ethics (and the agreed behaviours document prior to commencing employment.

Employees shall be expected to read the document and indicate that they have understood all the conduct requirements by signing the agreement.

Educators shall be expected to consistently uphold the agreement during their employment with the service.

Breaches to the agreement shall be taken seriously which may result in appropriate action taken on behalf of the employer/service.

In their relationships with children, the Approved Provider, Nominated Supervisor, Certified Supervisor, educators all staff, students and volunteers will demonstrate their commitment to high-quality education and care for children by:

- ❖ being a positive role model at all times
- ❖ encouraging children to express themselves and their opinions
- ❖ allowing children to undertake experiences that develop self-reliance and self-esteem
- ❖ maintaining a safe environment for children
- ❖ respecting the rights of all children
- ❖ contributing to a service environment that is free from discrimination, bullying and harassment
- ❖ speaking to children in an encouraging and positive manner

- ❖ listening actively to children and offering empathy and support
- ❖ giving each child positive guidance and encouraging appropriate behaviour
- ❖ regarding all children equally, and with respect and dignity
- ❖ having regard to the cultural values, age, physical and intellectual development, and abilities of each child at the service
- ❖ providing opportunities for children to interact and develop respectful and positive relationships with each other, and with other staff members and volunteers at the service
- ❖ informing children if physical contact is required for any purpose, and asking them if they are comfortable with this interaction
- ❖ ensuring all interactions with children are undertaken in full view of other adults
- ❖ encouraging and assisting children to undertake activities of a personal nature for themselves e.g. toileting and changing clothes
- ❖ respecting the confidential nature of information gained about each child while participating in the program.

In their relationships with parents/guardians and families, the Approved Provider, Nominated Supervisor, Certified Supervisor, educators' staff, students and volunteers will demonstrate their commitment to collaboration by:

- ❖ being respectful of, and courteous towards, parents/guardians and families at all times
- ❖ considering the perspective of parents/guardians and families when making decisions that impact on the education and care of their child
- ❖ communicating with parents/guardians and families in a timely and sensitive manner
- ❖ responding to concerns expressed by parents/guardians and families in a timely and appropriate manner
- ❖ respecting the cultural context of each child and their family
- ❖ working collaboratively with parents/guardians and families
- ❖ respecting the privacy of information provided by parents/guardians and families, and keeping this information confidential, as required under the Privacy and Confidentiality Policy.

Relationships with colleagues at the service:

In their relationships with colleagues, the Approved Provider, Nominated Supervisor, Certified Supervisor, educators' staff, students and volunteers will demonstrate collegiality by:

- ❖ developing relationships based on mutual respect, equity and fairness
- ❖ working in partnership in a courteous, respectful and encouraging manner
- ❖ valuing the input of their peers
- ❖ sharing expertise and knowledge in appropriate forums, and in a considered manner
- ❖ respecting the rights of others as individuals
- ❖ giving encouraging and constructive feedback, and respecting the value of different professional approaches
- ❖ educator/educator relationships are to be declared to management and Educators will not be rostered on the same days due to conflict of interest within the workplace.
- ❖ If educators are not able to act professionally or work performance is in anyway affected due to relationship behaviours or issues then management may decide to terminate your employment

Professional responsibilities The Approved Provider, Nominated Supervisor, Certified Supervisor, educators and all staff will demonstrate commitment to their professional responsibilities by:

- ❖ undertaking their duties in a competent, timely and responsible way
- ❖ ensuring their knowledge and expertise is up to date and relevant to their role
- ❖ understanding and complying with legal obligations in relation to: – discrimination, harassment and vilification – negligence – mandatory reporting (child safe policy) – privacy and confidentiality – occupational health and safety – raising any complaints or grievances

Employee Online & Social Networking Policy 8.11

POLICY GROUP: PARENT & COMMUNITY RELATIONSHIPS	FORMULATED: 2012 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: EMPLOYEE ON-LINE & SOCIAL NETWORKING POLICY 8.11	REVIEWED: 2020 REVISED: 2020

The service acknowledges that employees may access online social networking sites such as facebook, twitter, msn and various chat rooms to interact with friends, family and colleagues. This policy aims to establish guidelines on the access and outside work usage of online social networking, with the aim of preventing misrepresentations of the Service and/or its stakeholders. Social media can be defined as an electronic communications method that allows people to socialise or communicate on mass. Examples of social media systems but not limited to are Facebook, Instagram, snapchat and Twitter. We take the view that social networking is for personal use only and should not be accessed while a staff member is working other than work related requirements.

Relevant Laws and other Provisions

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Work Health and Safety Act 2011*
- *Duty of Care*
- *NQS Area: 4.3.1; 7.2.3, 7.3.2.*
- *Policies: Anti-bullying, Role and Expectations of Educators, Workplace Harassment and Bullying, Employee Code of Conduct.*

Procedures

Definition

‘Social Networking Media’: refers to any online tools or functions that allow people to communicate via the internet. This includes, but is not limited to, applications such as:

- Google or any internet sites are not for personal use unless previous permission has been sought;
- Social networking sites: Facebook and LinkedIn;
- Video and photo sharing websites: YouTube, Flickr;
- Blogging and micro blogging sites: Twitter and Bebo;
- All forums and discussion boards;
- Centre computers are not to be used for personal usage during working hours;
- Wiki’s: Wikipedia;
- E-learning portals (i.e. www.mytimeourplace.com.au).

Responsibilities

All staff are to read and implement the social media policy and procedure

- ❖ Any staff member who can access a social networking site via their mobile phones are not to do so during their shifts unless it is a requirement of your position
- ❖ Employees should be aware that social networking websites are not a private means of communication but can be accessed by the public, therefore, it is important not to share private information about service clients or other staff members on social networking websites.
- ❖ No information about what happens at the service, should be posted on a social networking website, nor should any photos taken at the centre, or on an excursion, be posted to a social networking site using your own digital device unless authorised by management
- ❖ Any staff member is not to engage with parents/clients of the service in a personal manner. For example unless you have been friends with a client of the service prior to your employment you cannot befriend them on social media.

If a staff member is found to have published on a social media page the following without permission from a member of the management team:

1. photos of a child or children enrolled at the centre
2. comments or published documents about the service or its staff
3. information about any family or child in our care. The service will immediately conduct an investigation and if the employee is found to have acted in contravention of this policy, employment will be terminated.

Should you do so, the staff member will face an inquiry into the situation by the management team and any involved party and depending on the severity of the situation face possible termination of employment.

Should harassment of any kind take place on a social networking site, such as, but not limited to, sexual or verbal harassment, staff members will face an inquiry into their actions and depending on the severity of the situation face possible termination of employment.

Should any person related to the service harass a staff member via a social networking website, the management team will conduct an inquiry into their actions and depending on the severity of the situation face possible termination of employment.

Should any person break the law on a social networking website, such as, but not limited to, defamation, the service will contact the police and other relevant authorities

Good judgement and common sense must be used to ensure the reputation of the Service; its employees and stakeholders are not harmed during the use of social networking media. Once something is placed online, it spreads quickly and cannot be retracted.

While the Service does not wish to control personal private information released outside of work hours, any image, comment or status distributed by an employee that damages the reputation of the Service, its employees and other stakeholders, will be treated as a serious breach of this policy and may result in disciplinary action.

When using social networking media, the following guidelines must be adhered to always:

Children of the service should not be included as 'friends' on social networking sites;

Offensive comments are not to be made about fellow employees online. Comments that could be misconstrued as offensive are not to be made. This will be viewed as cyber bullying.

Work-related problems/ issues should not be discussed online. Confidentiality must be maintained always;

It must be clear that personal views are not necessarily the views of the Service management and/or stakeholders;

Photos of employees in work uniform are not to be placed online unless they are on the service Facebook page;

If anything is posted online by others which may harm the reputation of the Service, its employees or stakeholders, and you have the capacity to delete such information, the Approved Provider asks that you do so immediately.

If something potentially dangerous to the image or people of the Service is found online, attention must be brought to the Coordinator by the person who discovered it. This should be done immediately, and the information should not be shared with others.

Children of Employees Policy 8.12

POLICY GROUP: PARENT & COMMUNITY RELATIONSHIPS	FORMULATED: 2012 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: CHILDREN OF EMPLOYEES POLICY 8.12	REVIEWED: 2020 REVISED: 2020

The Service strives to provide a supportive environment for all families and children using the service and this extends to children of employees who may attend the service. The service, however also acknowledges the complexities that may arise when children of employees are participating in the Service's program and activities. This policy strives to articulate a model for best practice when employees are providing direct care to their own children during their employment at the service.

Relevant Laws and other Provisions

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 1.1.5; 4.2.1; 5; 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: Behaviour Support and Management, Exclusion for Behavioural Reasons, Role and Expectations of Educators,, Recruitment and Employment of Educators, Employee Orientation and Induction.*

Procedures

- Children of employees shall be permitted to be enrolled in and attend the Service using the priority of access guidelines as defined in this policy and procedure document.
- Children of employees must be eligible to attend a school age care program as described by relevant legislative instruments, namely the *Education and Care Services National Law 2010 and Regulations 2011*.
- Employees shall be expected to professionally carry out all duties expected of them while they are employed in the service, regardless of the attendance of their own children.
- Children of employees shall be provided with consistent care, consideration and involvement in the Service consistent with any other child participating in the program. The behaviour of children of employees shall be managed as it would any other child participating in the program.