



# ***Employee Handbook***

**Approved: 2018**

### Employee Handbook Information

Please note that many of the policies contained within this Handbook are reproduced from the Centre’s Policy Document and Parent's Handbook. In any case where a policy contained within this Handbook has been reviewed and updated more recently in the Policy Document, please abide by the newer Policy Document version.

Likewise, any policies here that are derived from Federal, State or Local government documents are subject to change with legislation. The Centre is always bound foremost by current law, so please always refer to the current Award, Regulations, or other relevant legal documentation for clarification or further detail.

**Symbols used next to section headings:**

\* Indicates that the policy is derived from a policy or policies outlined in the Derby Street Children’s Centre Policy Document (possibly abbreviated or containing extra information relevant to staff).

\*\* Indicates that the policy is directly reproduced from the Derby Street Children’s Centre Policy Document, in an unmodified form.

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**Welcome to Derby Street Children's Centre**

Congratulations on your appointment to Derby Street Children's Centre. We hope you will find your employment at the Centre both satisfying and rewarding. This handbook, together with the Centre Policy Document, will help you understand and learn the routines, policies and procedures that the Centre has in place. This Centre aims to provide quality care in a family type atmosphere. By following the contents of this handbook you will be able to fit in well as a member of the staff team, and contribute to our high standard of professional care. Not everything can be committed to in writing and you are encouraged to approach the Director/Assistant Director or experienced staff with any questions you may have.

All employees must ensure they are aware of the Centre's Policy Document, Constitution, Philosophy Document, Food Safety Program and the Education and Care Services National Law 2011 and Education and Care Services National Regulations, and must work within these guidelines.

We are happy to have you as a part of our team and are sure your time with Derby Street Children's Centre will be of benefit to us all.

**Centre Philosophy:**

Derby Street Children's Centre Vision

*"Together, we as a community nurture all of our children to reach their full potential and to become all that they can be"*

Philosophy.

*Giving children opportunities to develop important skills, build knowledge, master tasks and face challenges, they feel **competent**.*

*Encouraging children to experience competence, they will gain **confidence** to navigate the world, think creatively, and recover from challenges.*

***Connecting** with others, children develop an essential sense of belonging, enabling them to feel secure and protected; providing the reassurance that allows them to stand on their own, develop creative solutions and empathise with others.*

*Forging a fundamental sense of right and wrong, children with **character** enjoy a strong sense of acceptance, self-worth and confidence.*

***Contributing** to their communities, children gain confidence, feel valued and are more competent.*

*Teaching children healthy strategies to **cope** effectively with life's challenges, they are better prepared to overcome them.*

*Developing competence, confidence, and strong connections with others, children will learn to make wise choices and feel a sense of **control**.*

The Centres vision, philosophy, Early Years Framework, Code of Ethics and UN Convention of the rights of the child are all incorporated into the educator's pedagogy when working with children.

**Operations**

**Management of Derby Street Children's Centre\***

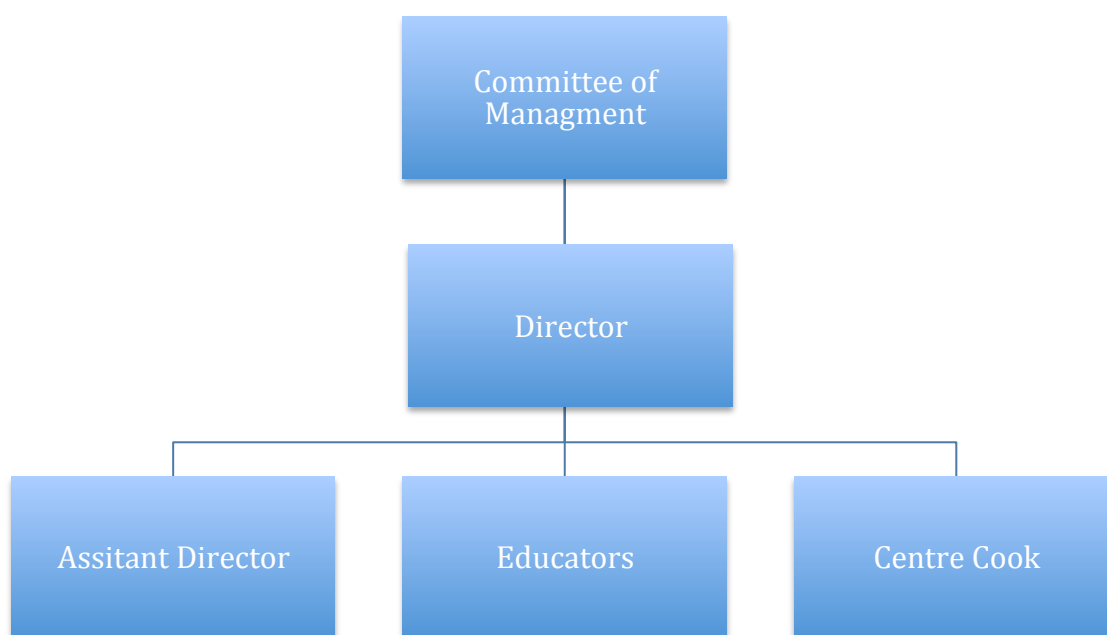
The Centre is managed by an incorporated Committee, consisting of parents who use the service and other community representatives who have an interest in the operations of the service. The Committee is empowered by the members of the Association to run the service according to the Constitution. A copy of the Constitution is located in the office. Parental involvement is very important at a management level to ensure the service meets family needs. All families are eligible to be elected onto the Management Committee and are welcome to provide input into the operations of the service at any time, except those who are relatives to an employee of the Centre.

A list of current Committee Members is displayed on the notice board in the foyer. Management Committee meetings are held once a month (at least 10 per year). The Committee is responsible for the operations of the service to ensure it meets all legal requirements and is financially viable. You are welcome to request to look at the Committee Minutes that are held in the office.

Educator involvement in the Management Committee is on an ex-officio basis. This means you do not have the right to vote on issues discussed at meetings. The Director attends all Management Committee meetings to provide a report on current operational issues. The Assistant Director also attends as the Educator Representative. The Educator Representative’s role is to speak on behalf of the whole Educator team, prior to the meeting; they need to therefore ask other Educators’ opinions on issues to be discussed. The Educator Representative will also provide feedback to the Educator team after the meeting. All matters discussed at meetings are confidential and should not be disclosed unless actioned and passed at meetings. Individual staff may also attend committee meetings, as long as they give the Director, and President or Secretary notice prior to the meeting. If they want to raise an issue for discussion, notice of this intent must also be done one week in advance, so that the matter can be added to the meeting’s agenda. Individual Educators who attend a meeting do not have any voting rights, and may be asked to leave the meeting at any stage by committee.

**Lines of accountability**

It is important that all educators work together as a team and support each other. The following table outlines lines of accountability between the educator’s team and the Committee. As a member of the educator’s team you should keep in mind this management structure when carrying out your responsibilities.



**Structure of the Centre\*\***

The children who attend our Centre are cared for in age groupings. The Education and Care Services National Regulations require the following child/staff ratios:

- 1 staff member for every 4 children under 3 years of age
- 1 staff member for every 11 children over 3 years of age

The Centre is made up of 4 separate rooms:

- Tiny Tots Room – 3 mths to 20-24 mths, 12 Children (3 Educators)
- Ducklings Room – 20-24 mths to 3 years, 12 Children (3 Educators)
- Busy Bees Room –3 years to 4 Years, 15 Children (2 Educators)
- Kinder Room – 4 years to 6 years, 15 Long Day Care (2 Educators) and 7 Sessional Children (1 Kindergarten Teacher)

The room age groups at our Centre are just a guide, and where possible individual needs are given every consideration. On enrolment a child will be placed in a group according to his or her age and will generally remain in that group for the entire calendar year. A child will only be moved to another group throughout the year if a vacancy exists and after consultation between the Parents/Guardians, Staff and the Centre Director.

### **Hours of Operation\*\***

The Centre is open from 7.00am to 6.00pm, Monday to Friday.

The Centre is closed on the following Public Holidays:

- Australia Day
- Labour Day
- Good Friday
- Easter Monday
- Anzac Day
- Queen's Birthday
- Footy Grand Final Eve (if applicable)
- Melbourne Cup Day

The Centre is closed over Christmas and New Year and this is generally for a period of 3 weeks.

Sessional Kindergarten only operates during school terms and is closed on school holidays, as well as the above public holidays.

### **Employment Procedure**

Internal educators will be invited to apply for positions in the Centre when a position becomes available. Internal educators will be expected to submit an application in writing and sit an interview inline with external applicants. Please see the guideline below for employment.

#### **Guideline for Employment Advertising Procedure**

Step 1 - Advertise Internal/Externally.

Step 2 - Internal/External applications close 10 days after advertised.

Step 3 - Internal/External interviews conducted.

Step 4 - Successful applicant advised (subject to medical)

Step 5 - Unsuccessful applicants advised.

#### **Please Note:**

- References to "Internal Educators" are to all current Centre Educators, including casual Educators and Educators acting or filling in, a position temporarily.

### **Commencing Employment**

#### **Pre-employment medical**

All appointments are conditional upon the employee passing a pre-employment medical check and completing a detailed statutory declaration of Workcover history before commencing duties. The medical is to be paid for by the Centre and is to be conducted by the Centre's nominated medical clinic:

Tristar Medical Group  
230 Cooper Street, Epping  
Ph: 8401 1777

#### **Police Record Check/Working with Children Check**

All Educators are required to have a Current Working with Children Check and National Police Record Check before commencement of their employment at the Centre. This is to be done at the employee's expense. National Police Record checks will be required for all Educators once every three years, the Director and Assistant Director will be required to complete a Police Record Check once every two years. Committee has the right to consider an Educators employment at the services based on the results of these Police Checks. The Centre will pay for the police checks. Casual staff will be required to complete a National Police Record Check yearly at their own expenses as per regulation.

#### **Probation Period**

All new employees will be subject to a 3 month probationary period. The 3 month probationary period is a time for both the employee and the Centre to assess suitability, fit and competency within the role. During this period the Centre commits to

reviewing employee performance and at the end of this time ongoing permanent employment will be confirmed or further reviews may need to be conducted. If there is to be found any breaches of regulations or Centre polices, the employee may be terminated.

### **New Staff Induction**

We believe new Educators should be introduced to the Centre in a manner that is warm and friendly. They should enjoy the opportunity to become familiar with Centre's policies, procedures and routines and a range of information that makes their position an enjoyable one. All new Educators will receive a personal introduction at the workplace and an induction session. All Educators will also receive an introductory kit containing information relevant to their employment. At the end of one month a brief interview will be held with all new Educators to ensure both the Educator and employer are happy with all employment issues and performance.

### **Checklist for All Employees**

The following is a check list for all new members to ensure that information has been passed on. **Current Educators should also annually update or re-familiarise themselves with the items in this checklist:**

1. Regulations (copy in Educators break room and office)
2. Centre Vision, Philosophy, Policy Document, Enrolment and Employees Handbook
3. Information on what award you are employed under and payroll arrangements
4. A job description for your position
5. Introduction to/current knowledge of all Educators members and their roles in the Centre
6. Tour of the Centre (for new Educators)
7. Introduction to parents of children you care for
8. Identity and role of the Occupational Health and Safety Officer
9. Occupational Health and Safety Policies
10. Bullying and Harassment Policy
11. Shift and roster information
12. Educators and Committee meetings information
13. Completed Educators record details
14. Information on parking arrangements
15. Child Safety Policy
16. The importance of confidentiality
17. AECA Code of Ethics
18. Overview of all the Centre's policies and procedures
19. Communication processes in the Centre
20. Grievance and termination procedures
21. Key and code to the Centre
22. Information on relevant Union

### **Staff Employment Conditions**

To ensure clear understanding of the expectations and requirements of the service, all Educators are required to read the following conditions of employment and raise any questions or points of clarification with the Director/Assistant Director.

#### **Award**

Child Care Educators conditions of employment are in concurrence with the **Children's Services Award 2010, educators pay rates match those of the Professional Childcare Standard Agreement 2018**. The kindergarten teacher's employment is in concurrence with the **VECTA Award 2009**. In addition to these conditions the Centre will, where possible, provide a flexible and harmonious work environment for Educators within the operational requirements of the service. Educators are strongly encouraged to know the conditions of the award that they are employed under. A copy is in the Educators Break Room and in the office for Educators to read. It can also be viewed online at:

[http://www.fwa.gov.au/documents/modern\\_awards/award/ma000120/default.htm](http://www.fwa.gov.au/documents/modern_awards/award/ma000120/default.htm)

#### **Employment of a Committee Member**

The Centre will not employ a member of the Management Committee as this will be in breach of the Rules of the Association (constitution). In the circumstance that a committee member was offered employment at the Centre, they would be required to stand down from the committee before taking up the offered position.



### **9 Day Fortnight**

Full time employees work a nine-day fortnight. Each full time employee will be allocated a day off which will remain the same for the entire year, unless a change is required to meet the needs of the operation of the Centre. If an allocated RDO falls on a public holiday the employee will be allocated another day within the week of the public holiday. Employees will be allowed to bank one public holiday RDO.

### **Wages**

All employees' wages are paid directly into a nominated bank account on a fortnightly basis.

### **Changing Pay Details**

Please advise the Director should you wish to change any pay details i.e. changing your bank account. Please ensure you notify us prior to the date you wish for the change to be effective by.

### **Court Appearances**

#### **Jury Duty**

An employee, other than a casual, required to attend Jury Duty is required to notify the Director and Committee as soon as possible. They should provide as much information as possible in relation to the dates and the duration they will be absent from work to assist in the organisation of relief staff. Proof of attendance is also mandatory.

Payment of wages for this absence will depend on whether the employee is eligible for compensation by the courts for their required attendance: the Centre will reimburse an amount equal to the difference between the amount paid by the court and the employee's ordinary wage. Details of the employee's loss of earnings will be provided to the employee for their application for recompense from the courts.

#### **In the case of a summons to appear in court:**

Payment of wages for this absence will depend on whether:

- The court appearance is related to the employee's work at the Centre
- The duration of the absence is short or lengthy
- The court attendance is entirely a private matter unrelated to the employee's work or community duty

### **Major change in the work place**

The employer will negotiate the introduction of any major change in the workplace with the employees that will be affected. The Centre will make every effort to mitigate any adverse effects of such changes and to give prompt consideration to the matters raised by the employees throughout the process of negotiation.

### **Union**

All employees are encouraged to be a member of an appropriate union or professional association. Information can be obtained from the Director.

### **Professional Development\***

The Management Committee recognises the importance of ongoing educator professional development. It supports and encourages educator participation. The Centre Director will endeavour to support and resource educators, developing a team approach in pursuit of meeting the goals and objectives of the Centre's Policy.

The Management Committee supports related courses in the childcare field such as:

- Certificate 3 in Children Services
- Diploma Community Services, Child Care Worker Level 3
- Bachelor of Early childhood
- any approved interpersonal skills course
- any approved course relating to the care/teaching of young children

### **In-service training**

Educators will be given the opportunity to attend relevant in-service training depending on the financial cost, and the availability of relieving educators. The Management Committee strongly encourages educators to participate and to highlight any gaps in their own skills or knowledge they believe they have and also to take the initiative in identifying and informing the Committee of particular courses they are interested in. Individual educators should apply to Committee for approval to attend courses they believe would enhance their professional performance at the Centre.

Educators will be required to attend all group training sessions, which may focus on communication, team building and/or interpersonal relationship skills.

It is compulsory for educators to maintain current First Aid, Asthma, Anaphylaxis, and Child Protection qualifications under current regulations. The Centre will cover the course fee cost of these sessions. Training will be provided at the Centre, and therefore if you choose not to participate in the provided training, it is your responsibility to source the required training in your own time and at your own expense.

### **Upgrading current Qualifications or gaining Qualifications**

Where possible the Centre roster will be re-organised to cater for study requirements and all educators will be required to change rosters. Should the number of educators pursuing study courses place too heavy a burden on the Centre's resources, the Centre's usual priorities will take precedence.

### **Performance Review**

The purpose of performance review is to improve performance. It is an ongoing process. It should include informal and formal review. We encourage a two-way process, that is, employees can also give management feedback on their own performance.

An initial performance review will take place within 3 months of employment to ensure new educators are clear about their responsibilities and the Centre's expectations of them (as stated in the Probation Period policy), and again thereafter at least every 12 months. The Centre will use the appraisal process to determine work performance and support educators by identifying opportunities for advancement, further training and development.

### **Procedure**

1. The manager will set a date for a performance review meeting to allow time to prepare.
2. The manager and employee will meet and openly and constructively discuss performance over the period.
3. The manager and employee will agree to any future goals for the next appraisal period.
4. Training and development will be discussed and planned for.
5. Notes should be taken of the meeting and copies kept.
6. Outside of this formal process, employees are encouraged to raise any issues they have when they arise.

*(Please refer to the Derby Street Performance Review document for further information)*

Where warranted the Centre will use improvement processes to improve performance. Should such improvement processes be unsuccessful in improving an educator's performance, the Centre may decide to end an employee's employment. Depending on the circumstances, performance improvement action may include verbal or written warnings, counselling or retraining.

The Centre requires a minimum standard of conduct and performance, which will be made clear to employees in management appraisals. If an employee does not meet this standard, the Centre will take appropriate corrective action, such as training. Formal performance improvement procedures will generally only start when other corrective action fails.

### **Performance Improvement**

Where an educator is considered to display unsatisfactory performance of their duties as outlined in their job description or under the goals, objectives and general policies of the Centre, the following course of action will be taken:

1. Where performance improvement action is necessary, the Management representative (usually Director) shall notify the employee of the reason and give them an opportunity to respond.
2. Once they respond, the Director and Management Committee will consider their response and decide if performance improvement action should be taken.
3. If a first warning is given, it must be verbal and will be recorded on the employee's personal file. A union representative shall be present if desired by either party.
4. The Director will advise the employee in clear terms what they see as the performance problem or the unacceptable conduct. To highlight the deficiency they should use specific examples, and refer to the correct policy or procedure.
5. The manager will allow the employee to respond before making a decision and consider the employee's responses. The employee may have a support person present at such meetings.
6. If the performance problem continues, the matter will be discussed with the employee and a second warning in writing will be given to them and recorded on their file. A committee member will be present, and union representative shall be present if desired by either party.
7. If a written warning is to follow, the manager is to:
  - Document it and give the employee a copy

- Give the employee the opportunity (and their support person the opportunity) to sign the warning
- Keep a copy on file

The warning must clearly define:

- The deficiency
  - A clear explanation of the expected standard
  - By when the employee needs to achieve it
  - How the business will help the employee achieve the improvement required
  - Consequences of failing to improve
8. The Director will keep a record of all meetings, training and/or coaching given and a summary of discussions, and put a copy on the employee's personnel file. This should include the date, location and time of discussion.
  9. They will continue to support the employee and note the support they give, for example, training or counselling.
  10. If after the above support is provided and the performance problem continues, the employee will be seen again by the Director and a Management Committee member. If a third and final warning is to be given then it shall be issued in writing and if required by either party, a copy sent to the relevant union. Steps 4 to 10 to be followed. This document needs to warn the employee in clear terms the Centre will terminate their employment if there is not enough improvement, and a sustained improvement in, their performance. A union representative shall be present if desired by either party.
  11. No dismissal is to take place without the authority of the Management Committee.

NOTE: Some circumstances justify going straight to a second or final warning.

### **Serious Misconduct**

The Centre can instantly terminate an employees employment, were the employee has engaged in 'serious misconduct'.

### **Procedure**

1. The Director is to investigate the alleged offence thoroughly, including talking to witnesses, if any.
2. The Director and a member of the Management Committee should ask the employee for their response to the allegation (taking notes of this discussion) and allow them to have representation. The Management Committee shall give genuine consideration to the employee's response and circumstances.
3. If still appropriate, following a thorough investigation, the Management Committee may terminate/dismiss the employee.
4. The Director should keep a file of all evidence collected and action taken in these circumstances.
5. The Centre will send the employee a letter of termination noting reasons for termination.

***IF YOU ARE UNSURE ABOUT ANY ASPECT OF YOUR WORK YOU MUST ASK FOR ASSISTANCE FROM THE QUALIFIED EDUCATOR OR DIRECTOR/ASSISTANT DIRECTOR.***

### **Termination of employment**

This will be in accordance with the relevant Award conditions and the Derby Street Children's Centre Policy. In the case of resignation/retirement relevant requirements under the award must be followed.

### **Pregnancy at Work**

Entitlements listed here are based on the Fair Work Act 2009. (Cth) National Employment Standards and the Equal Opportunity Act 2010 (Vic).

### **Advising of pregnancy**

The Centre encourages employees to inform the Director of their pregnancy as soon as possible. However, we respect that an employee may not wish to advise us of her pregnancy earlier than the minimum notice period.

We also respect an employee's wishes regarding when it is appropriate to tell colleagues about the pregnancy.

See the Parental Leave policy about requirements for taking unpaid parental leave, including notice periods.

### **Safety at work**

The Centre understands pregnancy to be a healthy and normal process and recognises that women have different experiences. When an employee notifies the Director that she is pregnant, the Director will ask the employee to let them know if they experience any changes to their work capacity during the pregnancy. The employee and the Director will then discuss what is needed to keep the employee safe at work and adjustments will be made accordingly where possible.

Options to reduce hours, change of duties, light duties, rotated tasks and provision of a chair are common ways to ensure safety at work, and will be considered on a case-by-case basis.

### **Transfer of rooms or roles**

If it's not safe (due to illness, risks or hazards) for a pregnant employee who is entitled to parental leave to continue in her usual position, she can be transferred to another room or role. The employee needs to provide the Centre with reasonable evidence that she is fit for work, but it would be inadvisable to continue in her present position. The Centre may insist on a medical certificate.

### **Working until the birth**

A pregnant employee may work until the expected date of birth of her child. If she wishes to continue working in the last six weeks of her pregnancy she may be requested to provide a medical certificate within seven days confirming she is fit to work. If the medical certificate indicates the employee is not fit for work, she may be required to start parental leave or take a period of unpaid leave as soon as practicable. (See the Parental Leave policy)

## **Leave**

### **Annual Leave**

Full-time employees are entitled to four weeks annual leave (pro-rata for part-time), as provided for in the award. All employees will be required to take annual leave for the time the Centre closes over the Christmas/New Year period. Remaining leave should be taken at times where the program will be the least disrupted.

#### *Note*

*Due to the possible disruption caused to children and families, the taking of leave within the first three weeks of the Centre re-opening following Christmas closure, is discouraged.*

The Management Committee must approve all annual leave, and four weeks notice is required. Employees should consult with the Director/Assistant Director to determine mutually acceptable dates, and then the request will be tabled at the next Committee meeting for approval. Employees will not be permitted to accumulate any more than four weeks annual leave at any given time, unless prior written approval has been sought from the Management Committee.

No more than two staff will be granted annual leave at any given time during the operational year. Only one educator from a children's room will be granted annual leave at any given time.

### **Personal/Carers Leave**

Full-time employees are entitled to ten personal/carers leave days a year (pro-rata for part-time staff.) Notice of a minimum of one hour prior to a rostered starting time must be given for absence from work, as this allows time for relief staff to be employed. The Director/Assistant Director must be notified by phone in person (texting is not accepted). If the Director/Assistant Director is absent, then the next nominee in charge must be notified.

The Centre requires a medical certificate/evidence for personal/carers leave. If a medical certificate/evidence is not produced, then you will not be paid for the time taken off. Employees are responsible for completing sick leave and annual leave forms and for providing the relevant documentation.

Any days for which you are claiming carers leave, requires a medical certificate stating whom you are caring for and for how long. Carers leave can only be taken for the care of an immediate family member or a defacto (partner with whom you are living with). Additional unpaid leave maybe granted at management discretion once all personal/carers leave has been exhausted.

### **Appointments**

All appointments are to be arranged on rostered days off, or in your own time. If unable to make the appointment within your own time, Educators are required to request leave from the Director/Assistant Director with evidence of the appointment. It is at the Director/Assistant Directors discretion to allow the leave. Change of appointment time or change of the roster may be required.

### **Compassionate Leave**

Compassionate leave is paid leave taken by an employee to spend time with a family member/member of the employee's household, who has a personal illness, or injury, that poses a serious threat to his/her life, or after the death of a family member/member of the employee's household.

Each employee is entitled to a period of two days paid compassionate leave for each occasion where a family member has died, or the employee needs to spend time with a seriously ill family member. Additional unpaid leave maybe granted at management discretion.

Casual employees are entitled to two days unpaid compassionate leave for each occasion.

### **Leave without Pay**

Applications for leave without pay will be considered by the Management Committee on a case-by-case basis for members of staff with a continuous length of service greater than 12 months once every two years. There is a minimum requirement of one weeks leave without pay.

Management Committee will take into consideration:

- The applicants personal needs/family responsibilities
- The needs of the Centre in relation to availability of relief employees and the effect of the employees absence on the provision of quality child care
- Other applications of leave on or around the same dates
- The length of leave requested
- The applicant's length of service at the Centre
- The applicant's previous requests for leave without pay

Note: All annual/long service leave are to be exhausted prior to request.

### **Long Service Leave**

Employees are entitled to long service leave in line with Victorian Long Service Leave Laws. One week is minimum that can be requested for long service leave at any given time.

1 to 4 weeks of long service leave requires 4 weeks notice

Over 4 weeks requires 6 months notice.

All long service leave requests must be submitted to Committee prior to the last Committee Meeting in November if requesting leave before the 30<sup>th</sup> June in the following year.

As of the 1<sup>st</sup> November 2018 employees with seven continuous years of service will be entitled to take long service leave as per the long service leave act 2018 Part2 (6).

Employees will be entitled to take a minimum of one full day. All requests for long service leave are required to give the following notice:

- 1 day to 2 weeks of long service leave requires 4 weeks' notice
- Over 2 weeks but less than 4 weeks of long service leave requires 3 months' notice
- Over 4 weeks of long service leave requires 6 months' notice.

Only one person can be on long service and/or annual leave in the same room at one time. Only one person can be on long service leave at any one time throughout the Centre.

## **Parental Leave Policy**

Entitlements listed here are based on the National Employment Standards.

### **Unpaid Parental Leave**

Employees (including a de facto or same sex partner or single person) who are expecting a child or adopting a child are eligible for 52 weeks of unpaid parental leave if they are:

- Permanent full-time or part-time with at least 12 months service prior to the expected date of birth or adoption placement

- Casual with 12 months regular and systemic service who have a reasonable expectation of continuing regular and systematic work

After birth or adoption, the parent with responsibility for the care of the child is entitled to unpaid parental leave. Employees who are pregnant may commence leave up to six weeks before the expected date.

### **Parental Leave types:**

Available Parental Leave types at the Centre include:

- Parental Leave
- Concurrent Leave
- Special Maternity Leave

### **Parental Leave**

If you are the primary caregiver of your child, you can access up to 52 weeks of Parental Leave. Parental Leave is unpaid except in the instances where an employee is eligible for Parental Leave Pay in line with legislation. Parental Leave with Pay is described in full in the following section.

### **Concurrent Leave**

Both employees of an employee couple may take leave at the same time for a maximum period of 8 weeks. This leave must be taken within 12 months of the birth or adoption of a child. The concurrent leave may be taken in separate periods. Each period must be no shorter than 2 weeks unless the employer agrees.

### **Special Maternity Leave**

Unpaid Special Maternity Leave is available to pregnant female employees in the case of pregnancy-related illness or if the pregnancy ends within 28 weeks of the expected date of birth. The duration of this leave should be agreed with the Management Committee as soon as it is practically possible, and any unpaid Special Maternity Leave will reduce the amount of Maternity Leave you are entitled to take by the same amount.

### **Parental Leave Pay**

Available Parental Leave Pay types at the Centre include:

- Primary Caregiver Pay
- Dad and Partner Pay

Please note that the Centre will only make payments in line with the two types of Parental Leave Pay detailed below. Where relevant, Parental Leave Pay will be paid in line with the standard pay cycles.

### **Primary Caregiver Pay**

In line with legislation, eligible employees who are the primary caregiver may be entitled to 18 weeks paid leave, paid at the minimum wage. Please note that a child's primary caregiver is the person who is most meeting the child's physical needs. This will usually be the birth mother of a newborn child or the initial primary caregiver of an adopted child, even if your child is in hospital.

This leave is not in addition to the 52 weeks parental leave mentioned above. Any periods of unpaid and paid Parental Leave must not exceed 52 weeks in total.

Employees may take subsequent periods of paid Parental Leave, however, in order to be eligible for this, you must return to work and complete a minimum of 12 months continuous service following your return from any previous paid Parental Leave.

### **Dad and Partner Pay**

If your partner is the primary caregiver of your child, you may be entitled to 2 weeks of Government funded paid Dad and Partner Pay whilst on Concurrent Leave. It is your responsibility to check your entitlement to this payment with the Department of Human Services.

### **Parental Leave for Partners**

Generally, only the parent with responsibility for the care and welfare of the child is entitled to take unpaid Parental Leave. However, up to three weeks unpaid Parental Leave may be taken at the same time by both members of an employee couple, with the period of concurrent leave starting on the day of the birth (unless the Director agrees to other arrangements).

### **Applying for leave**

An employee wishing to take unpaid Parental Leave must provide written notice at least 10 weeks before starting the leave (or as soon as it is practicable) including the intended leave start and end dates.

Leave dates or any changes of dates must be confirmed at least four weeks before the leave starts. The Director will confirm the leave and any affected entitlements such as continuous service in writing.

### **Adoption**

Because the Centre recognises that the timing of placement for an adopted child may be uncertain, employees should keep the Director informed of any changes to the likely placement date and commencement of leave.

### **Other Paid Leave**

#### **Annual leave**

If the employee has paid Annual Leave available, he or she may, in agreement with the Director, take some or all of that leave at the same time as the unpaid Parental Leave.

#### **Leave for pregnancy related illness**

If an employee is ill during her pregnancy, she may access her ordinary sick leave entitlements, including any accrued leave.

If an employee experiences extended illness due to pregnancy, she can access unpaid 'Special Maternity Leave' for the period her treating doctor certifies is necessary. Special Maternity Leave is included in the 52 weeks available unpaid Parental Leave period.

The employee must make a Special Maternity Leave application as soon as practicable which details the period of leave required. The Director may request a medical certificate and if so, this must be provided by the employee.

#### **Loss of a child while pregnant**

If the pregnancy ends within 28 weeks before the due date without a live birth, the employee may take unpaid 'Special Maternity Leave' for the period her treating doctor certifies is necessary. Unpaid Parental Leave is not available in this situation, instead Special Maternity Leave applies.

The employee must make a Special Maternity Leave application as soon as practicable, specifying the expected leave period and providing a medical certificate, if this is requested by the Director.

The Centre will be sensitive to the personal issues associated with this type of leave.

#### **During parental leave**

Even though the employee is on leave, they will continue to be protected against discrimination as an employee. The Centre respects that some employees do not want any contact while on leave, and others do. The Director should discuss with the employee what sort of communication the employee would like while on leave, and record this agreement.

While an employee is on unpaid parental leave, the Centre will ensure that the employee is considered and kept informed of significant changes that may occur in the business. Where a decision will have a significant effect on the status, pay or location of the pre-parental leave position, the Centre will take all reasonable steps to inform the employee and discuss the effect of the decision. During any restructures, employees on Parental Leave will be treated no less favourably than other employees and will be kept informed of the process.

If an employee has applied for less than 52 weeks unpaid Parental Leave, they can extend the period of leave once to take the total leave up to a maximum of 52 weeks. The employee must give at least four weeks notice prior to the end date of the original leave period. A period of unpaid Parental Leave may be reduced by agreement between the Centre and the employee.

An employee can resign while on Parental Leave but they must give the required notice of resignation as set out in Children Services Award 2010 or Veccta 2009.

Employees should not undertake any activity during leave, which is inconsistent with the employment contract, including other employment and they should remain responsible for the care of the child. The employee's position may be filled on a temporary basis while they are on leave. The Centre will notify the replacement employee that their employment in this role is temporary and that the pregnant employee has the right to return to the position.

#### **Return to work**

If the employee has agreed to contact during leave, then towards the end of the leave period, the Director should confirm the employee's intention to return on the agreed date. The employee also may want to discuss any requests for flexible work arrangements at this time (see Flexible Working Arrangements policy).

An employee must provide four weeks notice in writing to the Management Committee if they want to extend their leave beyond the return date that was initially advised (see the Parental Leave policy)

The employee on Parental Leave has the right to return to the job they held prior to going on leave, including any promotion. If that position no longer exists, the employee will be given whichever other available position is nearest in status and remuneration to the position they held prior to going on leave.

#### **Breastfeeding at work**

The Centre aims to understand and support mothers in the workplace, including accommodating breastfeeding as much as possible e.g. providing a private space. An employee should discuss her needs with the Director.

### **Flexible working arrangements**

The Management Committee will consider providing flexible, family-friendly working conditions wherever reasonably possible. Educators may request for flexible working arrangements based on parental and carer responsibilities. Requests need to be submitted in writing.

To comply with the Equal Opportunity Act, Management Committee will consider this request and consider all relevant facts and circumstances in deciding whether or not to agree to the request. Such a request will not be refused unless it is reasonable to do so.

Circumstances that may be relevant to determining whether a refusal is or is not reasonable include:

- The nature of the employee's work and parental or carer responsibilities
- The Centre still maintains a high quality of care
- The constancy of educators is maintained
- The nature and cost of the arrangements required for an employee to fulfil their family or carer responsibilities
- The financial circumstances of the employer
- The size and nature of the workplace and the employer's business
- The effect of the flexible working arrangements on the workplace, including the financial impact on the business
- The consequences for the employer of having the flexible working arrangements
- The consequences for the employee of not having the flexible working arrangements

Other factors that might be relevant in a particular case include:

- When the arrangements are to commence
- How long the arrangements will last
- Information that has been provided by the employee about their situation
- The accrued entitlements of the employee, such as personal, carer's or annual leave
- Whether any legal or other constraints affect the feasibility of the employer accommodating the *responsibilities*, such as occupational health and safety laws or award penalty rates

To retain continuity of care for the children, the Management Committee will endeavour to employ at least two full-time staff educators to work in the rooms of three educators and one full time staff member to work in the room of two educators at the Centre.

### **Options for flexible work practices**

Flexible work options which may be considered, include:

- Permanent part-time work
- Graduated return to work (for employees returning from parental leave), e.g. the employee returns part time and then builds up to full-time
- Job-sharing, where two employees share one full-time position, each working on a part-time basis

This is not an exhaustive list, and other options may be agreed.

Employees utilising flexible work practices will be treated no less favourably than any other employee. Flexible working is not a barrier to promotion or supervisory responsibilities.

## **Staff Routines**

### **Shift Rosters**

The Director/Assistant Director will set rosters after consultation with the employees concerned and taking into account:

- Individual needs and circumstances of the employee and their family responsibilities
- Maintenance of the required educator to child ratios

Roster times can be changed, and at least one week's notice will be given where possible. (There may however, be occasions where it becomes necessary to give only 3, or less days, notice of your shift change). Shifts are changed to meet the needs of the operation of the Centre and we try to minimise disruption. Your support is greatly appreciated.



### **Lunch/Tea Breaks**

Lunch breaks are for forty minutes for fulltime employees and half hour for part time employees, tea breaks can be ten or fifteen minutes. Tea Break and Lunch Break times are allotted and remain the same each day within each shift.

### **Attendance Book**

All employees are to sign the attendance register in the office at the beginning and end of each day. This register is also used as a record of employee attendance for the day in the event of a fire drill or emergency situation.

### **Time sheets**

All employees are required to complete and sign a timesheet for each pay period. The Director/Assistant Director collects Timesheets on the Tuesday morning at the conclusion of the pay period. Casual employees are required to complete their time sheets daily. Individual employees are responsible for completing sick, annual, and other types of leave forms, and should provide the documentation necessary before the time sheets are prepared at the end of the fortnight. Leave will not be paid until all necessary documents are provided, and time may be docked as a result of missing documentation.

### **Employee Meetings**

All employees are required to attend 80% of employee meetings that will be held monthly directly after the Centre is closed for the day. The meeting will be up to one hour in length. Full time and part time employees will be paid overtime for the length of the meeting.

### **Employee Duties**

Each shift has specific duties that are to be carried out daily.

#### **Early Shift 6.55am - 4.00pm:**

- Wash dirty dishes and place clean dishes away
- Load the washing machine with dirty washing and fold any clean washing from previous night
- Check all rooms for hazards and cover all power points with safety plugs
- Unlock all children room doors
- Turn on heating or cooling depending on weather
- Set up rooms for the day
- Supply all rooms with drinking water (boiled for under 12 months) and cups
- Supply all bathrooms with nappies, wipes, paper towel, soap and toilet paper
- Ensuring parents sign their children in via Qikkids Kiosk
- Ensuring parents sign the medication book when necessary
- If time permits conduct yard safety check and set up areas

#### **In the morning, educators should start to separate the children into their own rooms at the following times:**

7.30am – Kinder and Busy Bee children are collected from the Tiny Tot's room and go to the Busy Bees room

7.45am – Ducklings collected from Tiny Tot's room and go to the Ducklings room

7.45am – Kinder children are collected from the Busy Bees room and go to the kinder room

By 7.45am all children should be in their own rooms

#### **End of Day**

In the afternoon the educators should:

**4.00pm - 4.30pm:** Ducklings home nappies to be changed for children leaving before 5.30pm and bathroom cleaned

**4.30pm - 5.00pm:** Ducklings staff member that is on the **middle shift** is to leave the room when there are 8 children and complete the following duties:

- Collect any dishes from all rooms and staff room, wash, dry and put them away
- Complete washing for the day, i.e. place washed washing in dryer/fold dry washing

**5.00pm - 5.15pm:** Ducklings children to join with the Tiny Tots. Duckling's room to be locked, lights, heating/cooling and fans to be turned off before joining up

**5.15pm - 5.20pm:** Tiny Tots and Ducklings (change children leaving after 5.30pm) to complete home nappies and clean bathroom

**5.20pm - 5.25pm:** Kindergarten children to join with the Busy Bees. Kindergarten room to be locked, lights, heating/cooling and fans to be turned off before coming over

**5.40pm-5.45pm:** Kindergarten/Busy Bees children to join with the Tiny Tots/Ducklings children. Busy Bees room to be locked, lights, heating/cooling and fans to be turned off before joining up

**5.40pm -5.45pm:** One employee to check all rooms have been locked and all lights, heating/cooling, fans have been turned off and all children have been collected and signed out. Second employee is to double check the above.

*Check the medication book each day to ensure children are given their medication*

There are systems in place to ensure that all the above procedures are attended to. It is each employee's responsibility to ask about procedures they may be unsure of. At all times throughout the day the employee break room and all indoor and outdoor storerooms should be maintained in a clean, safe and orderly manner.

Educator child ratios should be maintained at all times whilst these procedures are completed.

### **Kitchen and Bathrooms**

Please keep the kitchen and bathroom areas clean at all times, cleaning up straight after use. You should be mindful that these are public areas and you should be respectful to others by always cleaning up after yourself. If you use dishes, then wash them immediately after use.

If there are any issues with these facilities you should notify your Manager immediately.

## **Policies for Employees**

### **Confidentiality\***

All employees are required to maintain a high level of confidentiality **at all times**. (See Confidentiality Policy in Policy Document).

### **Uniform**

Employees are required to wear a Derby Street Children's Centre logo top with black suitable pants or skirts that are knee-length or longer. Employees must wear footwear that allows them to perform their duties safely and is appropriate in the child care setting (no thongs, no open-toe sandals and all shoes must have a back on them). Employees will be supplied with uniforms once a year.

### **Employee Break & Planning Rooms**

Employees will have access to the break room or planning room for respite, lunch breaks and other non-contact time agreed between the employer and the employee. The break room has a strict "NO CHILDREN ALLOWED" policy. Children are also not permitted in the planning room, except for the purposes of breastfeeding. Individual employees are responsible for locking their valuables in their locker provided: employees are to buy their own locks and the keys for their locker and remain their responsibility.

### **Leaving the Premises**

No employee can leave the premises of the Centre during paid working hours unless the Director/Assistant Director has given permission and the educator ratio has been maintained (with replacement educators). You must inform your replacement when you leave the premises.

### **Personal Telephone Calls**

Personal incoming and outgoing calls are actively discouraged and are to be limited to break times. Calls need to be limited in time to allow other incoming calls and access for all employees. Mobile phones are not permitted in the children's rooms or whilst on planning and are the sole responsibility of their owners.

### **Smoking at the Centre\***

The Centre is a smoke free zone. No employee will be permitted to smoke in/on the Centre premises, indoors or outdoors. Employees who wish to smoke must do so at least 5 metres away from the Centre and out of sight of all children. Employees who smoke must also wash their hands after smoking and before coming back into close proximity to children. Employees are to wear a jacket to cover their work uniform while they are smoking. This jacket is the responsibility of the employee and should not be worn near the children.

### **Drinking of Alcohol or Taking of Drugs**

The Centre is concerned by factors affecting an employee's ability to safely and effectively do their work to a satisfactory standard. The Centre recognises alcohol or other drug abuse can impair short-term or long-term work performance and is an occupational health and safety risk.

The drinking and/or storing of alcohol is not permitted on the premises during either work or non-working hours. A person reporting for duty under the influence of intoxicating liquor or drugs will be suspended for the day without pay and receive a

formal written warning for unacceptable work performance. Employees will also need to consider if prescription medication may have an impact on their ability to perform their duties.

### **Electronic access**

All employees using the computer/s at the Centre are to limit their use to that which is appropriate for a childcare Centre. No offensive material (electronic or otherwise) may be viewed, stored, or in any way accessed at the Centre. Educators are not permitted to download any programs on the Centres computers without authorisation from the Director/Assistant Director. If using the internet, all social media, pornographic or gambling sites **must be avoided**, and if accessed accidentally, must be closed **immediately**. All email addresses are only to be used within the Centre with management's permission. The Centre has blocked various sites, so if you need to do research and cannot access certain sites on your room's laptop, permission can be sort from the Director/Assistant Director to utilise the office computer.

### **Social Media**

All employees are not to be connected with any families that are enrolled in the Centre on any form of social media website. Employees are strictly forbidden to discuss any aspects of their employment at the Centre on any form of social media sites, for example the children, families that attend, other employees or any incidents that happen at the Centre. If employees are found to be in breach of this policy they are also in breach of the Confidentiality and Privacy policies of the Centre. This may result in the employee's employment at the Centre being reviewed.

### **Employees Children in the Centre**

Employee's children are able to attend the Centre. Employees are given priority on the waiting list before any external families, but are not given priority over internal families. Placements will depend on Centre vacancies.

Wherever possible, the Centre will avoid placing employees to work in the same room as their own child on a permanent basis. Occasionally though, circumstances may arise which require employees to work in the same room as their child.

### **Guidelines to be followed if your child attends the Centre:**

- Where possible try to avoid disrupting your child's daily routine within the room.
- Be aware that having your child in the Centre is a privilege and should not be abused.
- Your child's educators are to treat you and your child the same as every other family that attends the Centre. No special treatment will be given.
- When working with your child at any stage throughout the day you are to be aware that you are not only there especially for your child, but for **all** of the children in your care. All children should be treated equally.
- Your child should not be taken from their room into the break room on tea breaks or lunch breaks as **no children** are permitted in the break room and could disrupt your child's and the room's normal routine. If you are breast-feeding your child you are able to do so in the break/planning room.
- You should respect other educators and the job they are doing. Be very careful not to take over other educator's duties or roles with your child. If you are going to assist with your child, do so in conjunction with room educators and within the normal routines in the room.
- Employees are not permitted to medicate their own children throughout the day. Employees must fill out the medication book for room educators to administer any required medication. Employees must follow the Centres medication policy.
- You must adhere to the policies outlined in the Centre's Policy Document and Enrolment handbook at all times.
- Employees will be given feedback about their child at the end of the day, as would any other family.

### **Centre Keys and Security Code**

Centre keys and security code are the responsibility of the individual employee; your keys are to be on you at all times and are not to be given to any other person. If they are lost you will be required to sign a statutory declaration and pay for the cost of replacing the keys. This may involve payment for a new system for the Centre doors. Keys are to be handed back to the Director when employment ceases or commencing maternity leave.

### **Staff Vaccination Policy**

All employees will be required to fill out a Medical and Immunisation History Form at the commencement of employment. The Centre recommends and encourages Centre employees to be immunised against, and keep up to date with vaccinations for the following:

Tetanus & Diphtheria

Polio

Measles, Mumps & Rubella

Pertussis (Whooping cough)  
Hepatitis B  
Chicken Pox  
Influenza  
Pneumococcal  
Meningococcal C  
Hepatitis A  
Seasonal Influenza

For further information please see the following web site:

<https://www2.health.vic.gov.au/public-health/immunisation/adults/vaccination-workplace/vaccination-for-people-working-with-children>

Staff will be supplied with information about all adult immunisations and it will be discussed in a staff meeting once a year. The Centre will supply and pay for the seasonal Influenza vaccination but the onus is on the staff to obtain the other immunisations and then notify the Director/Assistant Director in order that their immunisation records can be updated.

## **Problems and Grievances**

From time to time in any work situation disputes and problems arise causing stress. All employees should discuss grievances firstly with the other person/s concerned. If issues cannot be resolved with the other parties concerned, or involve a serious breach of rules, they are best brought to the attention of the Director/Assistant Director. They can then be dealt with in a calm and positive manner, so that an agreeable outcome can be reached. If the matter relates to the Director/Assistant Director, employees should outline the issues directly with the Director/Assistant Director, in the same way they would with any other employee.

### **Procedure**

1. The employee should try to resolve the grievance as close to the source as possible. This can be informal and verbal. At this stage, every possible effort should be made to settle a grievance before informing the Director/Assistant Director. If the matter still can't be resolved, the process continues and the Director/Assistant Director becomes involved.
2. The complainant must fully describe their grievance in writing, with dates and locations wherever possible and how they have already tried to settle the grievance.
3. The person(s) against whom the grievance/complaint is made should be given the full details of the allegation(s) against them. They should have the opportunity and a reasonable time to respond before the process continues.
4. If the grievance still can't be resolved, the matter will be referred to the Management Committee for consideration and a final decision. A grievance taken to this level must be in writing from the employee.

### **Committee Procedure:**

- The Director/Assistant Director will inform the committee of an employee's complaint against another employee.
- A meeting will be held with the employee who is making the complaint, a Committee Member and Director/Assistant Director to seek to clarify the main area/s of concern, some possible ways for addressing their concern/s, in particular any ideas the employee may have for reaching a resolution.
- A meeting will be held between the Committee Member, Director/Assistant Director and the employee to whom the issue/s is with, to discuss the issue/s that has been raised by another employee, with some possible ways for addressing the concern/s, in particular any ideas the employee may have for reaching a resolution.
- A meeting will then be held with all parties concerned, a Committee Member and Director/Assistant Director to try and resolve the issue/s.
- If the issue/s cannot be resolved, the concern/s will be on the agenda at the next scheduled Committee meeting.
- At the meeting, the Management Committee will then discuss ways in which to address the raised concern/s and seek resolution of the matter/s by approving/implementing appropriate actions.

The Committee Member who was involved in the meetings shall then:

- Provide feedback to all parties involved on how their concern/s have been/will be addressed by Committee.

- Later confirm that the employee feels the matter/s have been adequately resolved, and report back accordingly at the next Committee meeting.

Employees are also strongly encouraged to raise general problems at employee meetings. Ongoing employee problems, or problems that have a significant impact on the management of the Centre, will be reported to the Management Committee by the Centre Director/Assistant Director (Staff Representative).

## **Planning and Children's Records**

### **Confidentiality\***

Confidentiality is important in relation to matters concerning the children, parents and other employees at the Centre and is expected at all times. All matters relating to the care and development of children are to be kept confidential to protect the children and the family. Read the Confidentiality Policy and Privacy Policy in the Centre Policy Document and clarify any issues with the Director/Assistant Director or a senior employee.

### **Enrolment Records**

Children's enrolment records are stored in a filing cabinet in the office, and should not be removed from the office. They contain contact details for parents and other people authorised to collect the child, and other information such as the child's immunisation history.

### **Planning/Children's Learning Journals\***

Please see the Centre Policy Document for the section on Children's Programs.

Times allocated for planning are:

Tiny Tots and Ducklings - 6 hours a week

Busy Bees - 8 hours a week

Kindergarten - 2 hours a week

Kindergarten teacher - to award

*Note: Times for planning may change to suit the Centre needs*

Planning times must be spent at the Centre (in the planning room if available). If you need to leave the Centre you must inform the Centre Director or the Assistant Director in her/his absence. If the Director and Assistant Director are not at the Centre you must wait until their return, and if they are absent for the day you must not leave the premises. This is necessary to ensure we meet regulation requirements and ensure the Centre has enough permanent staff in attendance for emergency situations. All planning folios and information must **not leave** the Centre and remain the property of the Centre.

Children's Learning Journals are the responsibility of the whole team. Plans must be completed and evaluated fortnightly/monthly. All plans and children's records must be on the premises at all times. Parents may be sent home with their child's records, during the year. Educators are therefore required to store a copy of these records on their room's computer. If there are any problems with this the Centre Director/Assistant Director should be informed immediately and a meeting time will be organised to discuss the issues. General verbal feedback on children should be given to parents on a daily basis. All communication should be dealt with tact and consideration of others' feelings and views.

### **Children's Learning Journals\***

All individual children's records must be stored in the individual children's rooms.

People who may have access to these records are:

1. Educators looking after the child
2. Centre Director/Assistant Director
3. Department agencies
4. Rating and Assessment Advisers

Qualified educators in each room are required to maintain and complete the children's records.

### **Planning Reviews**

All rooms' planning will be reviewed and checked by the Centre Director/Assistant Director at the end of each term to make sure all planning is up to date and meets the Centre's and National Quality Standards.

**Information to be displayed in the children's rooms**

The following information is to be written up and placed in a prominent position for staff, relievers, students, visitors and parents to read:

- \* An approximation of the daily room routine
- \* A bed plan
- \* A planned program
- \* Medical Plans without parent contact details
- \* Health and Safety procedures
- \* Individual routines of babies
- \* Allergy or special diet requirements of children
- \* Emergency and Evacuation procedures
- \* Room limits
- \* Chart of children attending
- \* Sunsmart policy

These need to be clear and precise for easy access and reading.

**Excursions and Incursions\***

Excursions and Incursions will be arranged from time to time, to provide a broad range of learning experiences for children. For all excursions, written permission must be sought from parents and details of the outing provided in writing. All excursions must comply with the Education and Care Services National Regulations. A copy of the Regulations is kept in the break room and office. All employees should make themselves familiar with this document.

Approval must be sort from the Management Committee before any excursion can go ahead. Alternative arrangements should be made for children not participating in outings.

For all incursions, written permission must be sought from the parents and the details of the incursions provided to the parents.

A risk assessment of the excursion must be completed prior to the excursion and be available for parents to read.

Only children in the Busy Bees and Kinder Rooms are permitted on excursions.

**Educators and Children**

**Supervision**

Appropriate educator to child ratios must be strictly adhered to at all times.

**General educator ratios:**

- 1 educator to 4 children under 3 years of age
- 1 educator to 11 children over 3 years of age

**Qualified educator ratios:**

- 1 qualified educator to 15 children under 3 years of age
- 1 qualified educator to 30 children over 3 years of age

Students and volunteers **never** contribute towards staff ratios. They should not be left alone **at any time** with any child: an educator must be with them at all times.

Children must be appropriately supervised at all times. Educators should position themselves where they can see all the children under their supervision, listen carefully to what is happening and know the children individually so they can anticipate their needs. Educators must join in the children's play and encourage them to try new experiences.

Outdoors, children must be appropriately supervised to ensure each child's safety, and be given opportunities for self-discovery and freedom of choice. Educators must judge when children need an adult to facilitate play or join in at the child's request. Children should be regularly reminded of safety procedures for fixed play equipment and be encouraged to try new challenges, as appropriate.

### **Settling children into the Centre\***

Educators should welcome parents and children on arrival at the Centre. Encourage parents to do orientation with their child i.e. remain with their child until they feel comfortable to leave them. Remind parents that they may contact you at any time during the day for reassurance that their child has settled. If the child becomes upset when the parent leaves find an activity to distract the child. Make a special point of discussing the child's day with the parent when they come to collect their child.

### **Guiding children's behaviour\***

Educators must be fair and consistent with children at all times and express limits to behaviour in a positive way.

Educators should act as role models to the children by demonstrating acceptable behaviours during their interactions with children, parents and other educators.

Use voice intonations, facial expressions and explanations to indicate approval or disapproval of behaviours, and to encourage desired behaviour. **NEVER** shout at children, or inflict any form of corporal punishment including smacking, placing in a room alone, making immobile, frightening or humiliating any child.

If a child consistently displays unacceptable behaviour discuss this with the Director/Assistant Director and ensure that:

- The expectations of the child's behaviour are realistic and appropriate to their developmental level;
- The child understands the limits;
- There is no conflict between Centre and home expectations;
- The child's needs are being met;
- The child has no impediments which may cause the unacceptable behaviour e.g. dietary problems, poor hearing, poor coordination, communication difficulties, illness or emotional distress;
- The child isn't copying observed behaviour;
- Events at the Centre have not encouraged the behaviour;
- Consequences of the behaviour do not encourage it to persist;
- All caregivers in contact with the child consistently follow strategies.

**Educators are to have a sound knowledge of the behaviour guidelines set out in the Centre Policy Document.**

Parents often see their child's behaviour as a direct reflection on themselves; please consider these feelings when talking with parents about their children.

## **Staff and Families**

In addition to the policies and procedures listed here, all staff should read and become familiar with the information provided in the Centre Policy Document.

### **Accepting fees\***

No Employee is to accept cash from parents under any circumstances. All families' fees will be collected via a Direct Debit System.

### **Communicating with children and parents**

Be supportive, encouraging and communicate with children in a friendly, positive and courteous manner. Always get down to the child's eye level when speaking with the child and never single out any child or make them feel inadequate in any way.

Educators must initiate and facilitate regular on-going communication with parents concerning their child. Educators should do this by welcoming parents and children on arrival, referring to and completing the daily information board for parents (except for kinder age children), showing parents the program, and speaking with parents about their child's day at the child's departure time.

Room Educators should discuss with the Director/Assistant Director and concerns they may have about a child. Once discussed with Director/Assistant Director, the educators is to contact the child's parents if they have any issues or concerns about a child, to arrange a time to discuss these issues/concerns.

### **Parent complaint procedures\***

If a parent has a complaint about any aspect of the service they may discuss their problem with the relevant educators or with the Director/Assistant Director. If the parent feels the problem is not resolved, they may take the matter to the Management Committee for resolution, either through the Director/Assistant Director or by contacting the Management Committee directly.

If an employee is unsure how to respond to a parent's complaint they should refer the parent to the Director/Assistant Director, the Complaints Policy in the Centre's Policy Document, or the Grievance procedure in the Centre's Constitution.

**Please refer to "Provision for dealing with Complaints" section of the Policy Document.**

### **Dropping off and collecting children\***

Refer to the Policy Document for information for families on:

- Signing In and Out
- Arriving at the Centre
- Authorised persons
- Late collections
- Custodial Issues
- Termination of care

If you are unsure about your role in any of these situations, you must check with the Director/Assistant Director. All employees should encourage parents to abide by these policies and refer them to the Centre's Policy Document or the Director/Assistant Director for further clarification.

## **Health and Safety Issues**

### **General Hygiene\***

The hygiene procedures detailed in the Centre Policy Document are to be followed at all times in order to control the spread of infections.

The Centre follows all policies and procedures outlined in the "Food Safety Program" designed by HACCP (Hazard Analysis Critical Control Point). Each year the Centre is required to undergo an independent audit to see if we meet the standards and regulations of the 'Victorian Food Act 1984'. Once all regulations are met, the Centre is presented with a "Certificate of Renewal of Registration of Food Premises". The Centre requires the cook to have certificates in 'Food Hygiene for Food Handlers' Level 1 and Level 2. Employees are to read and familiarise themselves with the Centre's Food Safety Program. The majority of staff are required to hold a current food handlers certificate.

Employees are to follow these procedures when dealing with food:

1. Follow the Centre's Food and Safety Program
2. Shoulder length hair, or longer, must be tied back when serving food
3. Staff must wash hands and apply gloves before commencing any food preparation
4. Appropriate chopping boards, equipment and utensils are to be used
5. Tongs, spoons or gloves are to be used when serving food to children
6. The kitchen must be left clean and tidy when finished; all food and equipment must be put away in their correct storage areas.
7. Hands are to be washed when food preparation is finished

### **Unwell Children\***

If a child becomes unwell whilst in care you must inform the Director/Assistant Director. The Director/Assistant Director or room educator will phone the parent to discuss the matter and decide whether to exclude the child. The child should be made comfortable and separated from the other children (if possible) until the parent arrives to collect them.

For more information please see the Health Polices Section in the Centre's Policy Document.

A record of the child's symptoms and any actions taken should be written on the Accident/Illness Record Form.



### **Exclusion of children\***

Children with infectious diseases will be excluded from the Centre in accordance with the National Health & Medical Research Council exclusion guidelines (on display in the foyer and in Policy Document). A medical certificate is required before a child can be re-admitted to the Centre after they have contracted Diphtheria, Hepatitis A, Polio, Tuberculosis, Typhoid or Paratyphoid.

Parents are asked not to bring unwell children to the Centre. If a child has more than a slight cold, educators should check with the Director/Assistant Director before accepting the child.

### **Medication\***

Medication must be administered by two educators and only after all the following procedures have been properly followed.

Medication will only be administered by the Centre educators if:

1. It is prescribed by a doctor and has the original label detailing the child's name and required dosage.
2. If it is an over the counter medicine that has been authorised by the parent/guardian.
3. The parent/guardian has completed and signed an authority to give medication form.

Please see the Centre's Policy Document for full details.

Medication must have the child's name clearly printed on it and not be passed its expiry date. Parents must give the medication to an educator and never leave medication in the child's bag or locker.

**Employees are not permitted to administer medication to their own child under any circumstances.**

### **How to administer medication**

1. Before medication is given to a child, the educator will verify the correct dosage and medication name with another educator against the parent consent form and medication bottle.
2. One Educator will measure out the correct dosage and the other educator will check it before giving to the child.
3. One educator will administer the medication to the child with the other educator watching.
4. After giving the medication the educators will complete the following details on the medication form: date, time, dosage, medication given, person who administered, person who verified. Then both educators are to sign.

**Never administer medication to a child by yourself, if the dosage and child's name is incorrect or if parents have not given permission.**

Where medication for treatment of long-term conditions or complaints such as Asthma, Epilepsy, Anaphylaxis, Allergy or ADD is required, the Centre will require an Action plan from the child's medical practitioner or specialist detailing the medical condition of the child, correct dosage of medication as prescribed and how the condition is to be managed.

If a child is receiving medication at home but not at the Centre, the Centre should be advised of the nature of the medication and its purpose and of any possible side effects it may have for the child. The Centre should also be notified if the child has been unwell or received an injury since last attending the Centre.

## **Child Safe Policy**

**Every child has the right to feel and be safe. Derby Street Children's Centre is committed to providing an environment where the welfare of the children in our care is our first priority and have a zero tolerance approach to child abuse. This means that the interests and welfare of all children are our prime consideration when any decision is made about planning, delivery of services, management of facilities and assessment procedures at the Centre.**

The Centre has a moral and legal responsibility to ensure that all children are safe in their care and will provide training, resources, information and guidance to support this. The Centre is committed to:

- Ensuring the health, safety and wellbeing of children at the service is protected at all times while also promoting their learning and development;
- Supporting the rights of all children to feel safe, and be safe, at all times;
- Finding out what makes children feel safe in our Centre and regularly communicating with children about what to do when they feel unsafe;
- Developing and maintaining a culture in which children feel valued, respected and cared for;

- Supporting cultural safety, participation and empowerment for Aboriginal, culturally or linguistically diverse background children and their families;
- Welcome children with disabilities and their families;
- Welcome same-sex attracted, intersex and gender diverse children and families;
- Fulfilling its duty of care obligations under the law by protecting children from any reasonable, foreseeable risk of injury or harm;
- Ensuring that people caring for children at the service act in the best interests of the child, and take all reasonable steps to ensure the child's safety and wellbeing at all times; Encouraging active participation from parents/guardians and families at the service, and ensuring best practice is based on a partnership approach and shared responsibility for children's health, safety, wellbeing and development.

### **Reporting Procedure**

Derby Street Children Centre Educators are not mandated to report suspected child abuse under current child protection legislation however the Director/Assistant Director and Kindergarten Teacher are mandated. Although the Educators are not mandated they do have a duty of care to protect the children from harm. Section 183 of the Children, Youth and Families Act 2005 states that **any person** who believes on reasonable grounds that a child is in need of protection may report their concerns to Child Protection. This means that any person, including non-mandated licensed children's services or school staff, are able to make a report to Child Protection when they believe that a child or young person is at risk of harm and in need of protection, and the child's parents are unable or unwilling to protect the child.

The Centre Management will:

- Work within the guidelines of the protocol issued by the Department of Human Services Child Protection Services, Department of Education and Training, Licensed Children's Services and Victorian Schools;
- Maintain the confidentiality of all child protection information;
- Ensure that in every situation, the interests of the child are paramount;
- Ensure that all observations of a protective nature are recorded in the 'Confidential Book', kept in a locked filing cabinet in the Centre office;
- Support educators throughout the investigation of protective issues including providing access to counseling services.

Notifying of your belief that child abuse is occurring can be the first important step in stopping the abuse and protecting the child from further harm. To report an abuse case, we must have 'reasonable belief' or a 'belief on reasonable grounds.'

Forming a belief or reasonable belief may include:

- A child tells you they have been abused;
- A child tells you that they know someone who has been abused (often a child is talking about themselves);
- Someone else tells you, such as a relative, friend, acquaintance, sibling of the child, that they know or believe that the child has been abused;
- Observations of the child's behaviour or development lead you to believe the child has been abused;
- Physical indicators of abuse such as non-accidental or unexplained injuries; persistent neglect, or inadequate care and supervision lead you to believe that the child has been abused;
- Other signs such as family violence, parental substance misuse, psychiatric illness or intellectual disability that is impacting on the child's safety, stability or development.

### **If a Child Discloses Abuse:**

When educators are managing a disclosure:

- Listen to the child's story, in private if possible, (being aware of other children who might also hear the disclosure and preventing this if possible);
- Try to remain calm and not display expressions of panic or shock;
- Use a neutral tone with no urgency and where possible use the child's language and vocabulary;
- Be patient and non-judgmental throughout;
- Allow the child to talk at their own pace and in their own words;
- Use verbal facilitators such as, "Okay, I see", restate the child's previous statement, and use non-suggestive words of encouragement, designed to keep the child talking in an open-ended way;
- Let the child know they are believed and that it's not their fault, no matter what the circumstances;
- Tell the child they were right in speaking to you about it;
- Explain to the child what you are going to do to arrange help e.g. who you need to tell;
- Notify the Centre Director/Assistant Director immediately;
- Document the child's statement of events by completing 'Responding to an incident, disclosure suspicion of child abuse.'

When managing a disclosure, you should avoid:

- Asking questions that are investigative and potentially invasive, and may make the child feel uncomfortable and cause them to withdraw;
- Going over the information time and time again (you are only gathering information to help you form a belief on reasonable grounds that you need to make a report to the relevant authority);
- Asking leading questions, but instead, gently ask, "What happened next?" rather than "Why?";
- Pressuring the child into telling you more than they want to.

**If an adult or a parent discloses abuse:**

- Educators are to report to the Centre Director/Assistant Director any conversations where suspected abuse is disclosed and any relevant carer/staff observations;
- Educators are to ensure the conversation is documented by completing 'Responding to an incident, disclosure suspicion of child abuse.'

**Educator's observation of suspected abuse**

If an educator has any concerns that a child in their care has been, or is, being maltreated they will immediately advise the Centre Director/Assistant Director.

1. Educators will record the following information by completing 'Responding to an incident, disclosure suspicion of child abuse';
2. Names, in full, of the people involved e.g. person who raised the concern, the people you have reported the concern to, and names of the child/ren;
3. Relevant dates and times;
4. Child and family background information;
5. Factual and objective information about what was seen, what has been said and what has happened;
6. What authorities your concern has been reported to;
7. Details of discussion held with parent/s or why no discussion has taken place.

Information will be treated with the highest level of confidentiality and in accordance with the Privacy Policy. General discussions about the matter will not occur. Recorded information will be stored in a locked cabinet in the Centre office.

Once all the provided information is assessed, the Centre Director/Assistant Director will follow *the 'Four critical actions for early childhood services: responding incidents, disclosures and suspicions of child abuse'* if they believe in conjunction with the educator that there is belief on reasonable grounds for notification.

[https://www.education.vic.gov.au/Documents/about/programs/health/protect/EarlyChildhood\\_FourCriticalActions.pdf](https://www.education.vic.gov.au/Documents/about/programs/health/protect/EarlyChildhood_FourCriticalActions.pdf)

*Note: Although we recommend educators talking to the Director/Assistant Director prior to reporting, educators can report directly without consultation.*

We are committed to giving support to families. We maintain details of agencies and individuals in the community available to support and counsel families.

Educators and parents/guardians should not investigate concerns themselves. This is the role and responsibility of the Child Protection Office, Department of Health and Human Services.

As of the 1<sup>st</sup> January 2019 under the Reportable Conduct Scheme, if it is suspected that an employee or voluntary worker in the Centre has abused a child or allegations are made against them the following will be implemented.

**Reportable Conduct Scheme**

A 'reportable allegation' means any information that leads a person to form a 'reasonable belief' that a person has committed reportable conduct. The Act sets out the five types of reportable conduct, which are:

- sexual offences (against, with or in the presence of a child)
- sexual misconduct (against, with or in the presence of a child)
- physical violence (against, with or in the presence of a child)
- behaviour that is likely to cause significant emotional or psychological harm

- significant neglect.

### **Process if employees are suspected of abuse.**

The Centre Director (Head of organisation) must:

1. Notify the Commission for Children and Young People within 3 business days of becoming aware of any reportable allegations.
2. Report the allegation to the Police if the allegation is criminal.
3. Investigate an allegation – subject to police clearance on criminal matters or matters involving family violence. An independent external investigator will conduct the investigation.
4. Must advise the Commission who is undertaking the investigation.
5. Must manage the risks to children.
6. Within **30 calendar days** you must provide the Commission detailed information about the reportable allegation and any action you have taken.
7. Notify the Commission of the investigation findings and any disciplinary action the head of entity has taken (or the reasons no action was taken).

A reportable conduct investigation must apply the '*balance of probabilities*' as the standard of proof when deciding whether or not the reportable allegation is reportable conduct under the Act. This means that an investigator should think about whether it is *more likely than not* that the reportable conduct happened.

Employees or voluntary workers under suspicion will be suspended while the matter is investigated and will be informed of their rights.

## **Safe Environment**

Educators are required to check all equipment and furnishings daily to ensure they are in a safe condition, clean and hygienic and in good repair. In this regard Educators will report any equipment and/or area that are not clean or in a safe condition, or any evidence of vermin to the Occupational Health & Safety Officer and Director/Assistant Director.

**All Educators are required to conduct a safety check on all outside areas prior to taking any children outside. The check will include looking for any foreign objects (insects, syringe) and disposing of them correctly. Any items found are to be reported to the OH&S Officer and Director/Assistant Director.**

Items, which are inspected on a regular basis by an outside paid body and **should not be touched by staff** are:  Heating  Air conditioning  Fire extinguishers  Alarm system

**Any maintenance issues relating to the building needs to be documented in the Maintenance Report Folder located in the office and also reported to the OH&S Officer, who will then report it to Council to get it repaired. Staff and management are not permitted to repair or alter any structure of the building itself.**

### **Occupational Safety and Health**

All employees are required to report hazards in the workplace, and incidents leading to high stress levels to the Director Assistant Director or Occupational Health & Safety Officer (see notice board for allocated person)

All employees must at all times carry out their duties in a safe and orderly manner. Any employee who does not comply with the required safety rules and guidelines may be dismissed.

All employees are expected to be fluent in the knowledge of the following Centre procedures as outlined in the policy document:

- Emergency and Evacuation procedures
- Accident procedures - children and staff
- First aid procedures - children and staff
- Procedure for administering Medication to children
- Procedure for contacting parents in case of illness/emergency
- Procedure for reporting child abuse
- Food safety program requirements
- Hygiene Practices
- Indoor and Outdoor Safety Checks

- Understand your responsibilities as an employee under the Occupational Health and Safety Act 2004 and Regulations 2007

### **Occupational Health & Safety Officer Role**

Time is allocated the OH&S Officer once a week to complete their duties. The Centre employees elect another employee yearly to become the Centre's Occupational Health and Safety Officer. The OH&S officer is expected to receive training and keep up to date on industry issues and inform all employees of these issues.

Duties of the OH&S officer are:

1. The assessing of the environment and safety of the play area. i.e. tree branches, permanent outdoor structures, and a visual safety appraisal of grounds. Any concerns should be reported to the relevant council bodies and to the Centre Director/Assistant Director. Document when each party was notified.
2. The weekly inspection of rooms in terms of safety, and collection of updates from employees should they have any health & safety concerns.
3. To meet with the Centre Director/Assistant Director to decide a plan of action to address any areas of concern.
4. To regularly update the first aid kits and emergency packs.
5. To keep all the relevant incoming mail in the employees resource folders up to date and assessable for all employees.
6. To provide a written report for each regular Management Committee meeting (10 per year). This report is to detail any OH&S maintenance issues within the Centre and list anything that has been fixed or otherwise attended to since the last report.
7. Report any maintenance issues relating to the building structure to Building Maintenance at Council.

If the Safety Officer is absent, the Centre Director/Assistant Director will delegate the process.

### **Manual handling policy**

It is the Centres policy to provide all employees with a safe and healthy workplace by identifying, assessing and controlling manual handling risks.

While management is responsible for the health, safety and welfare of all staff, all employees must report potential and actual manual handling hazards.

Never lift or manually handle items larger or heavier than you can easily support. Use stairs for children to climb onto the change bench and trolleys provided for lifting and moving heavy object. If you are in any doubt, do not hesitate to ask for help.

### **Accident at work**

If an accident occurs to an employee (with or without causing injury) it must be documented and signed by both the injured person and the Director/Assistant Director. If the Director/Assistant Director is not present, the qualified employee on duty should sign the report.

If an employee is injured in the workplace they are required to report the injury to the Director/Assistant Director and enter the details in the Centre's Register of Injuries Book. The Centre will ensure that injured employees are referred to appropriate health care services and are provided with appropriate rehabilitation.

### **Injury procedure**

If there is an injury:

1. The first priority is medical attention. The injured worker or nearest colleague should contact one of the Centres first aiders. For a serious injury call an ambulance.
2. Any employee who is injured on the job, experiences a safety incident or a near miss, must report the incident to their manager.
3. The manager must write a report in the Register of Injuries, Incidents and Near Misses. This standard report must include:
  - Employee's name and job details
  - Time and date of injury
  - Exact location the injury/incident occurred
  - How the injury/incident happened
  - Details of the injury/illness and the part/s of the body injured
  - Names of any witnesses
  - Name of the person entering details in the Register
  - Date the employer was notified
4. The Centre will let the injured employee know in writing that they have received notification of any injury or illness reported in the Register.

The manager must report serious injuries to WorkSafe immediately.

### **Sun Protection\***

To ensure all children and employees attending the Centre are protected from skin damage caused by harmful ultra violet rays from the sun, the following will apply:

- Children and employees will be required to wear a hat, which protects the face, neck and ears, whenever they are outside (legionnaire or bucket). Children will not share hats to minimise the spread of infections such as head lice, impetigo and ring worm. Hats are to be clearly named.
- Children and employees who do not have their hats will not be allowed to play in the sun.
- SPF 30+ broad-spectrum water resistant sunscreen will be provided for children and employees, and applied by educators 20 minutes before going outside. If children arrive at the Centre after 9.30am, sunscreen should be applied by the parent at home. Sunscreen is to be used only as a supplement to clothing and hats; it is not to be used by itself. Educators will ensure that sunscreen is not out of date.
- Educators will encourage children (aged 3 to 5 year olds) to be independent and apply sunscreen to themselves under the educators supervision, for those children who are unable to apply to themselves educators will use a tissue or their hands and then wash in between children.
- Educators will act as role models by:
  - Wearing appropriate hats and clothing while outside
  - Using 30+ sunscreen
  - Seeking shade wherever possible
- At the beginning of August, until the end of April or whenever the UV Index levels reach 3 and above, the staff will use a combination of sun protection measures.
- If the outside temperature is excessively high, the children will remain inside.
- Teaching about skin and ways to protect it from skin cancer will be incorporated into the children's program.
- When enrolling their children, parents will be informed about the sun safety policy, asked to provide a labelled bucket or legionnaire hat and SPF 30+ sunscreen (if they are unable to use the Centre's cream) for their child's use, and will be encouraged to practice sun protective behaviours themselves.
- Educators will be trained on the proper application of sunscreen.

**Employees are to follow the Centre's sun smart policy at all times.**

### **Children's Accidents Procedure\***

Only educators who are qualified in First Aid will apply first aid to children or other employees at the Centre. The following procedures will apply:

When an accident occurs at the Centre, employees who are qualified in first aid will:

1. Assess the injury.
2. Attend to the injured child or other employee and apply first aid. If blood is present gloves must be applied.
3. Check that no one has come into contact with the injured child's or employees blood or body fluids – if anyone has, use paper towel to remove excess blood or body fluid and then wash any contaminated areas in warm soapy water. (*See procedure for infection control relating to blood borne viruses*)
4. Clean up the spill using disposable gloves if bleeding is involved.
5. Contact the parent/guardian (depending on the nature of the injury). If the child needs to see a doctor, request the parents/guardians to make arrangements for the child to be collected from the Centre as soon possible.

When to call a parent:

- If any head injury has occurred
- If child is still distressed or showing signs of still being in pain
- If the injury is quite prominent

If the parent/guardian is not contacted at the time of the accident they will be informed about the incident when they arrive to collect their child

6. Employees must record details of any accident, injury or illness in the record book according to Education and Care Services National Regulations regulation 87. As stated below:

- Date of incident/injury/trauma/illness
- Time of incident/injury/trauma/illness

- Name of child
- Details of, and circumstances leading to, incident/injury/trauma/illness
- Nature of the accident/injury/trauma/illness
- Action taken (first aid)
- Indicate on diagram of where child was injured
- Where in the Centre the accident took place
- Action taken to avoid any future incidents
- Any follow up notes
- Any products or structures involved
- Name of person notified or attempted to notify, of the incident/injury/trauma/illness
- Date and time notified
- Name of staff member making the entry and signature
- Parent's signature
- Details of any medication administered or first aid applied
- Any medical personal contacted
- Notifying the parents/guardians either immediately after the accident or when they collect their child from the Centre. If staff will not see parents before leaving to go home at six, they must notify the family before they leave. This is to ensure parents are aware of the accident on the day that it happens.

**Employees are not permitted to record accident or administer first aid on their own child if there are other first aid trained employees present.**

#### **IF IN DOUBT ALWAYS CALL AN AMBULANCE**

#### **Safety drills & Evacuation procedure\***

Emergency evacuation and safety drills will be practiced at the Centre at least four times a year. Evacuation procedures are displayed in the foyer and in each room. Each employee is provided with a copy of the emergency procedures and is required to read and become familiar with them.

#### **Evacuation Procedure**

All Educators are to follow the directions of the Evacuation Procedures as listed below. A copy is displayed in each room of the Centre. Evacuation exits and drill meeting points are displayed in the main front foyer near the door (opposite the main office). A copy is also displayed in all rooms.

Meeting point for a real situation:

- Front yard of the third house down from the Centre in the opposite direction to the fire/situation, or a further distance from the Centre at the discretion of the Director/Assistant Director or Responsible person in charge.

#### ***Procedure, roles and responsibilities:***

1. The Centre Director/Assistant Director or Responsible person:

- Ring the alarm (a whistle is located in the Front Foyer - near the main door, Kinder Room - near the side glass doors facing the Centre's front gate and Ducklings Room - outside near the lockers).
- Turn off the power at the mains (located near the front door and Kinder Room near the office)
- Ring 000 emergency number and state emergency (fire, police and ambulance). See emergency instructions near telephones.
- In case of fire - assess and extinguish if safe to do so (still call 000).

2. One educator to begin evacuating the children to the meeting point using fire walk ropes; children who are unable to walk are to be placed in an evacuation cot or carried by educators.

- Evacuate through the exit furthest from the situation
- **MEETING POINT: front yard of the third house down from the Centre in the opposite direction to the fire/situation, or a further distance from the Centre at the discretion of a responsible person**
- **DRILL MEETING POINT: grass near front of the Centre (within the Centre fence)**

3. Second Educator in each room is to collect the iPad and room sign in/out sheet and children's asthma or anaphylaxis medication. Other items will not be evacuated.

4. Each room will have and follow its own evacuation procedure.

5. Second Educator is to check that no one is left in her/his room or adjoining room (i.e. bathroom, storeroom). Close doors and windows on the way out if safe to do so.

6. Centre Cook to assist in Babies Room along with the Centre Director/Assistant Director. Centre Director/Assistant Director to collect emergency pack.

7. Once evacuated, group leaders to check the attendance sheet to account for everyone.

### **Missing Child Procedure**

If at any point during the day educators recognise a child cannot be accounted for, the following process will occur immediately:

- All children will be brought inside (if it is outdoor activity time).
- Educators will complete an immediate roll count using their room iPad and the sign in sheets.
- An educator from each room will complete a search of their outdoor area, whilst the other educator remains indoors with the children.
- The Director/Assistant Director and Cook will complete a search of areas children do not have access to, e.g. staff room, etc. They will also check outside the grounds in case the child was somehow able to get access beyond the security gates.

If initial educators' searches are unsuccessful:

- Police will be contacted (to assist in the search for the missing child).
- The parent(s)/guardian(s) (or emergency contacts if they cannot be reached) will be notified immediately.
- The Moreland City Council will be notified immediately.
- The Department of Education and Training will be notified immediately.

All educators will be involved in the procedure of locating the missing child, but the remaining children at the Centre will not, at any time, be left unsupervised. Child-educator ratios will be maintained at all times. Educators will continue to search until the police arrive.

The above procedure has been developed to ensure that, should an incident occur, all persons are aware of what they need to do. The Centre has very secure fences for protection and security. The children are also always under the supervision of educators and number counts are completed constantly throughout the day.

### **Lock Down Procedure**

An Educator is to make an announcement that the Centre is in a lockdown situation.

*(All phones can be paged and notified via the phone system, by lifting the handset and pressing 12, the Educator making the announcement is to confirm each room has been made aware of the lockdown situation).*

The Responsible person on the premises is to control the lockdown.

All educators and children are to remain and/or proceed indoors and follow Lockdown Procedures:

1. Lock all doors and windows
2. Keep all children inside
3. Take the children, iPad and emergency medication e.g. Anaphylaxis, Asthma Medication, etc. into areas as specified below

Tiny Tots: Cot room, all educators must remain in the room with the children.

Ducklings: Storeroom, all educators must remain in the room with the children.

Busy Bees: In front of the storeroom door, all educators must remain with the children.

Kinder: Storage room and/or kindergarten office when kinder session is on, all educators must remain in the room with the children.

If it's not safe to enter the allocated lockdown area, take the children to the closest secured room with no visible access from the outside i.e. outdoor storerooms.

4. Keep the front door locked, and do not open it



5. Telephone POLICE 000; or other Emergency Services, if required (no other calls are to be made)
6. Notify Centre Director/Assistant Director if not present
7. Follow directions from Responsible Persons

The Responsible Person will direct the release of children in person or by phone.  
An "All Clear" announcement will end the lockdown.

The Responsible Person is to notify parents as soon as possible after the lockdown via email.

### **Children's Serious Accidents\***

When a serious accident occurs at the Centre, which requires more than first aid treatment, an employee who is qualified in first aid and CPR or the Director/Assistant Director will:

- Assess the injury and recommend to the Director/Assistant Director whether the child should be taken to a local clinic or medical practitioner, or whether an ambulance should be called (if in doubt call an ambulance).  
If the child needs to be taken to a local clinic or medical practitioner, then their parents will be contacted and advised to do so. Educators will not be responsible for taking children to seek medical attention.
- If an ambulance is called an educator will accompany the child, where it is considered necessary, to ensure the child's well-being and where educator to child ratios at the Centre can be maintained during the educators absence.
- The child's medical records will be taken with the child.
- The Director/Assistant Director (or in the absence of the Director/Assistant Director an Educator who knows the child) will contact the child's parent(s)/guardian(s) or emergency contact person to advise them of the incident and where their child has been taken. Every effort will be made not to panic the parent/guardian at this stage.
- Ensure that any contact with the injured child's blood or body fluids has been appropriately dealt with.
- A full report of the accident, detailing the incident and the action taken, will be recorded in Centre Accident/Illness Record.
- The Director/Assistant Director will notify the Australian Children's Education and Care Quality Authority (within 24 hours) and Moreland City Council if the child requires medical attention from a medical practitioner, or is admitted to hospital, and will also supply both departments with a copy of the accident/incident report within 24hours.
- If the child later dies, the Centre will notify Australian Children's Education and Care Quality Authority & Moreland City Council.

### **Excursions/Incursions**

#### **Excursions**

Educators may organise excursions from time to time, depending on the program planned for the year and parent/guardian support. Excursions will not be arranged for Tiny Tots or Ducklings. Parents/guardians will be informed in writing and are required to complete permission forms allowing their child to attend the excursions.

Prior to an excursion, educators will conduct a risk assessment. This risk assessment will include those indicated in Regulation 100 of the Education and Care Service National Regulations.

On all excursions, minimum ratios at the destination are:

- 2 children to 1 adult

To maintain ratios, both educators and volunteers are used on excursions. Volunteers (e.g. parents/guardians) must have a Working with Children Check to be able to attend an excursion. A volunteer will be responsible for no more than two children. If the children are to be divided into groups, an educator will be responsible for each group. No child will be left in the care of a volunteer only.

During the excursion, volunteers will:

1. Remain under the immediate supervision of an educator at all times.
2. Be provided with information by educators prior to the event, about the educational objectives and their responsibilities in regard to the children participating in the excursion. Volunteers will be provided with written details of information relevant for the excursion (e.g. phone number if the volunteer becomes removed from the group, names of educators, timetable for the day's events).
3. Comply with Centre policies such as *No Smoking*, *Sunsmart* and *Code of Conduct* during the excursion. If the volunteer has not seen these policies, they will be provided with a copy or directed to the policy folder in the main entrance of the Centre.
4. Be asked to provide emergency details for themselves prior to the excursion and permission for the educator in charge to seek emergency medical treatment and/or an ambulance service, on the volunteer's behalf if required.

We may utilise a bus company if required to travel to and from the destination. Enrolment forms are carried on excursions to allow educators to access parent and emergency excursion contact numbers should they be required.

### **Incursions**

Incursions occur throughout the year. Incursions are various activities, which attend the Centre such as cultural experiences, performances and Wild Action (small sea animal or reptile interactive shows). Parents/guardians are required to fill out a permission slip if they would like their child to participate. If a permission slip is not returned, or if any required monies have not been returned, the child will not be able to participate.

## **EQUAL OPPORTUNITY AND WORKPLACE BEHAVIOURS POLICY**

### **Policy Statement**

Derby Street Children's Centre is committed to providing a working environment free of all forms of discrimination and inappropriate workplace behaviors, including sexual harassment, bullying, occupational violence and victimisation. It aims for equality of opportunity for all employees – permanent (full time and part time), casual, students, and contractors. By effectively implementing our Equal Opportunity ('EO') and Workplace Behaviors Policy we will attract talented people and use their abilities to maximum advantage for the organisation, employees, children and families alike.

Discrimination, Harassment, Sexual Harassment, Bullying, Occupational Violence, Victimisation and other forms of inappropriate workplace behaviors are not only **unacceptable** within Derby Street Children's Centre but also **unlawful** pursuant to Victorian and Commonwealth equal opportunity, Industrial Relations and Occupational Health and Safety Laws. It is the responsibility of management to ensure that Derby Street Children's Centre complies with the relevant laws and provides a working environment free from discrimination and inappropriate workplace behaviours.

In addition, management is to ensure that all complaints of discrimination and/or inappropriate workplace behaviors are treated promptly, seriously and confidentially. To this end, we have developed an internal complaint resolution process to assist our employees that raise issues of concern. Relevant disciplinary action will be taken against any employee found to have breached this policy.

No employee will be penalised or disadvantaged as a result of raising concerns or complaints relating to discrimination or inappropriate workplace behaviours, and action will be taken to prevent any victimisation from occurring.

### **Background**

The operation of both Commonwealth and State Equal Opportunity Law in Victoria is intended to provide protection to all people in Victoria from unlawful discrimination. Unlawful discrimination occurs when a person is treated less favourably than another person, including being harassed, because of what are known as protected attributes (also known as protected grounds), as follows:

- Age
- Authorising and Assisting
- Bullying
- Breastfeeding
- Carer Status
- Disability
- Discriminatory Questions (the asking of)
- Employment Activity
- Gender Identity
- Industrial Activity
- Lawful Sexual Activity
- Marital Status
- Parental Status

- Personal Association (with someone to whom one of these protected grounds applies)
- Physical Features
- Political Beliefs
- Pregnancy
- Race
- Racial Vilification
- Religious Beliefs
- Religious Vilification
- Sex
- Sexual Harassment
- Sexual Orientation
- Victimisation
- Bullying
- Irrelevant Criminal Conviction
- Defence Reserve Service

**Note:** *Irrelevant Criminal Conviction and Defence Reserve Service are only covered under Commonwealth law.*

### **What is Harassment?**

Harassment is an unwanted behaviour directed at someone who does not want it, and it can take many forms. It may involve inappropriate actions, comments or physical contact that is objectionable or causes offence. It may be written or verbal. It may occur electronically via computers and email, or through telephone calls or text messages. Unlawful harassment may relate to harassment that is based upon any of the above listed protected attributes.

It is important to note that it is irrelevant at law as to whether or not the inappropriate behavior was intended. It is also important to understand that it is the person being subjected to the behaviour, who determines whether the behaviour is welcome or unwelcome.

### **What is Sexual Harassment?**

Sexual harassment occurs when a person makes an unwelcome sexual advance or an unwelcome request for sexual favours to another person, or engages in any other unwelcome conduct of a sexual nature in relation to another person which it could reasonably be expected to make a person feel offended, humiliated or intimidated. A reasonable person, having regard to all the circumstances, would have anticipated that the person harassed would be offended, humiliated or intimidated. It has nothing to do with mutual attraction or private, consenting friendships whether sexual or otherwise.

Some examples of sexual harassment include:

- Subjecting a person to any act of physical intimacy
- Making oral or in writing any remark or statement with sexual connotations to a person or about a person in his/her presence
- Making a gesture, action or comment of a sexual nature in a person's presence

### **What is bullying?**

Workplace bullying, as defined by WorkSafe Victoria and as adopted by Derby Street Children's Centre is repeated, unreasonable behaviour directed toward a worker or group of workers, that creates a risk to health and safety.

**"unreasonable behaviour"** can be taken to mean behaviour that a reasonable person, having regard to all the circumstances, would expect to victimise, humiliate, undermine or threaten.

**"risk to health and safety"** includes risk to the mental or physical health of a worker/s.

Workplace bullying can include behaviours such as:

- Deliberately changing work rosters to victimise particular employees;
- Excluding or isolating employees;
- Intimidation;
- Giving employees impossible assignments;
- Verbal abuse;
- Initiation practices;
- Sabotaging someone's work;

- Ridiculing someone's opinion

This list is not exhaustive. Other types of behaviour may also constitute bullying.

Bullying is not an acceptable part of our work culture.

Bullying does not cover situations where an employee has a grievance about legitimate and reasonable:

- Performance management processes
- Disciplinary action
- Allocation of work in compliance with systems

### **What is Occupational Violence?**

Occupational Violence is considered to constitute a criminal act and can be taken to include any incident where an employee is physically attacked or threatened in the workplace.

**"threat"** means a statement or behaviour that causes a person to believe they are in danger or being physically attacked.

**"physical attack"** means the direct or indirect application of force by a person to the body of, or to clothing or equipment worn by another person, where that application creates a risk to health and safety.

### **What is Victimisation?**

A person victimises another person if they subject, or threaten to subject, another person to any detriment because that other person, or a person associated with that other person:

- Considers or does make a complaint;
- Acts as a witness to a complaint; or
- Supports a person making a complaint

### **What can you do if you are being discriminated against?**

If you consider you have been discriminated against, raise your concerns with Director/Assistant Director. These people should be in a position to give you the rationale behind any decision, which may have caused you to feel disadvantaged.

### **What can you do if you are being subject to some form of inappropriate workplace behaviour?**

Harassment, sexual harassment, bullying, occupational violence and victimisation are to be dealt with and should not be ignored (as ignoring the behaviour could be taken as giving tacit approval to that behaviour and its continuation). Anybody who experiences or witnesses any form of inappropriate workplace behaviour is encouraged to either:

- Inform the offender that the behaviour is offensive and unacceptable and against organisation policy; or
- Seek assistance in having the behaviour stopped. This may include making a report or a complaint

### **Who can assist you in making a Report or Complaint?**

If you feel that you are unable to resolve the matter yourself, the following people will be able to assist you:

Director/Assistant Director at Derby Street Children's Centre

or

Annette Polites (9240 2303) and Jeff Tyson (9240 1256) Centre Licences at Moreland City Council

Whilst we encourage any employee who has a discrimination or inappropriate workplace behaviour issue to use Derby Street Children's Centre internal complaints or grievance policy, you may nonetheless approach the following for independent advice at any time:

- Victorian Equal Opportunity and Human Rights Commission (VEROHRC)
- Victorian Civil and Administrative Tribunal (VCAT)
- WorkSafe Victoria
- Fair Work Australian
- Victoria Police/Court System

Any complaint of discrimination or inappropriate workplace behaviour that you may wish to make is to be in writing, it must bare your name and you must sign it. This is to ensure that procedural fairness can be afforded to all those who may be adversely named or affected by your complaint.

### **What will happen if you make a Complaint or Report?**

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Any complaints or reports of discrimination or inappropriate workplace behaviors will be treated promptly, seriously and confidentially, as will any resulting investigation that may be conducted. Employees will not be disadvantaged in their employment conditions or opportunities as a result of lodging a complaint.

### **What will happen to the person against whom you have made a Complaint?**

Appropriate disciplinary action will be taken against any employee of Derby Street Children's Centre who is found to have breached this policy by discriminating against and/or displaying any form of inappropriate workplace behaviour towards another person. Serious breaches of this policy may lead to termination of employment.

### **Further information**

Further information about discrimination, harassment, sexual harassment, bullying, occupational violence, victimisation can be obtained from:

- Work Safe Australia
- *Occupational Health and Safety Act 2004*
- *Occupational Health and Safety Regulations 2007*

### **Procedure: To receive a complaint**

When the Director/Assistant Director receives a complaint or becomes aware of an incident that may contravene the Centres EEO Policies, they should follow this procedure:

1. Listen to the complaint seriously and treat the complaint confidentially. Allow the complainant to bring another person to the interview if they choose to.
2. Ask the complainant for the full story, including what happened, step by step.
3. Take notes, using the complainant's own words.
4. Ask the complainant to check your notes to ensure your record of the conversation is accurate.
5. Explain and agree on the next action with the complainant.
6. If investigation is not requested (and the Director/Assistant Director is satisfied that the conduct complained is not in breach of the Centres EEO policies) then the manager should:
  - Act promptly
  - Maintain confidentiality
  - Pass any notes on to the Management Committee

If an investigation is requested or is appropriate, follow the next procedure.

### **Procedure: To investigate a complaint**

When the Director/Assistant Director investigates a complaint, they should follow this procedure:

1. Do not assume guilt.
2. Advise on the potential outcomes of the investigation if the allegations are substantiated.
3. Interview all directly concerned, separately.
4. Interview witnesses, separately.
5. Keep records of interviews and the investigation.
6. Interview the alleged harasser, separately and confidentially and let the alleged harasser know exactly of what they are being accused. Give them a chance to respond to the accusation. Make it clear they do not have to answer any questions, however, the Director/Assistant Director will still make a decision regardless.
7. Listen carefully and record details.
8. Ensure confidentiality, minimise disclosure.
9. Decide on appropriate action based on investigation and evidence collected.
10. Check to ensure the action meets the needs of the complainant and the Centre.
11. If resolution is not immediately possible, refer the complainant to Management Committee.
12. Discuss any outcomes affecting the complainant with them to make sure, where appropriate you meet their needs.

### **Possible outcomes**

If after investigation management finds the complaint is justified, management will discuss with the complainant the appropriate outcomes, which may include:

- Disciplinary action to be taken against the perpetrator (counselling, warning or dismissal)
- Staff training
- Additional training for the perpetrator and/or all staff, as appropriate
- Counselling for the complainant
- An apology (the particulars of such an apology to be agreed between all involved)

### **Our Commitment**

Derby Street Children's Centre places great emphasis on attracting and rewarding the best people. We are committed to providing an environment, which is safe and free of discrimination and inappropriate workplace behaviours for our employees and others with whom we associate at work.

This policy has the full support and commitment of the Management and Board.

### **Job Descriptions**

The following Job Descriptions are relevant to Employee positions in the Centre. Make sure you are aware of both your own and other employees responsibilities, as this will help you to fulfil the requirements of your position in the Centre, and know who to refer other tasks to.

**Position Title:** Centre Director

Pay Classification: Bachelor/Diploma

Name of Service: Derby Street Children's Centre  
122-124 Derby Street, Pascoe Vale

Date: August 2015

Name of Employer: Committee Management of Derby Street Children's Centre

Responsible to: Management Committee Derby Street Children Centre

Award/Agreement: Children's Services Award 2010 (Conditions)  
The Professional Childcare Standard 2015 (Pay Rates)

### **ACCOUNTABILITY**

The positions lines of direct accountability are in order off:

1. Management Committee (Employer)
2. Moreland City Council (Approved Provider)

The following roles are accountable to your position:

1. Assistant Director
2. 3<sup>rd</sup> Person in Charge
3. Kindergarten Teacher
4. Diploma Level Educators
5. Certificate III Educators
6. Students
7. Volunteers

### **POSITION CRITERIA**

Last Revised: August 2018

## Essential

- Minimum requirement for training qualification relevant to the position is Diploma of Children's Services or Bachelor of Early Childhood Education (For definitions of a staff member and approved qualifications refer to the Education and Care Services National Law Act 2010 via the ACECQA website [www.acecqa.gov.au](http://www.acecqa.gov.au) and follow the pathway: National Quality Framework > Qualifications and Educator to Child Ratios).
- Current Working with Children Check (WWCC) card
- First aid, Anaphylaxis and Asthma management training prescribed in the Education and Care Services National Law Act 2010. Visit the ACECQA website [www.acecqa.gov.au](http://www.acecqa.gov.au) and follow the pathway: Qualifications, Lists & Registers > First Aid Qualifications and Training
- A working knowledge of appropriate curriculum frameworks and an ability to develop and implement a high quality educational program that reflects the diverse nature of the Centre, local and wider community, based on the curriculum frameworks
- A working knowledge and understanding of the developmental needs of children aged 3 months to 6 years, including children with additional needs
- A working knowledge of the National Quality Standards, the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011
- Demonstrated ability to lead a team to deliver a quality education and care program
- Demonstrated experience and skills in service management and staff leadership
- Demonstrated experience and skills in pedagogical leadership
- Demonstrated experience in financial management
- Demonstrated experience in the education and care of children aged 3 months to 6 years
- Demonstrated experience and ability to establish warm nurturing and responsive relationships with children and to sensitively meet their needs
- Well-developed interpersonal and communication skills with both children and adults
- Demonstrated ability to work with families, children and educators in a culturally competent manner
- Demonstrated experience building partnerships with families
- The ability to work cooperatively and flexibly within a team environment
- Knowledge of child protection procedures
- Well-developed organisational skills
- Working knowledge of state government funding for kindergarten and data collection (if applicable)
- Possess a Supervisor Certificate
- Computer skills (word processing)

## Desirable

- Knowledge of the local community
- Knowledge of sustainable practices

## KEY RESPONSIBILITIES AND DUTIES

*All key responsibilities are based on the National Law and Regulations, the Principles, Practices and Outcomes detailed in the VEYLDF and the NQF Quality Areas, Standards and Elements. All educators are expected to have a working knowledge of these documents, which should underpin their pedagogy and together with the Centre philosophy, directly reflect their relationships with children, families and co-educators.*

The Director is responsible for the overall management of the service and leadership of the staff team. It is expected that the director will manage the day-to-day operation of the service. The Director will lead the service in building effective partnerships, developing organisational culture and pedagogical and curricular development. This role reports directly to the Management Committee and Approved Provider.

### 1. LEAD THE PLANNING AND IMPLEMENTATION OF A QUALITY EDUCATIONAL PROGRAM (NQS Quality Area 1: Educational program and practice)

- 1.1 Lead the team of educators to plan, implement, assess and review a high quality and diverse educational program based on appropriate curriculum frameworks and with reference to the NQS, considering the developmental needs, interests and abilities of all the children attending the service.
- 1.2 Lead the team of educators to actively support every child to participate in the program and ensure that the program promotes children's agency, choices and influence.

- 1.3 Guide the team of educators in the development and delivery of effective and valuable documentation of children's learning in accordance with the service philosophy and the learning outcomes (EYLF and VEYLDF).
- 1.4 Support the team of educators to use a variety of teaching strategies including intentional teaching and reflective practice in their daily work.
- 1.5 Support the educators to provide an inclusive, stimulating environment that enables each child to reach their full potential
- 1.6 Ensuring all interactions with children become learning opportunities using a variety of teaching strategies including: intentional teaching, scaffolding, and reflective practice in daily work.
- 1.7 Ensure the following forms are completed and submitted: declaration Eligibility for a Second Year Funded forms, KISS applications and Exemption for School due to attendance in Kindergarten Program..

## **2. LEAD THE PROMOTION OF HEALTH AND SAFETY OF ALL STAFF AND CHILDREN (NQS Quality Area 2: Children's health and safety; Quality Area 3: Physical environment)**

- 2.1 Oversee the implementation of effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, and risk management plans, policies and procedures.
- 2.2 Oversee the service's delivery of nutritious food and fresh drinking water to children.
- 2.3 Oversee the promotion of health, wellbeing and physical exercise in the service.
- 2.4 Oversee the service's delivery of a safe and stimulating environment where all staff and children are protected from hazards or harm. Oversee the implementation of effective Child Protection policies and procedures.
- 2.5 Oversee the implementation of sustainable practices
- 2.6.1 Understand your Mandatory reporting responsibilities and ensure that reportable incidents are reported to the relevant departments in the required time frame.

## **3. LEAD THE TEAM TO BUILD POSITIVE RELATIONSHIPS WITH ALL STAKEHOLDERS (NQS Quality Area 4: Staffing arrangements; Quality Area 5: Relationships with children; Quality Area 6: Collaborative partnerships with families and communities).**

- 3.1 Lead the team of educators to work cooperatively, ethically and respectfully with other educators, and support the professional development of individual staff. Lead the team of educators in developing and maintaining respectful, supportive, collaborative and responsive relationships with children and their families.
- 3.2 Work productively and cooperatively with the Management Committee to deliver a quality service for children and families.
- 3.3 Build and maintain strong links with local networks, resource agencies and other relevant organisations.
- 3.4 Ensure all stakeholders are informed of all relevant matters affecting the operations of the service.
- 3.5 Ensure the rights and dignity of every child are consistently supported and prompted at all times.
- 3.6 Ensure that all families are supported and child relating practices and beliefs are respected. This practise contributes to joint partnerships being consistently implemented.
- 3.7 Encourage families to contribute to and participate in the Centre.
- 3.8 Work with families to facilitate inclusion for child with additional needs.
- 3.9 Lead regular staff meetings to facilitate effective communication, internal staff development and discussion on programming for the service. The frequency of staff meetings will be determined by the Management Committee (employer, following consultation with the staff.
- 3.10 Participate in an annual performance development review process.
- 3.11 Keep abreast of current issues relating to the provision of children's services
- 3.12 Comply with the professional development requirements of the relevant industrial award or agreement.
- 3.13 Maintain confidentiality on all issues relating to children, families and co-workers and comply with the services privacy policy.

## **4 LEAD THE EFFECTIVE ADMINISTRATION AND MANAGEMENT OF THE SERVICE (NQS Quality Area 7: Leadership and service management)**

- 4.1 Ensure practices of all educators are in accordance with the NQS and reflect the philosophy, policies and procedures of the service
- 4.2 Develop, implement and review policies and procedures in accordance with the NQS and National Law, considering confidentiality.
- 4.3 Lead and promote an understanding of the NQS, the NQF and the curriculum framework documents within the service community – including the committee, educators, families and children, as appropriate.
- 4.4 Lead the continuous improvement of the service and the development and maintenance of the service Quality Improvement Plan.



- 4.5 Develop an effective staff management process with a view to maximising continuity of staff, including recruitment, induction and orientation of new staff members, staff performance appraisals, staff roster, staff meetings, supervision of workplace students and volunteers.
- 4.6 Develop and maintain individual professional development plans for all staff and actively promote professional development opportunities.
- 4.7 Actively build and engage with local networks and encourage other educators to be involved, where appropriate.
- 4.8 Prepare and monitor an annual budget for the service and effectively manage income and expenditure and financial records.
- 4.9 Manage Child Care Subsidy (CCS) and Child Care Management System (CCMS) administration in accordance with service policies and procedures and all relevant funding agreements.
- 4.10 Manage Qikkids and The My Family Lounge programs in accordance with service policies and procedures.
- 4.11 Collect and administer child care payments in accordance with service policies and procedures and all relevant funding agreements.
- 4.12 Ensure appropriate and timely collection of data, medical or other records required. Produce reports in accordance with the service's policies and procedures, NQS, the Department of Education, Employment and Workplace Relations (DEEWR), Department of Education and Training (DEECD) and Department of Social Services (DSS).
- 4.13 Lead an effective process of induction and orientation for new families and children.
- 4.14 Stay informed about current trends in policy changes within the sector.
- 4.15 Attend meetings and provide information and assistance to the Management Committee as required.
- 4.14 Train the Assistant Director and provide opportunities for her/him to develop the skills and knowledge necessary for acting in the Director role.
- 4.15 Provide a monthly written report to the Management Committee and a written annual report to the Annual General Meeting.
- 4.16 Act professionally towards resolution of any conflict that may arise.
- 4.17 Work in a cooperative manner with the committee, ensuring open communication on issues pertaining to the service.
- 4.18 Ensure the committee is informed of any problem, arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the service.
- 4.19 Advocate for children and their families.
- 4.20 Positively promote and market the Centre to families and the community.
- 4.21 **Any other duties as directed by Management Committee**

**Position Title: Assistant Director**

Pay Classification: Diploma

Name of Service: Derby Street Children's Centre  
122-124 Derby Street, Pascoe Vale

Date: August 2015

Name of Employer: Committee Management of Derby Street Children's Centre

Responsible to: Director, Management Committee Derby Street Children Centre

Award/Agreement: Children's Services Award 2010 (Conditions)  
The Professional Childcare Standard 2015 (Pay Rates)

**ACCOUNTABILITY**

The positions lines of direct accountability are in order off:

1. Centre Director (Direct Supervisor)
2. Management Committee (Employer)
3. Moreland City Council (Approved Provider)

The following roles are accountable to your position:

Last Revised: August 2018

1. Diploma level educators
2. Kindergarten Teacher
3. 3<sup>rd</sup> Person in Charge
4. Certificate III Educators
5. Students
6. Volunteers

## **POSITION CRITERIA**

### **Essential**

- Minimum requirement for training qualification relevant to the position is Diploma of Children's Services (Early Childhood Education and Care). For definitions of a staff member and approved qualifications refer to the Education and Care Services National Law Act 2010 via the ACECQA website [www.acecqa.gov.au](http://www.acecqa.gov.au)
- Current Working with Children Check (WWCC) card.
- First aid, Anaphylaxis, and Asthma management training prescribed in the Education and Care Services National Law Act 2010. Visit the ACECQA website [www.acecqa.gov.au](http://www.acecqa.gov.au)
- A working knowledge of appropriate curriculum frameworks and an ability to develop and implement a high quality educational program that reflects the diverse nature of the Centre, local and wider community, based on the curriculum frameworks
- A working knowledge and understanding of the developmental needs of children aged 3 months to 6 years, including children with additional needs
- A working knowledge of the National Quality Standards (NQS), the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011
- Demonstrated experience in the education and care of children aged 3 months to 6 years.
- Demonstrated experience and ability to establish warm nurturing and responsive relationships with children and to sensitively meet their needs
- Well-developed interpersonal and communication skills with both children and adults
- Demonstrated ability to work with families, children and educators in a culturally competent manner
- Demonstrated experience building partnerships with families
- The ability to work cooperatively and flexibly within a team environment
- Knowledge of child protection procedures
- Well-developed organisational skills
- Possess a Supervisor Certificate
- Computer skills (word processing)

### **Desirable**

- Knowledge of the local community
- Knowledge of sustainable practices

## **KEY RESPONSIBILITIES AND DUTIES**

*All key responsibilities are based on the National Law and Regulations, the Principles, Practices and Outcomes detailed in the VEYLDF and the NQF Quality Areas, Standards and Elements. All educators are expected to have a working knowledge of these documents, which should underpin their pedagogy and, together with the Centre philosophy, directly reflect their relationships with children, families and co-educators.*

The Assistant Director (2IC) is responsible for supporting the Director in the overall management of the service and leadership of the team of educators. The 2IC should work collaboratively with the Director to effectively manage the day-to-day operation of the service. The 2IC will also support the Director in leading the service in building effective partnerships, developing organisational culture and pedagogical and curricular development. The 2IC should be ready, willing and qualified to act in the role of the director in their absence.

**1. PLAN AND IMPLEMENT A QUALITY EDUCATIONAL PROGRAM (NQS Quality Area 1: Educational program and practice)**

- 1.1 Assist the Director in leading the team of educators to plan, implement, assess and review a high quality and diverse educational program based on appropriate curriculum frameworks and with reference to the NQS, considering the developmental needs, interests and abilities of all the children attending the service.
- 1.2 Assist the Director in leading the team of educators to actively support every child to participate in the program and ensure that the program promotes children's agency, choices and influence.
- 1.3 Assist the Director to guide the team of educators in the development and delivery of effective and valuable documentation of children's learning in accordance with the service philosophy and the learning outcomes (EYLF and VEYLDF).
- 1.4 Assist the Director to support the team of educators to use a variety of teaching strategies including intentional teaching and reflective practice in their daily work.
- 1.5 Discuss with relevant service staff the educational program and needs of families and children attending the service so that they can carry out their duties effectively.
- 1.6 To provide an environment that is appropriately stimulating and enables each child to reach his or her full potential.

**2. PROMOTE THE HEALTH AND SAFETY OF ALL STAFF AND CHILDREN (NQS Quality Area Children's health and safety; Quality Area 3: Physical environment)**

- 2.1 Assist the Director in overseeing the implementation of effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, and risk management plans, policies and procedures.
- 2.2 Assist the Director in overseeing the service's delivery of nutritious food and fresh drinking water to children.
- 2.3 Assist the Director in overseeing the promotion of health, wellbeing and physical exercise in the service.
- 2.4 Assist the Director in overseeing the service's delivery of a safe and stimulating environment where all staff and children are protected from hazards or harm.
- 2.5 Assist the Director to ensure environmental sustainability practices is embedded in all areas of the program
- 2.6 Ensure staff and children use and promote effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, risk management plans, policies and procedures.
- 2.7 Effective supervision of children at all times. This means any activity involved with children, and knowing where they are at all times.
- 2.8 Ensure that the daily needs of children are met in areas such as toileting, personal hygiene, eating sleeping/rest, and incorporate these as positive experiences within the program.
- 2.9 Share housekeeping tasks of preparation, cleaning, hygiene, and safety related to the program with other staff.
- 2.10 Support children to become environmentally responsible and show respect for the environment, and assume an equal share of cleaning duties.
- 2.11 Understand and have knowledge of child protection legislations, polices and roles, and follow through as required:
  - (a) Inform the director of any allegations or convictions of a child protection nature against any other employees, of which you become aware.
  - (b) Inform the director of any suspicions you may have of a child protection nature relating to a child at the service
- 2.12 Complete risk assessments for all excursions.
- 2.13 Ensure procedures for emergencies, incident, accident, illness and serious incidents are followed and appropriate documentation is completed.
- 2.14 Ensure indoor/outdoor program is actively promoted.

**3. BUILD POSITIVE RELATIONSHIPS WITH ALL STAKEHOLDERS (NQS Quality Area 4: Staffing arrangements; Quality Area 5: Relationships with children; Quality Area 6: Collaborative partnerships with families and communities)**

- 3.1 Assist the Director in leading the team of staff to work cooperatively, ethically and respectfully with other educators, and support the professional development of individual staff.
- 3.2 Assist the Director in leading the team of staff in developing and maintaining respectful, supportive, collaborative and responsive relationships with children and their families.
- 3.3 Work productively and cooperatively with the Management Committee (where appropriate) to deliver a quality service for children and families.
- 3.4 Support the Director in building and maintaining strong links with local networks, resource agencies and other relevant organisations.
- 3.5 Support the Director to ensure all stakeholders are informed of all relevant matters affecting the operations of the service.

- 3.6 Ensure the rights and dignity of every child are consistently supported and prompted at all times.
- 3.7 Ensure each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflict
- 3.8 All families are supported and child relating practices and beliefs are respected. This practise contributes to joint partnerships being consistently implemented.
- 3.9 Encourage families to contribute to and participate in the Centre.
- 3.10 Work with families to facilitate inclusion for child with additional needs.
- 3.11 Supervise workplace students and volunteers, as directed.
- 3.12 Ensure an effective induction and orientation process for new families, children and educators, including workplace students and volunteers.
- 3.13 Attend regular staff meetings to facilitate effective communication, internal staff development and discussion on programming for the service. The frequency of staff meetings will be determined by the Management Committee (employer), following consultation with the staff.
- 3.14 Provide leadership while working as a member of a cooperative team and encourage staff and students who are involved in the program to contribute to the planning and implementation of the educational program.
- 3.15 Participate in an annual performance development review process.
- 3.16 Keep abreast of current issues relating to the provision of children's services
- 3.17 Comply with the professional development requirements of the relevant industrial award or agreement.
- 3.18 Propose relevant professional development and training programs, and participate in professional development activities, as approved or requested by the committee.
- 3.19 Maintain confidentially on all issues relating to children, families and co-workers and comply with the services privacy policy.
- 3.20 Maintain educator-to-child ratios at all times

#### **4. CONTRIBUTE TO THE EFFECTIVE MANAGEMENT OF THE SERVICE (NQS Quality Area 7: Leadership and service management)**

- 4.1 Assist the Director to ensure all practices of all educators are in accordance with the NQS and reflect the philosophy, policies and procedures of the service.
- 4.2 Assist the Director in developing, implementing and reviewing policies and procedures relating to privacy in accordance with the NQS and National Law.
- 4.3 Assist the Director to lead and promote an understanding of the NQS, the NQF and the curriculum framework documents within the service community – including the Approved Provider, educators, families and children, as appropriate.
- 4.4 Assist the Director in leading the continuous improvement of the service and the development and maintenance of the service Quality Improvement Plan.
- 4.5 Assist the Director in maintaining an effective staff management process with a view to maximising continuity of staff, including recruitment, induction and orientation of new staff members, staff performance appraisals, staff roster, staff meetings, and supervision of workplace students and volunteers.
- 4.6 Assist in the management of Child Care Subsidy (CCS) and Child Care Management System (CCMS) administration in accordance with service policies and procedures and all relevant funding agreements.
- 4.16 Assistant the Director in managing Qikkids and The My Family Lounge programs in accordance with service policies and procedures.
- 4.7 Assist the Director in the collection and administration of child care payments in accordance with service policies and procedures and all relevant funding agreements
- 4.8 Assist the Director in preparation and monitoring of an annual budget for the service and effectively manage income and expenditure and financial records.
- 4.9 Assist the Director in ensuring all appropriate and timely collection of data, medical or other records required, in accordance with the service's policies and procedures, NQS, the Department of Education, Employment and Workplace Relations (DEEWR) and the Department of Education and Training (DEECD).
- 4.10 Assist the Director in leading an effective process of induction and orientation for new families and children.
- 4.11 Stay informed about current trends in policy changes within the sector.
- 4.12 Attend meetings and provide information and assistance to the Management Committee as required.
- 4.13 Assist the director in matters relating to leadership, pedagogical leadership, management support, service administration, as directed.
- 4.14 Act professionally towards resolution of any conflict that may arise.
- 4.15 Work in a cooperative manner with the committee, ensuring open communication on issues pertaining to the service.
- 4.16 Ensure the director is informed of any problem, arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the service.
- 4.17 Advocate for children and their families
- 4.18 Positively promote and market the Centre to families and the community

#### 4.19 Any other duties specified by Centre Management

**Position Title:** Kindergarten Teacher

Pay Classification: Bachelor

Name of Service: Derby Street Children's Centre  
122-124 Derby Street, Pascoe Vale

Date: August 2015

Name of Employer: Committee Management of Derby Street Children's Centre

Responsible to: Director, Management Committee Derby Street Children Centre

Award/Agreement: VECTAA

#### **ACCOUNTABILITY**

The positions lines of direct accountability are in order off:

1. Centre Director (Direct Supervisor)
2. Management Committee (Employer)
3. Moreland City Council (Approved Provider)

The following roles are accountable to your position:

1. Diploma level Educators
2. Certificate III Educators
3. Students
4. Volunteers

#### **POSITION CRITERIA**

##### **Essential**

- Minimum requirement for training qualification relevant to the position is Bachelor of Early Childhood Education (For definitions of a staff member and approved qualifications refer to the Education and Care Services National Law Act 2010 via the ACECQA website [www.acecqa.gov.au](http://www.acecqa.gov.au))
- Current Working with Children Check (WWCC) card
- First aid, Anaphylaxis, and Asthma management training prescribed in the Education and Care Services National Law Act 2010. Visit the ACECQA website [www.acecqa.gov.au](http://www.acecqa.gov.au)
- A working knowledge of appropriate curriculum frameworks and an ability to develop and implement a high quality educational program that reflects the diverse nature of the Centre, local and wider community, based on the curriculum frameworks
- A working knowledge and understanding of the developmental needs of children aged 3 months to 6 years, including children with additional needs
- A working knowledge of the National Quality Standards (NQS), the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011

- Demonstrated experience in the education and care of children aged 3 months to 6 years.
- Demonstrated experience and ability to establish warm nurturing and responsive relationships with children and to sensitively meet their needs
- Well-developed interpersonal and communication skills with both children and adults
- Demonstrated ability to work with families, children and educators in a culturally competent manner
- Demonstrated experience building partnerships with families
- The ability to work cooperatively and flexibly within a team environment
- Knowledge of child protection procedures
- Knowledge of School Transition Statements
- Well-developed organisational skills
- Possess a Supervisor Certificate
- Working knowledge of state government funding for kindergarten and data collection (if applicable).

#### **Desirable**

- Computer skills (word processing)
- Knowledge of the local community
- Knowledge of sustainable practices

### **KEY RESPONSIBILITIES AND DUTIES**

*All key responsibilities are based on the National Law and Regulations, the Principles, Practices and Outcomes detailed in the VEYLDF and the NQF Quality Areas, Standards and Elements. All educators are expected to have a working knowledge of these documents, which should underpin their pedagogy and, together with the Centre philosophy, directly reflect their relationships with children, families and co-educators.*

- 1. PLAN AND IMPLEMENT A QUALITY EDUCATIONAL PROGRAM (NQS Quality Area 1: Educational program and practice)**
  - 1.1 Deliver effective and valuable documentation of children's learning in accordance with the Centre philosophy and the Learning Outcomes (VEYLDF).
    - (a) A minimum of 12 individual observations of children's learning is to be documented and analysed during a calendar year, or as directed by management.
  - 1.2 Develop, record and maintain specific objectives for individual children based on regular written observations across all aspects of the child's development and share this information with parents as appropriate.
    - (a) Link specific objectives for individual children into the program plan.
  - 1.3 Develop in consultation with Children, Families and Co Educators a diverse educational program. Implement, assess and review based on appropriate curriculum frameworks and with reference to the NQS, considering the developmental needs, current knowledge, culture, interests and abilities of all the children attending the service.
    - (a) A minimum of 12 assessments and reviews of your educational program are documented during a calendar year or as directed by management
    - (b) Education program is to be on display within room (all areas on the program are completed)
    - (c) Programs need to be updated at least fortnightly
  - 1.4 Actively support every child to participate in the program and ensure that the program promotes children's agency, choices and influence.
  - 1.5 Ensure children's learning documentation is sent home at the end of each school term to allow families to provide feedback.
  - 1.6 Develop programs for the inclusion of all children.
  - 1.7 Discuss with relevant service staff, the educational program, and needs of families and children attending the service so that they can carry out their duties effectively.
  - 1.8 As Program Leader you will be responsible for overseeing all aspects of the program cycle (observe, reflect, analyse, plan, implement and review) of Co educators during your allocated time.

*Program Leader has the responsibility for completing all areas of the educational program, ensuring you and all Co educators have completed areas 1.1, 1.2 and 1.3.*

- 1.9 Hold at least two meetings a calendar year to provide feedback to families about their child's learning and development.
- 1.10 Ensure all interactions with children become learning opportunities using a variety of teaching strategies including: intentional teaching, scaffolding, and reflective practice in daily work.
- 1.11 Provide an environment that is appropriately stimulating and enables each child to reach his or her full potential.
- 1.12 Complete required forms, including: Transition Statements, Declaration Eligibility for a Second Year Funded forms, KISS applications and Exemption for School due to attendance in Kindergarten Program

**2. PROMOTE THE HEALTH AND SAFETY OF ALL STAFF AND CHILDREN (NQS Quality Area  
Children's health and safety; Quality Area 3: Physical environment)**

- 2.1 Ensure staff and children use and promote effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, risk management plans, policies and procedures.
- 2.2 Promote and ensure that all children have access to nutritious food and fresh drinking water.
- 2.3 Promote health, wellbeing and ensure physical exercise is provided for in the Centre.
  - (a) all children must participate in at least two to three hours a day of active play
- 2.4 Ensure a safe and stimulating physical environment where all staff and children are protected from hazards or harm and follow safe work practices (*lifting children and heavy items*).
  - (a) Risk assessments are to be conducted each day on indoor and outdoor environments including equipment prior to children entering the environment.
  - (b) Report all workplace hazards and accidents to your supervisor immediately
  - (c) Sun smart policy to be implemented during the months of September to April
- 2.5 Effective supervision of children at all times whilst in the care of the service. This means children are in sight of the educators at all times throughout the day.
- 2.6 To ensure that the daily needs of children are met in areas such as toileting, personal hygiene, eating sleeping/rest and incorporate these as positive experiences within the program.
- 2.7 Share housekeeping tasks of preparation, cleaning, hygiene, and safety related to the program, with other staff.
- 2.8 Assist the service to ensure environmental sustainability practices is embedded in all areas of the program
- 2.9 Support children to become environmentally responsible and show respect for the environment and assume an equal share of cleaning duties.
- 2.10 Understand and have knowledge of child protection legislations, policies and roles, and follow through as required:
- 2.11 :
  - (a) Inform the director of any allegations or convictions of a child protection nature against any other employees, of which you become aware:
  - (b) Inform the director of any suspicions you may have of a child protection nature relating to a child at the service
- 2.12 Complete risk assessments for all excursions.
- 2.13 Ensure procedures for emergencies, incident, accident, illness and serious incidents are followed and appropriate documentation is completed.
- 2.14 Ensure indoor/outdoor program is actively promoted.

**3 BUILD POSITIVE RELATIONSHIPS WITH ALL STAKEHOLDERS (NQS Quality Area 4: Staffing arrangements; Quality Area 5: Relationships with children; Quality Area 6: Collaborative partnerships with families and communities)**

- 3.1 Work cooperatively, ethically and respectfully with other educators in a professional team, and support each other's professional development.
  - (a) A "shared work load" approach is to be implemented at all times.
- 3.2 Develop and maintain respectful, positive, supportive, nurturing, trusting, collaborative and responsive relationships with children and their families.
  - (a) To be friendly, warm and approachable at all times.
  - (b) Communication with families is expected to take place each day about their child.
- 3.3 Support and promote the rights and dignity of every child at all times.

- 3.4 Support each child to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflict
- 3.5 All families are supported and child relating practices and beliefs are respected. This practise contributes to joint partnerships being consistently implemented.
- 3.6 Encourage families to contribute to and participate in the Centre.
- 3.7 Work with families to facilitate inclusion for child with additional needs.
- 3.8 Establish and maintain links with the service sponsor or governing body (as appropriate), local networks, resource agencies, local prep programs/schools (where applicable) and other relevant organisations.
- 3.9 Supervise workplace students and volunteers, as directed.
- 3.10 Ensure an effective induction and orientation process for new families, children and educators, including workplace students and volunteers.
- 3.11 Attend regular staff meetings, to facilitate effective communication, internal staff development and discussion on programming for the service.
- 3.12 Provide leadership while working as a member of a cooperative team and encourage staff and students who are involved in the program to contribute to the planning and implementation of the educational program.
- 3.13 Participate in an annual performance development review process.
- 3.14 Keep abreast of current issues relating to the provision of children's services.
- 3.15 Comply with the professional development requirements of the relevant industrial award or agreement.
- 3.16 Propose relevant professional development and training programs, and participate in professional development activities, as approved or requested by the committee.
- 3.17 Maintain confidentially on all issues relating to children, families and co-workers and comply with the services privacy policy.
- 3.18 Maintain educator-to-child ratios at all times

#### **4 CONTRIBUTE TO THE EFFECTIVE MANAGEMENT OF THE SERVICE (NQS Quality Area 7: Leadership and service management)**

- 4.1 Ensure all practices are in accordance with the NQS and reflect the philosophy, policies and procedures of the service.
- 4.2 Lead and promote an understanding of the NQS, the NQF and the curriculum framework documents within the team/room.
- 4.3 Contribute to the continuous improvement of the service through reflective practice and as directed by the director and educational leader.
- 4.4 Complete any collection of data, medical or other records required in a timely manner, and in accordance with the service's policies and procedures and the NQS.
- 4.5 Assist the director or assistant director in matters relating to leadership, pedagogical leadership, management support, and service administration, as directed.
- 4.6 Be ready, willing and qualified to act in the position of certified supervisor in the temporary absence of the director and assistant director.
- 4.7 Act professionally towards resolution of any conflict that may arise.
- 4.8 Work in a cooperative manner with the committee, ensuring open communication on issues pertaining to the service.
- 4.9 Ensure the director is informed of any problem, arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the service.
- 4.10 Advocate for children and their families.
- 4.11 Positively promote and market the Centre to families and the community
- 4.12 **Any other duties specified by Centre Management**

**Position Title:** Early Childhood Educator

**Pay Classification:** Diploma

**Name of Service:** Derby Street Children's Centre  
122-124 Derby Street, Pascoe Vale

**Date:** August 2015

**Name of Employer:** Committee Management of Derby Street Children's Centre

**Responsible to:** Director, Management Committee Derby Street Children Centre

**Last Revised:** August 2018



Award/Agreement: Children's Services Award 2010 (Conditions)  
The Professional Childcare Standard 2015 (Pay Rates)

## ACCOUNTABILITY

The positions lines of direct accountability are in order off:

1. Centre Director (Direct Supervisor)
2. Management Committee (Employer)
3. Moreland City Council (Approved Provider)

The following roles are accountable to your position:

1. Certificate III Educators
2. Students
3. Volunteers

## POSITION CRITERIA

### Essential

- Minimum requirement for training qualification relevant to the position is Diploma of Children's Services (Early Childhood Education and Care). For definitions of a staff member and approved qualifications refer to the Education and Care Services National Law Act 2010 via the ACECQA website [www.acecqa.gov.au](http://www.acecqa.gov.au)
- Current Working with Children Check (WWCC) card
- First aid, Anaphylaxis, and Asthma management training prescribed in the Education and Care Services National Law Act 2010. Visit the ACECQA website [www.acecqa.gov.au](http://www.acecqa.gov.au)
- A working knowledge of appropriate curriculum frameworks and an ability to develop and implement a high quality educational program that reflects the diverse nature of the Centre, local and wider community, based on the curriculum frameworks
- A working knowledge and understanding of the developmental needs of children aged 3 months to 6 years, including children with additional needs
- A working knowledge of the National Quality Standards, the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011
- Demonstrated experience in the education and care of children aged 3 months to 6 years.
- Demonstrated experience and ability to establish warm nurturing and responsive relationships with children and to sensitively meet their needs
- Well-developed interpersonal and communication skills with both children and adults
- Demonstrated ability to work with families, children and educators in a culturally competent manner
- Demonstrated experience building partnerships with families
- The ability to work cooperatively and flexibly within a team environment
- Knowledge of child protection procedures
- Well-developed organisational skills
- Possess a Supervisor Certificate

### Desirable

- Computer skills (word processing)
- Knowledge of the local community
- Knowledge of sustainable practices

## KEY RESPONSIBILITIES AND DUTIES

Last Revised: August 2018

All key responsibilities are based on the National Law and Regulations, the Principles, Practices and Outcomes detailed in the VEYLDF and the NQF Quality Areas, Standards and Elements. All educators are expected to have a working knowledge of these documents, which should underpin their pedagogy and, together with the Centre philosophy, directly reflect their relationships with children, families and co-educators.

## **1. PLAN AND IMPLEMENT A QUALITY EDUCATIONAL PROGRAM (NQS Quality Area 1: Educational program and practice)**

- 1.1 Deliver effective and valuable documentation of children's learning in accordance with the Centre philosophy and the Learning Outcomes (VEYLDF).
  - (b) A minimum of 12 individual observations of children's learning is to be documented and analysed during a calendar year or as directed by management.
- 1.2 Develop, record and maintain specific objectives for individual children based on regular written observations across all aspects of the child's development and share this information with parents as appropriate.
  - (b) Link specific objectives for individual children into the program plan.
- 1.3 Develop in consultation with Children, Families and Co Educators a diverse educational program. Implement, assess and review based on appropriate curriculum frameworks and with reference to the NQS, considering the developmental needs, current knowledge, culture, interests and abilities of all the children attending the service.
  - (d) A minimum of 12 assessments and reviews of your educational program are documented during a calendar year or as directed by management
  - (e) Education program is to be on display within room (all areas on the program are completed)
  - (f) Programs need to be updated at least fortnightly
- 1.4 Actively support every child to participate in the program and ensure that the program promotes children's agency, choices and influence.
- 1.5 Ensure children's learning documentation is sent home at the end of each school term to allow families to provide feedback.
- 1.6 Develop programs for the inclusion of all children.
- 1.7 Discuss with relevant service staff, the educational program, needs of families and children attending the service so that they can carry out their duties effectively.
- 1.8 Hold at least one meeting a calendar year to provide feedback to families about their child's learning and development.
- 1.9 Ensure all interactions with children become learning opportunities using a variety of teaching strategies including: intentional teaching, scaffolding, and reflective practice in daily work.
- 1.10 Provide an environment that is appropriately stimulating and enables each child to reach his or her full potential.

## **2. PROMOTE THE HEALTH AND SAFETY OF ALL STAFF AND CHILDREN (NQS Quality Area Children's health and safety; Quality Area 3: Physical environment)**

- 2.1 Ensure staff and children use and promote effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, risk management plans, policies and procedures.
- 2.2 Promote and ensure that all children have access to nutritious food and fresh drinking water.
- 2.3 Promote health, wellbeing and ensure physical exercise is provided for in the Centre.
  - (b) all children must participate in at least two to three hours a day of active play
- 2.4 Ensure a safe and stimulating physical environment where all staff and children are protected from hazards or harm and follow safe work practices (lifting *children and heavy items*).
  - (a) Risk assessments are to be conducted each day on indoor and outdoor environments including equipment prior to children entering the environment.
  - (b) Report all workplace hazards and accidents to your supervisor immediately
  - (c) Sun smart policy to be implemented during the months of September to April
- 2.5 Effective supervision of children at all times whilst in the care of the service. This means children are in sight of the educators at all times throughout the day. .
- 2.6 Ensure that the daily needs of children are met in areas such as toileting, personal hygiene eating sleeping/rest and incorporate these as positive experiences within the program.

- 2.7 Share housekeeping tasks of preparation, cleaning, hygiene, and safety related to the program, with other staff.
- 2.8 Assist the service to ensure environmental sustainability practices is embedded in all areas of the program
- 2.9 Support children to become environmentally responsible and show respect for the environment and assume an equal share of cleaning duties.
  
- 2.15 Understand and have knowledge of child protection legislations, polices and roles, and follow through as required:
  - (c) Inform the director of any allegations or convictions of a child protection nature against any other employees, of which you become aware:
  - (d) Inform the director of any suspicions you may have of a child protection nature relating to a child at the service
  
- 2.10 Complete risk assessments for all excursions.
- 2.11 Ensure procedures for emergencies, incident, accident, illness and serious incidents are followed and appropriate documentation is completed.
- 2.12 Ensure indoor/outdoor program is actively promoted.

### **3. BUILD POSITIVE RELATIONSHIPS WITH ALL STAKEHOLDERS (NQS Quality Area 4: Staffing arrangements; Quality Area 5: Relationships with children; Quality Area 6: Collaborative partnerships with families and communities)**

- 3.1 Work cooperatively, ethically and respectfully with other educators in a professional team, and support each other's professional development.
  - (a) A "shared work load" approach is to be implemented at all times.
- 3.2 Develop and maintain respectful, positive, supportive, nurturing, trusting, collaborative and responsive relationships with children and their families.
  - (a) To be friendly, warm and approachable at all times.
  - (b) Communication with families is expected to take place each day about their child.
- 3.3 Support and promote the rights and dignity of every child at all times.
- 3.4 Support each child to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflict
- 3.5 All families are supported and child relating practices and beliefs are respected. This practise contributes to joint partnerships being consistently implemented.
- 3.6 Encourage families to contribute to and participate in the Centre.
- 3.7 Work with families to facilitate inclusion for child with additional needs.
- 3.8 Establish and maintain links with the service sponsor or governing body (as appropriate), local networks, resource agencies, local prep programs/schools (where applicable) and other relevant organisations.
- 3.9 Supervise workplace students and volunteers, as directed.
- 3.10 Ensure an effective induction and orientation process for new families, children and educators, including workplace students and volunteers.
- 3.11 Attend regular staff meetings, to facilitate effective communication, internal staff development and discussion on programming for the service..
- 3.12 Provide leadership while working as a member of a cooperative team and encourage staff and students who are involved in the program to contribute to the planning and implementation of the educational program.
- 3.13 Participate in an annual performance development review process.
- 3.14 Keep abreast of current issues relating to the provision of children's services.
- 3.15 Comply with the professional development requirements of the relevant industrial award or agreement.
- 3.16 Propose relevant professional development and training programs, and participate in professional development activities, as approved or requested by the committee.
- 3.17 Maintain confidentiality on all issues relating to children, families and co-workers and comply with the services privacy policy.
- 3.18 Maintain educator-to-child ratios at all times

### **4 CONTRIBUTE TO THE EFFECTIVE MANAGEMENT OF THE SERVICE (NQS Quality Area 7: Leadership and service management)**

- 4.1 Ensure all practices are in accordance with the NQS and reflect the philosophy, policies and procedures of the service.
- 4.2 Lead and promote an understanding of the NQS, the NQF and the curriculum framework documents within the team/room.
- 4.3 Contribute to the continuous improvement of the service through reflective practice and as directed by the Director and educational leader.

- 4.4 Complete any collection of data, medical or other records required in a timely manner, and in accordance with the service's policies and procedures and the NQS.
- 4.5 Assist the Director or Assistant Director in matters relating to leadership, pedagogical leadership, management support, service administration, as directed.
- 4.6 Be ready, willing and qualified to act in the position of certified supervisor in the temporary absence of the director and assistant director.
- 4.7 Act professionally towards resolution of any conflict that may arise.
- 4.8 Work in a cooperative manner with the committee, ensuring open communication on issues pertaining to the service.
- 4.9 Ensure the Director is informed of any problem, arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the service
- 4.10 Advocate for children and their families
- 4.11 Positively promote and market the Centre to families and the community
- 4.12 **Any other duties specified by Centre Management**

**Position Title:** Early Childhood Assistant Educator

Pay Classification: Certificate III

Name of Service: Derby Street Children's Centre  
122-124 Derby Street, Pascoe Vale

Date: August 2015

Name of Employer: Committee Management of Derby Street Children's Centre

Responsible to: Director, Management Committee Derby Street Children Centre

Award/Agreement: Children's Services Award 2010 (Conditions)  
The Professional Childcare Standard 2015 (Pay Rates)

## ACCOUNTABILITY

The positions lines of direct accountability are in order off:

1. Centre Director (Direct Supervisor)
2. Management Committee (Employer)
3. Moreland City Council (Approved Provider)

The following roles are accountable to your position:

1. Students
2. Volunteers

## POSITION CRITERIA

### Essential

- Minimum requirement for training qualification relevant to the position is Certificate III in Children's Services (Early Childhood Education and Care). For definitions of a staff member and approved qualifications refer to the Education and Care Services National Law Act 2010 via the ACECQA website [www.acecqa.gov.au](http://www.acecqa.gov.au)
- Current Working with Children Check (WWCC) card
- First aid, Anaphylaxis, and Asthma management training prescribed in the Education and Care Services National Law Act 2010. Visit the ACECQA website [www.acecqa.gov.au](http://www.acecqa.gov.au)

- A working knowledge of appropriate curriculum frameworks and an ability to develop and implement a high quality educational program that reflects the diverse nature of the Centre, local and wider community, based on the curriculum frameworks
- A working knowledge and understanding of the developmental needs of children aged 3 months to 6 years, including children with additional needs
- A working knowledge of the National Quality Standards, the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011
- Demonstrated experience in the education and care of children aged 3 months to 6 years.
- Demonstrated experience and ability to establish warm nurturing and responsive relationships with children and to sensitively meet their needs
- Well-developed interpersonal and communication skills with both children and adults
- Demonstrated ability to work with families, children and educators in a culturally competent manner
- Demonstrated experience building partnerships with families
- The ability to work cooperatively and flexibly within a team environment
- Knowledge of child protection procedures
- Well-developed organisational skills
- Possess a Supervisor Certificate

#### **Desirable**

- Computer skills (word processing)
- Knowledge of the local community
- Knowledge of sustainable practices

### **KEY RESPONSIBILITIES AND DUTIES**

*All key responsibilities are based on the National Law and Regulations, the Principles, Practices and Outcomes detailed in the VEYLDF and the NQF Quality Areas, Standards and Elements. All educators are expected to have a working knowledge of these documents, which should underpin their pedagogy and, together with the Centre philosophy, directly reflect their relationships with children, families and co-educators.*

- 1. PLAN AND IMPLEMENT A QUALITY EDUCATIONAL PROGRAM (NQS Quality Area 1: Educational program and practice)**
  - 1.1 Assist in the planning, implementation, assessment and review of a high quality and diverse educational program based on appropriate curriculum frameworks and with reference to the NQS, considering the developmental needs, interests and abilities of all the children attending the service.
  - 1.2 Actively support every child to participate in the program and assist in ensuring that the program promotes children's agency, choices and influence.
  - 1.3 Assist in the documentation of children's learning in accordance with the service philosophy and the learning outcomes (EYLF and VEYLDF).
  - 1.4 Ensure all interactions with children become learning opportunities using a variety of teaching strategies including intentional teaching and reflective practice in daily work.
  - 1.5 Assist in providing an environment that is appropriately stimulating and enables each child to reach his or her full potential.
- 2. PROMOTE THE HEALTH AND SAFETY OF ALL STAFF AND CHILDREN (NQS Quality Area Children's health and safety; Quality Area 3: Physical environment)**
  - 2.1 Ensure staff and children use effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, and risk management plans, policies and procedures.
  - 2.2 Promote and ensure that all children have access to nutritious food and fresh drinking water.
  - 2.3 Assist in the promotion of health, wellbeing and physical exercise in the service.  
(c) all children must participate in at least two to three hours a day of active play
  - 2.4 Ensure a safe and stimulating physical environment where all staff and children are protected from hazards or harm and follow safe work practices (*lifting children and heavy items*).

- (d) Risk assessments are to be conducted each day on indoor and outdoor environments including equipment prior to children entering the environment.
  - (e) Report all workplace hazards and accidents to your supervisor immediately
  - (c) Sun smart policy to be implemented during the months of September to April
- 2.16 Effective supervision of children at all times whilst in the care of the service. This means children are in sight of the educators at all times throughout the day.
- 2.6 Ensure that the daily needs of children are met in areas such as toileting, personal hygiene eating sleeping/rest and incorporate these as positive experiences within the program.
- 2.7 Share housekeeping tasks of preparation, cleaning, hygiene, and safety related to the program, with other staff.
- 2.8 Assist the service to ensure environmental sustainability practices is embedded in all areas of the program
- 2.9 Support children to become environmentally responsible and show respect for the environment and assume an equal share of cleaning duties.
- 2.13 Understand and have knowledge of child protection legislations, policies and roles, and follow through as required:
- (e) Inform the director of any allegations or convictions of a child protection nature against any other employees, of which you become aware:
  - (f) Inform the director of any suspicions you may have of a child protection nature relating to a child at the service
- 2.10 Ensure procedures for emergencies, incident, accident, illness and serious incidents are followed and appropriate documentation is completed.
- 2.11 Ensure indoor/outdoor program is actively prompted.

### **3. BUILD POSITIVE RELATIONSHIPS WITH ALL STAKEHOLDERS (NQS Quality Area 4: Staffing arrangements; Quality Area 5: Relationships with children; Quality Area 6: Collaborative partnerships with families and communities)**

- 3.1 Work cooperatively, ethically and respectfully with other educators, and support each other's professional development.
- (a) A "shared work load" approach is to be implemented at all times.
- 3.2 Develop and maintain respectful, positive, supportive, nurturing, trusting, collaborative and responsive relationships with children and their families.
- (a) To be friendly, warm and approachable at all times.
  - (b) Communication with families is expected to take place each day about their child.
- 3.3 Assist with the supervision of workplace students and volunteers.
- 3.4 Assist with an effective induction and orientation process for new families, children and staff, including workplace students and volunteers.
- 3.5 Support and promote the rights and dignity of every child at all times.
- 3.6 Support each child to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflict
- 3.7 Support all families are supported and child relating practices and beliefs are respected. This practise contributes to joint partnerships being consistently implemented.
- 3.8 Encourage families to contribute to and participate in the Centre.
- 3.9 Work with families to facilitate inclusion for child with additional needs.
- 3.10 Attend regular staff meetings, to facilitate effective communication, internal staff development and discussion on programming for the service.
- 3.12 Participate in an annual performance development review process.
- 3.13 Keep abreast of current issues relating to the provision of children's services
- 3.14 Comply with the professional development requirements of the relevant industrial award or agreement.
- 3.15 Propose relevant professional development and training programs, and participate in professional development activities, as approved or requested by the committee.
- 3.16 Maintain confidentiality on all issues relating to children, families and co-workers and comply with the services privacy policy.
- 3.17 Maintain educator-to-child ratios at all times

### **4. CONTRIBUTE TO THE EFFECTIVE MANAGEMENT OF THE SERVICE (NQS Quality Area 7: Leadership and service management)**

- 4.1 Ensure all practices are in accordance with the NQS and reflect the philosophy, policies and procedures of the service.

- 4.2 Attend professional development opportunities as appropriate or as directed by the director
- 4.3 Contribute to the continuous improvement of the service through reflective practice and as directed by the director and educational leader.
- 4.4 Assist in the completion of any collection of data, medical or other records required in a timely manner, and in accordance with the service's policies and procedures and the NQS.
- 4.5 Act professionally towards resolution of any conflict that may arise.
- 4.6 Ensure the director is informed of any problem, arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the service
- 4.7 Advocate for children and their families
- 4.8 Positively promote and market the Centre to families and the community
- 4.9 Any other duties specified by Centre Management**

**Position Title:** Centre Cook

Pay Classification: Level 4.1

Name of Service: Derby Street Children's Centre  
122-124 Derby Street, Pascoe Vale

Date: August 2015

Name of Employer: Management Committee of Derby Street Children's Centre

Responsible to: Director, Management Committee Derby Street Children Centre

Award/Agreement: Children's Services Award 2010 (Conditions)

The Professional Childcare Standard 2015 (Pay Rates)

**ACCOUNTABILITY**

The positions lines of direct accountability are in order off:

1. Centre Director (Direct Supervisor)
2. Management Committee (Employer)
3. Moreland City Council (Approved Provider)

The following roles are accountable to your position:

1. Students
2. Volunteers

**POSITION CRITERIA**

**Essential**

- Certificate in Food Safety and Handling, Nutrition and Menu Planning
- Current Working with Children Check (WWCC) card
- First aid, Anaphylaxis, and Asthma management training prescribed in the Education and Care Services National Law Act 2010. Visit the ACECQA website [www.acecqa.gov.au](http://www.acecqa.gov.au)
- A working knowledge and understanding of the Nutritional needs of children aged 3 months to 6 years, including children with additional needs
- Demonstrated experience and ability to establish warm nurturing and responsive relationships with children and to sensitively meet their needs
- Well-developed interpersonal and communication skills with both children and adults

- Demonstrated ability to work with families, children and educators in a culturally competent manner
- Demonstrated experience building partnerships with families
- The ability to work cooperatively and flexibly within a team environment
- Knowledge of child protection procedures
- Well-developed organisational skills

#### **Desirable**

- Computer skills (word processing)
- Knowledge of the local community
- Knowledge of sustainable practices

### **KEY RESPONSIBILITIES AND DUTIES**

*All key responsibilities are based on the National Law and Regulations, the Principles, Practices and Outcomes detailed in the VEYLDF and the NQF Quality Areas, Standards and Elements. The Cook is expected to plan and provide high quality nutritious meals in a safe and hygienic environment and to develop relationships which support families.*

#### **1. PLAN AND IMPLEMENT A Nutrition Menu (NQS Quality Area 2: Children's health and safety)**

- 1.1 To work with the Director and employees to plan and prepare meals for the children including lunch, morning and afternoon tea, taking into consideration:
1. Nutrition requirements of the age group.
  2. Cultural and religious differences.
  3. Additional needs of the individual child.
  4. Special needs of the 0 - 2 year olds.
  5. The labour, facilities and financial resources available.
  6. Ensure all children with allergies are catered for - list confidentially displayed in
- 1.2 To display weekly copies of menus for parents.
- 1.3 Follow and cook allocated meals as indicted on the menu and make any changes to menus as necessary.
- 1.4 Seek an external review of menu on an annual basis and incorporate recommendations into menus.
- 1.5 Actively seek the involvement of families in menu planning and provide recipes to parents as requested.
- 1.6 Regularly review menus and keep written records of such reviews plus any feedback provided by parents and employees.

#### **2. PROMOTE THE HEALTH AND SAFETY OF ALL STAFF AND CHILDREN (NQS Quality Area Children's health and safety; Quality Area 3: Physical environment)**

- 2.1 Ensure "use by" or "best before" dates of products are checked weekly and removed immediately if expired.
- 2.2 Check menu for the next day and ensure meat is transferred to the fridge for thawing and supplies necessary to fulfil the menu are on hand.
- 2.3 Involve small groups of children at different times in the process of food preparation.
- 2.4 Keep kitchen area clean at all times e.g. cupboards, doors, bench tops etc.
- 2.5 Kitchen door to be closed at all times when leaving the kitchen area.
- 2.6 Ensure adequate cleaning supplies are kept in the kitchen e.g. dishwashing liquid and washing detergent containers kept full.
- 2.7 Ensure that all chemicals in the kitchen are stored in compliance with Work Health and Safety Policy.
- 2.8 Ensure all serving trolleys and trays are cleaned on a regular basis.
- 2.9 Ensure hygienic handling and correct storage of food and drink, at all times.
- 2.10 Seek an external review of food hygiene and safety - on an annual basis and incorporate any recommendations into policy and practices.
- 2.11 Ensure that equipment is respected and maintained to an optimal level of safety.
- 2.12 Maintain a clean and safe work environment while complying with all the Centre's safety policies and procedures.
- 2.13 Work within guidelines as detailed in the relevant Food Safety Program and HACCP guidelines.
- 2.14 Report all workplace accidents and hazards to your supervisor. Implement immediate action for identified hazards if able to do so safely.



2.15 Participate in workplace consultative meetings as required and recommend improvements to relevant Standard Work Method Statements.

2.16 To assist with general supervision of children on as needs basis.

**3. BUILD POSITIVE RELATIONSHIPS WITH ALL STAKEHOLDERS (NQS Quality Area 4: Staffing arrangements; Quality Area 5: Relationships with children; Quality Area 6: Collaborative partnerships with families and communities)**

- a. Create a supportive working environment for children, parents and employees.
- b. Respect and support colleagues, developing positive channels of communication to ensure a smooth running service.
- c. Contribute toward a healthy team environment.
- d. Participate in on going professional development (LDP) and training programs.
- e. Attend employee meetings as required.
- f. Assume an equal share of housekeeping duties.
- g. Be a resource to families and staff in relation to nutrition, food handling and storage.
- h. Develop and maintain positive relationships with families.
- i. Share information with the family relating to their child food consumption for the day
- j. Create a safe, supportive and informative environment for families.
- k. Act as a resource person for families.
- l. Attend parent meetings as required.

**4. CONTRIBUTE TO THE EFFECTIVE MANAGEMENT OF THE SERVICE (NQS Quality Area 7: Leadership and service management)**

- 4.1 Ensure appropriate planning and ordering of the fresh foods and supplies required for the menu while working within the allocated budget.
- 4.2 Regularly order and maintain adequate supplies of stores and ascertain accuracy of food orders delivered to the service
- 4.3 Organise orders of bulk food buying and make provisions for weekly and daily supply of fresh food when indicated.
- 4.4 Work according to the Education and Care National Regulations, National Standards, and Australian Dietary Guidelines.
- 4.5 Participate and contribute to the development, review and implementation of the Quality Improvement Plan (QIP).
- 4.6 Encourage families to participate in service decision-making and experiences.
- 4.7 Perform other duties as requested by Centre Management.



**Employee Declaration:**

I have read and understand the contents of this Employee Handbook. I agree to all the conditions, abide by and follow all the policies outlined in this documents

Employee Name:

Employee Signature:

Date:

