# EDUCATOR AND MANAGEMENT POLICY

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1 NQS

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<td>Professional standards guide practice, interactions and relationships.</td>
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<td>Educators, co-ordinators and educators work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.</td>
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<td>Administrative systems are established and maintained to ensure the effective operation of the service.</td>
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2 National Regulations

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3 Aim

Our Service aims to ensure that positive working relationships are formed between all educators and management. Educators and management will at all times conduct themselves in an ethical manner and strive to make all interactions positive and compliant with the service’s philosophy.

4 The Kids’ Uni Policies and Procedures apply to Kids’ Uni North, Kids’ Uni South, South Coast Workers Child Care Centre, Kids Uni iC – Preschool, After School Care and Vacation Care (Kids’ Uni OOSH).

5 Related Policies

Physical Environment (Workplace Safety, Learning and Administration) Policy (CHI-ADM-POL-046)
Privacy and Confidentiality Policy (CHI-ADM-POL-048)
Staffing Arrangements Policy (CHI-ADM-POL-055)
6 Code of Conduct

The Approved Provider, Nominated Supervisor, educators, staff members, volunteers and students will uphold the following ethical conduct principles at all times, and promote positive interactions within the Service and the local community.

♦ Commitment to our Service philosophy and values, including the promotion of a meaningful connection to the NQF and best practice in early childhood education in partnership with our families

♦ Effective, open and respectful two-way communication and feedback between employees, children, families and management

♦ Honesty and integrity in all interactions between children, families, employees and managers

♦ Consistency and reliability in all exchanges with children, families, employees and managers

♦ Commitment to a workplace which values and promotes the safety, health and wellbeing of employees, volunteers, children and families.

♦ Commitment to an Equal Opportunity workplace and culture which values the knowledge, experience and professionalism of all employees, team members and managers, and the diverse heritage of our families and children.

I. The Approved Provider, Nominated Supervisor, educators, staff members and volunteers will:

• ensure their work is carried out efficiently, economically and effectively. They will act in a professional and respectful manner at all times while at work, giving their full attention to the Service responsibilities and adhering to all Service policies, procedures, laws and regulations.

• act honestly and exercise diligence in all Service operations. They will carry out all lawful directions, retaining the right to question any direction which they consider to be unethical. If uncertain they can seek advice from the Nominated Supervisor, Approved Provider or the Ombudsman.

• consider all relevant facts and make decisions or take actions fairly, ethically, consistently and with appropriate transparency. If they are uncertain about the appropriateness of a decision or action they will consider:
  o whether the decision or conduct is lawful
  o whether the decision or conduct is consistent with our policies and objectives
  o whether there will be an actual, potential or perceived conflict of interest involving obligations that could influence the business relationship or conflict with business duties

• comply with our Privacy and Confidentiality Policy when dealing with confidential information and records

• report (suspected) breaches of the code of conduct to a manager, preferably in writing.

• include children and families in the decision making process.
ii. The Approved Provider, Nominated Supervisor, educators, staff members and volunteers will NOT:

- engage in conduct that is detrimental to the professional standing of our Service, is improper or unethical, is an abuse of power, or harasses, discriminates against, victimises, humiliates, intimidates or threatens other educators, staff members, volunteers or visitors at the Service, either directly or indirectly via information technology such as email, text or social media. Additionally they will not support those who do this.
- engage in any action in breach of our Privacy and Confidentiality Policy, including but not limited to disclosure of confidential Service or customer information, or the improper or illegal use of that confidential information. Confidential information will only be accessed by authorised persons for the purpose intended.
- engage in or support any action in breach of our Technology Usage Policy or Social Networking Usage Policy, including the use of communication media to search for, download, access, transmit or store any material of an offensive, obscene, pornographic, threatening or abusive nature.
- develop close personal relationships with children outside work.
- use abusive, derogatory or offensive language.
- drink alcohol or use illicit substances while on the service’s premises or come to the service under the influence.
- smoke on the service’s premises.

iii. Families, Visitors and Children will:

- Treat all children at the service equally and respectfully.
- Report any suspicions to the most senior person on duty when at the service.
- Respect the rights, dignity and worth of every person, regardless of their abilities, gender, religion or cultural background.
- Refrain from bullying, harassing or discriminating against any child or adult at the Service.
- Respect the decision of educators and staff members and teach children to do likewise.
- Tell an educator (if a child) if we see any instances of bullying, harassment or discrimination.
- Cooperate and follow classroom rules.
- Listen to educators’ instructions and follow them.
- Control our emotions and talk to an educator (if a child) if we are feeling upset.
- Speak to an educator (if a child) if we are worried, concerned or have a grievance about something.
- **Not** drink alcohol or use illicit substances while on the service’s premises or come to the service under the influence.
- **Not** smoke on the service’s premises.
7 Ethical Code of Conduct

7.1 Young children are especially vulnerable. They have little power over their lives and few skills with which to protect themselves. This places early childhood personnel in a relationship of special trust, one that is powerful, important and easily violated. The vulnerability and powerlessness of young children and the recognition of the multi-faceted dimensions of the role of early childhood personnel serve to highlight the special importance of a code of ethics.

7.2 As early childhood personnel carry out their work with and on behalf of young children and their families, they often face situations that involve a conflict of their responsibilities and professional values.

7.3 A code of ethics is not intended to, and could not possibly, provide easy answers, formulae, or prescriptive solutions for the complex professional dilemmas they face in their work. It does provide a basis for critical reflection, a guide for professional behaviour, and some assistance with the resolution of ethical dilemmas.

7.4 Adherence to this code necessarily involves a commitment to:

i. Viewing the well-being of the individual child as having fundamental importance.

ii. Acknowledging the uniqueness of each person.

iii. Considering the needs of the child in the context of the family and culture, as the family has a major influence on the young child.

iv. Taking into account the critical impact of self esteem on an individual’s development.

v. Basing practice on sound knowledge, research and theories, while at the same time recognising the limitations and uncertainties of these working to fulfill the right of all children and their families to services of high quality.

7.5 Each educator, other staff, volunteer and student at the service will uphold the following core ethical conduct principles to positively promote interactions within the service and the local community.

8 General Obligations

8.1 You must avoid conduct that:

i. Is detrimental to the pursuit of the charter of the service.

ii. Is improper or unethical.

iii. Is an abuse of power.

iv. Causes or involves intimidation, harassment or verbal abuse.

v. Causes or involves discrimination, disadvantage or adverse treatment in relation to employment.

You must act lawfully, honestly and exercise diligence. You must treat others with respect at all times.
8.2 **Fairness and Equity**
You have an obligation to consider issues fairly and consistently. That being, you must take all relevant facts into consideration and you must not take irrelevant matters into consideration when making decisions.

8.3 **Bullying, Discrimination and Harassment**

**Discrimination** occurs when someone is treated less favourably than others because they have a particular characteristic or belong to a particular group of people, such as age, race or gender.

**Harassment** involves unwelcome behaviour that intimidates, offends or humiliates a person because of a particular personal characteristic such as race, age, gender, disability, religion or sexuality. It is possible for a person to be bullied, harassed and discriminated against at the same time.

Various anti-discrimination, equal employment opportunity, workplace relations, and human rights laws make it illegal to discriminate or harass a person in the workplace.

**Bullying** is repeated and unreasonable behaviour towards a worker or a group of workers. Our service will not tolerate bullying in any form because it may have a detrimental effect on the psychological, emotional and/or physical wellbeing, health and safety of our educators and staff. Amendments to the Fair Work Act 2009 make it illegal to bully a person in the workplace from 1 January 2014.

Unreasonable behaviour includes actions that victimise, humiliate, intimidate or threaten and may be intentional or unintentional. It can occur directly and by using information technology such as email, texting and social media. While one incident of unreasonable behaviour is not considered to be workplace bullying, it may escalate and it will not be ignored. Examples include:

- abusive, insulting or offensive language or comments.
- unjustified criticism or complaints.
- continuously and deliberately excluding someone from workplace activities.
- withholding information that is vital for effective work performance.
- setting unreasonable timelines or constantly changing deadlines.
- setting tasks that are unreasonably below or beyond a person’s skill level.
- denying access to information, supervision, consultation or resources that adversely affects a worker.
- spreading misinformation or malicious rumours.
- changing work arrangements, such as rosters and leave, to deliberately inconvenience a particular worker or workers.
- excessive scrutiny at work.

8.4 **Development Decisions**

It is your duty to ensure that decisions are properly made and that parties involved are dealt with fairly. If there is any uncertainty about the ethical issues around an action or decision you are about to take, you should consider these five points:

i. Is the decision or conduct lawful?

ii. Is the decision or conduct consistent with service policy and objectives?

iii. What will the outcome be for management, work colleagues, parents, children and any other parties?
iv. Do these outcomes raise a conflict of interest?

You have the right to question any instruction or direction given to you which you consider to be unethical. If you are uncertain you can seek advice from your Nominated Supervisor or Nominated Supervisor from the Ombudsman.

8.5 Gifts or benefits

You must not:

i. Accept an offer of money, regardless of the amount.

ii. Seek or accept a bribe.

iii. By virtue of your position acquire personal profit.

You may accept gifts or benefits of a nominal or token value that do not create a sense of obligation on your part. If you receive a gift of more than token value in circumstances where it cannot reasonably be refused or returned, you should accept the gift and disclose this promptly to Management.

9 Relationships

9.1 Obligations of educators

The Nominated Supervisor is responsible for the efficient and effective operation of the service. Employees have an obligation to:

i. Give their attention to business of the service while on duty.

ii. Ensure that their work is carried out efficiently, economically and effectively.

iii. Carry out lawful directions given by any person having authority.

9.2 Obligations during meetings

You must respect management, other educators, other staff, parents or visitors present during meetings.

9.3 Inappropriate interactions

The following interactions are inappropriate:

i. Employees approaching other employees directly on individual educator matters that don’t concern them.

ii. Using service information for personal purpose or benefit.

iii. Disclosing any information discussed during a confidential meeting.

iv. Using confidential information with the intention to improperly cause harm to another person.

v. Converting any property of the service to your own use unless properly authorised.

vi. Using the service’s computer resources to search for, download, access or communicate any material of an offensive, obscene, pornographic, threatening or abusive nature.
9.4 You must:
   i. Protect confidential information
   ii. Only access information needed for service business.
   iii. Not use confidential information for any non-official purpose.
   iv. Only release confidential information if you have authority to do so.
   v. Only use confidential information for the purpose it is intended.
   vi. Only release other information in accordance with established service policies and procedures and in compliance with relevant legislation.
   vii. Be scrupulous in your use of service property and should not permit misuse by any other person or body.

Guiding Principles
   1. Be honest and open-minded
   2. Fast, free and honest communication
   3. Believe in the service, its philosophy and its vision
   4. Consistency and reliability
   5. Frequent and fair feedbacks
   6. Integrity
   7. Believe in talent, knowledge and experience of your team-members and employees
   8. Commitment

10 Reporting Breaches, Complaint Handling Procedures
   You should report any instances of the above in accordance with service reporting policy.

11 Reporting breaches of the Code of Conduct
   You should report suspected breaches of the code of conduct to the Nominated Supervisor, preferably in writing. Where you believe that the Nominated Supervisor has failed to comply with this code, you should report the matter to Management, preferably in writing.

12 Complaint Handling Procedures – Educator Conduct (excluding the Nominated Supervisor).
   12.1 Where appropriate, the Nominated Supervisor will make enquiries into breaches of the code of conduct regarding members of educator. Where the Nominated Supervisor has determined not to enquire into the matter, the Nominated Supervisor will give the complainant the reason/s in writing.
   12.2 Enquiries made into all educator conduct which might give rise to disciplinary action must occur in accordance with the relevant local government award and make provision for procedural fairness.

13 Ethical Code of Conduct Review
   The Code will be reviewed as part of this policy review, by the service involving all relevant stakeholders.
14 Educator Interactions

14.1 All educators will maintain positive, trustworthy and co-operative relationships with their co-workers.

13.2 Show respect for all educators and it will be returned.

13.3 Accept differences in educators, we are a diverse country.

13.4 Show appreciation of each educator’s background, any unusual skills and unique contributions to the service will promote the service in a positive manner.

13.5 Always look for and support the strengths in educators and try not to focus on weakness.

13.6 Resources and information will be shared amongst educators.

13.7 Educators will offer each other support in meeting their professional development and needs.

13.8 Co-workers will be given due recognition for professional achievements by all educators.

13.9 Policies and working conditions will encourage competence, well being and self esteem for all educators.

13.10 Where possible all educators will provide professional support, thoughtful input and resources for other educators as they may be required.

13.11 Respect will be shown for all members of the team and consideration given to their feelings, values and opinions no matter how they may differ from your own.

13.12 Information and observations regarding all of the services’ children will be shared.

13.13 Information relative to the families of the services’ children which affects individual children will be shared.

13.14 Educators will treat each other with empathy, respect and courtesy.

13.15 Educators will endeavour to develop positive working relationships, which will provide a positive role model of social skills to the children.

13.16 Regular educators meetings will provide a forum for group discussions on all matters relating to educators problems. Any educator unable to attend will be updated upon their return.

13.17 The educator’s diary will be used to communicate messages where shifts make it difficult to convey information face-to-face. These means will ensure all educators are informed on important matters. It is the educator’s responsibility to check the diary.

13.18 Educators will consider each other and work as a team in order to share the workload. Decisions concerning children and programs shall utilise the appropriate training, experiences and expertise of each other.

13.19 Educators will be honest and open when resolving differences of opinion or personal conflicts amongst themselves. These will be resolved quickly and always away from the children.

13.20 Educators will approach the educator directly involved about any grievances you may have with them. Don’t complain or gossip to other educators or parents/guardians – see Grievance Policy.
15 Management Interactions and Responsibilities

14.1 In our service, Management holds responsibility for:
   i. Ensuring the service runs smoothly.
   ii. Supporting the Nominated Supervisor in their role.
   iii. Keeping all service families up to date with issues in the service.
   iv. Selecting new educators and assisting all educators.
   v. Following policies and making sure all educators are following policies and procedures.
   vi. Developing the service policies with the Nominated Supervisor.
   vii. Ensuring educator ratio and qualification requirements are met.
   viii. Financially running the service and reporting any financial problems to the Nominated Supervisor.

14.2 To allow effective communication to take place between educators and the management, different methods of communication must be made available. These include:
   i. Verbal communication in person.
   ii. Phone Communication
   iii. Educator meetings.
   iv. Via other forms of written word such as letters, notices, emails etc.
   v. Educator appraisals and reviews.

16 Professional Development Requirements

15.1 We endeavour to employ caring, loyal and capable educators who bring a high skill level, appropriate qualifications and a wide and varying amount of experiences to help implement our service’s philosophy.

15.2 Management and the Nominated Supervisor will ensure that all educators have:
   i. The correct qualifications to care for children.
   ii. An understanding of their responsibilities under the law.
   iii. The appropriate personality to care for children.
   iv. A Learning Development Plan developed and completed every 12 months.

15.3 The educator and the Nominated Supervisor will mutually agree on a date at least 2 weeks prior to the Learning and Development Plan meeting.

15.4 The Learning Development Plan meeting will be linked to the educator’s job description and will include the following:
   i. Appraisal of the employee’s job description.
   ii. Clarification of the educator member’s job role and its expectations.
   iii. Self assessment.
   iv. Two way feedback.
   v. A discussion of future opportunities within the position.
   vi. A discussion on an action plan for further training.
vii. As this process identifies the need for training, Management will ensure that funds are set aside for training and development in the annual budget. Training will be provided on an equal basis and can be in one of the following formats:

viii. Shared experiences by all educators.
ix. An outside presenter runs a workshop.
x. Educators attend external workshops, seminars etc.
xi. Educators complete short TAFE, college of University courses.
 xii. Educators learn through changes in their position at the service.
xiii. Educator and management exchanges between services.
xiv. Appropriate resources (books, movies, documentaries etc).
xv. Educators need to respect the knowledge, experiences and skills of all educators. It is important not to criticise each other but rather work together so the services runs to the best of each educators’ combined abilities.
xvi. Educators are to complete a Professional Development Application Form if they wish to attend a training course that they have sourced. After the training has been approved and the Educator has attended the training course the Educator is to complete a Professional Development Evaluation Form.

15.5 Specific Course Requirements
i. All educators must hold a current first aid certificate which is renewed every three years.

ii. All educators must hold a current Asthma/Anaphylaxis certificate. These certificates are now combined. As educators renew their first aid they must obtain the new certificate, *Provide an Emergency First Aid Response in an Education and Care Setting*.

iii. Educators must attend Child Protection Training and be aware of current child protection laws. Training in child protection issues can be formal (higher education training and accreditation, training offered by external organisations, training developed and delivered internally, on-line training and on-the-job training meeting key objectives) or informal (inviting police officers or Child Safety educators to meetings to discuss issues in relation to child protection, inviting other professionals to speak at meetings or functions, in-house workshops and internal mentoring and coaching).

15.6 Recognising the Diverse Skills of Educators
The service will actively celebrate the diverse skills and achievements of our educators using the following methods:

i. The Nominated Supervisor will use Educator Meetings as an opportunity to provide verbal feedback to all educators.

ii. Regular verbal communication and appraisal will occur from the Nominated Supervisor and Room Leaders with all educators.

iii. Positive reinforcement of the achievements of educators will be shared with families and the service community through notices and newsletters.
iv. The service will inform the service community about the professional development, training and qualifications of educators throughout their time at the service.

17 Grievance Guidelines

16.1 The service understands the grievances occur in all workplaces and handling them properly is important for maintaining a harmonious and productive work environment. The aim of these guidelines is to assist you to deal with grievances so that small issues or problems do not escalate and to ensure fairness for all persons involved.

16.2 Educators who have a grievance should talk directly to the educators they have grievance with. Both should try to resolve the issue and develop solutions to ensure that the problem does not happen again. Privacy, confidentiality, respect and open-mindedness must be following during any discussion that will not take place in front of children.

16.3 Ethically, other educators or parents/caregivers should not be involved in an individual concern and it is not ethical for that concern to affect relationships. If unable to resolve the situation, the Nominated Supervisor should be called in to start a private and confidential conflict resolution for both sides. The Nominated Supervisor will act as a Mediator and will have an interview with the educators involved and clarify the facts, work out whether advise is needed from other sources, discuss options available and help to formulate a plan of action. If the educator does not feel comfortable in approaching their supervisor, or the conflict is with their immediate supervisor, they can contact the next level of management to act as Mediator.

16.4 Educators are encouraged to communicate openly with the Nominated Supervisor. Problems can be discussed formally, informally or at an educator meeting if appropriate and if it does not put the privacy or confidentiality of an educator at risk. Team-work is encouraged amongst educators and having respect for other team members is crucial.

16.5 Educators who belong to a union may contact the union at any time if they have major concerns. All educators have a right to seek information, advise and support from their union representative. Management are willing to discuss grievances with relevant union representatives when requested by the educator involved.

16.6 Educators are able to nominate a support person to attend any meetings with them. This person may be a union representative, but is not limited to that. It can in fact be anyone else whom the educator feels comfortable will offer support.

16.7 Grievances are considered resolved when all persons involved agree to a solution, when the cause of the grievance has been removed or resolved, and when arrangements have been made, if appropriate to repair any damage and distress suffered by the educators involved. Strategies agreed upon by both parties are to be put in place to help avoid further conflict.

16.8 If an amicable resolution does not occur at this meeting the Nominated Supervisor is to present a report to the next level of management outlining:

i. the nature of the grievance;
ii. the procedures followed to date;
iii. the solution(s) sought;
iv. the recommended plan of action or resolution.
16.9 If resolution of the conflict is unsuccessful after all procedures have been followed it may then be necessary to take disciplinary action.

16.10 A copy of this report is to be provided to all persons involved in the grievance, and a copy is to be retained at the workplace.

16.11 If any grievance is related to suspected or actual unlawful authority, the issue must be raised with the Nominated Supervisor immediately and privately.

18 Grievance Procedures

17.1 Harmonious educator relations within the organisation largely depend on educator’s feeling satisfied that their professionalism is being acknowledged by their involvement in appropriate decision-making processes. The quality of industrial relations is likely to be substantially better in a workplace if the decision-making processes adopted, permit educators to have input into decisions which affect the nature and quality of their professional work.

17.2 Management and educators within the organisation will work together to develop and implement appropriate strategies to facilitate consultative and collaborative decision making processes within the workplace. Where educators feel these processes have failed and are in conflict with decisions made by Management, including the Board, the following procedures are to be ensued:-

i. The aggrieved educator(s) is/are to discuss the grievance with the Nominated Supervisor.

ii. The Nominated Supervisor is to report to the Manager the principles of the grievance.

iii. The Manager will seek advice as necessary from other sources, (eg: unions, WorkCover and funding bodies).

iv. The Manager will then advise the Board of the grievance and offer possible solutions.

17.3 Meetings are to be arranged with the aggrieved educator(s) as necessary throughout the process. The outcome of the grievance must be reported to the aggrieved educator within a week of the decision.

19 Confidentiality

18.1 Mediators are to use discretion and to do their utmost to maintain confidentiality. Any breach of this confidentiality could result in a charge of misconduct.

18.2 However confidentiality can not be guaranteed in the following situations: if it is considered that someone is in danger, if disciplinary action or criminal investigation might be necessary; or if employer liability might be involved.

18.3 No action will be taken against the person about whom a formal complaint is lodged until they are made aware of any allegations so that they may respond.

20 Educator Stress Management Guidelines

19.1 If an educator feels stressed in any way they should firstly -

i. Approach the Nominated Supervisor and talk together to see if the situation can be remedied in any way.
ii. If the educator feels they are unable to approach the Nominated Supervisor then the educator can approach Management, or if the educator is in the Union, a Union official.

iii. Accept opportunities to have stress alleviated.

iv. Accept opportunities for counselling if recommended.

19.2 **In relation to educator stress management, management should** -

i. Refer educator to counselling as required.

ii. Monitor and review the effectiveness of educator stress management policies.

iii. Monitor workloads to ensure educator are not overloaded or overwhelmed.

iv. Monitor overtime hours and regular working hours to ensure educator are not overworked.

v. Monitor holidays to ensure educator are taking, or at least aware of, their entitlements.

vi. Ensure that bullying and harassment is not taking place.

vii. Be vigilant for educators suffering personal stress, e.g. a death in the family or separation and offer additional support.

viii. Raise any issues in a sensitive manner if management suspects an educator is suffering stress.

19.3 **In relation to stress leave management the following should occur** -

i. When a member of educator takes stress leave, management will identify the cause of this stress and discuss viable options with the educator.

ii. Management will work with the educator to set up at return to work plan.

iii. After the educator returns to work, management will continue to monitor and discuss with the educator their recovery and happiness in the workplace.

21 **Educator Meetings**

20.1 The service will hold one educator meeting a month. Educator Meetings occur the second Tuesday of every month (flexible). This will take place after hours so all educators can attend and that adult/child care ratio needed during hours is not jeopardised.

20.2 Meetings will follow this structure:

i. They will run for approximately 2 hours but can run longer if more issues need to be discussed.

ii. The Nominated Supervisor (or other person) will chair the meeting and discuss any agenda items for the month.

iii. The format of the meeting will be made available on the educator notice board of the staff room and any educator who wishes to speak can add their name.

20.3 In the meeting, educators are able to:

i. Raise concerns

ii. Negotiate solutions for any grievances.

iii. Receive, share and discuss new information.

20.4 In regards to the decision making process the following will occur:
20.5 Minutes are to be taken of all educator meetings.

22 Educator Orientation
21.1 Before a new educator commences their job, the Nominated Supervisor will work through the New Employee Induction Form with the new educator: The Nominated Supervisor will:

i. Show the new educator the service and introduce them to other educators, children and families.

ii. Ensure the educator knows where the Service stores the First Aid Kit(s), emergency asthma kits, Epi-pens and children’s medication, which educators hold first aid qualifications, and who has undertaken asthma and anaphylaxis training.


iv. Show new educators where the Policy and Procedures Manual is along with a copy of the Award/Industrial agreement and advise that they are available at all times.

v. Get the Work Health and Safety Representative of the service to induct and show the new educator techniques and relevant legislation in regards to Work Health and Safety.

vi. Provide new educator with necessary forms in regards to taxation, superannuation and payment of salary.

vii. Advise the new educator about the Service’s management structure.

viii. Provide the new educator with a copy of their Job Description and go through it with them.

ix. Clarify any questions the new educator has.

x. Allow the educator to spend some time in their designated room so they can be introduced to other educators, children and families.

23 Educators returning from Extended Leave
22.1 Our Service will work with both the educator who has been on leave and educators at the Service to ensure a smooth return to work. This will be carried out in the following way:

i. The returning educator will if possible come in a few days beforehand to reacquaint themselves with the environment and take in any changes.

ii. The returning educator will be notified of any policy changes.

iii. Parents will be notified of the educators return.

iv. If necessary, educators training and development will be offered.
v. If the period is due to an illness the educator must produce medical certificates stating they are ok to return to work.
vi. If special conditions or considerations are needed these will be discussed with management and appropriate plans commenced.

24 Work Experience Students and Volunteers

23.1 The Service endeavours to support Work Experience Students and Volunteers in their efforts to become Early Childhood Professionals. They will be encouraged to complete their training enabling them to gain the knowledge and skills to provide children with care, support and developmentally appropriate programs.

23.2 Work Experience Students and Volunteers MUST follow all policies and procedures at the service.

23.3 Existing Educators will:
   i. Maintain open communication with Work Experience Students and Volunteers along with their practicum teachers.
   ii. Support all students, volunteers and individuals undertaking work experience needs during their placement.
   iii. Pass relevant skills and knowledge onto each student, volunteers and work experience people.
   iv. Ensure all educators are provided with relevant feedback about tasks that the student is required to complete in the service as part of their practicum.
   v. Be aware of the expectations perceived by the student, volunteers and work experience people.
   vi. Have the time and capabilities to support each student, volunteers and work experience people in their placement.

23.4 Families will:

   Be informed of when Work Experience Students and Volunteers are present at the service and their role and the time frame they will be spending at the Service.

23.5 Work Experience Students and Volunteers are required to adhere to the following expectations:
   i. Engage in positive interactions with the children.
   ii. Learn about the children through observation and practical experience.
   iii. Develop skills and abilities needed to care for and educate children.
   iv. Learn about working as part of a team in the Early Childhood Profession.
   v. Learn strategies employed when working in a team environment.
   vi. Learn skills already acquired by qualified educators in the Service.
   viii. Inform educators of all written work required of the Work Experience Student and Volunteers.

23.6 Work Experience Students and Volunteers Information
   i. Work Experience Students and Volunteers are not to pick up or carry children. If Work Experience Students and Volunteers are sitting they are able to nurse a child.
ii. Work Experience Students and Volunteers can change nappies under supervision. The child can be lifted onto the nappy change area by an educator for the student or volunteer to change the child's nappy. Children can never be left unattended on the change table. A hand must remain on the child on the change table at all times.

iii. Work Experience Students and Volunteers are never to be left alone with any children. If Work Experience Students and Volunteers see a danger of this happening then remind educators that you are a Work Experience Student and volunteer and cannot be left alone with the children.

iv. Work Experience Students and volunteers are not to be counted in educator/child ratios.

v. There are child proof locks on all cupboards, Work Experience Students and volunteers need be aware of this. Do not force the doors; ask an educator how to open them correctly.

vi. All doors including cupboards, storerooms and baby change areas must be closed for safety reasons. Work Experience Students and Volunteers ensure that you close them correctly.

vii. Work Experience Students and Volunteers are asked to wear suitable attire and covered shoes for protection. Casual tidy attire, choose something that you don't mind being damaged by paint or glue.

viii. Routines, duties, general procedures and programmes are posted around the service for Work Experience Students and Volunteers information. Work Experience Students and volunteers are to familiarise themselves with these and help out where possible.

ix. Allergy and special dietary requirements charts are in each room and on each meal trolley. Work Experience Students and volunteers are to check these charts before offering food and drinks to the children. If in doubt, ask an educator.

x. We have policies on what foods babies are allowed to eat, Work Experience Students and volunteers are to ask an educator before offering a baby food.

23.7 Method

An educator will be appointed ‘Student Supervisor’ and this person. The Nominated Supervisor will be required to:

i. Arrange time for the student to visit the Service for a pre placement visit, during this visit the following will be arranged.

ii. Give the student times/hours and dates of the placement

iii. Take the student on a tour of the Service

iv. Introduce the student to educators

v. Get Work Experience Students and Volunteers to complete a Work Experience Students/ Volunteers Information Sheet.

vi. On the Work Experiences Students or volunteers first day, they will be introduced to their Student Supervisor. During this meeting the Student will inform the educators of all written work they are required to do and provide them with the time sheets and evaluation forms.

23.8 Work Experience Students and Volunteers Will:
i. Inform the Student Supervisor, in writing of what will be expected of them by their training body, University or School, or any other training organisation.

ii. Be required to do different shifts during their time, so as to gain knowledge of each different aspect of the Service’s day.

iii. Bring in a photo and a short statement addressing the following:
   a. Name
   b. Time they will be at the Service
   c. What it is they are studying

iv. Discuss any problems they may be experiencing with the Student Supervisor.

23.9 The Educators Will:
   i. Communicate with the Student, volunteers and work experience people and discuss progress of their written work and performance.
   ii. Discuss any issues raised by the student with the Student Supervisor.

23.10 Fail Procedure:
   If educators feel that the student is at risk of failing their practicum, the following steps are to be taken:
   i. Educators is to alert the Student Supervisor of any concerns with the student.
   ii. Both the Student Supervisor and educators are to discuss these issues with the Student.
   iii. The Student Supervisor is to arrange with the students teacher/supervisor to visit the Service and discuss those issues that have arisen.
   iv. The education institution of the student will ultimately determine the outcome of the prac.

23.11 Termination of Practicum
   Termination of student's placement will occur if:
   i. The student harms a child in the care of this child care service.
   ii. The student is under the influence of drugs or alcohol.
   iii. The student has disregard for the service and fails to notify if not able to attend the Service.
   iv. The student is observed using repeated inappropriate behaviour at the service.
   v. The student does not comply with all policies and procedures addressed in the student package.

25 Sources
   Education and Care Services National Regulations 2011
   National Quality Standard
   Early Years Learning Framework
   Work Health and safety Act 2011
   Fair Work Act 2009
26 Review

The policy will be reviewed every 3 years. The review will be conducted by:

- Management, Employees, Families and Interested Parties

27 Version Control Table

<table>
<thead>
<tr>
<th>Version Control</th>
<th>Date Released</th>
<th>Next Review</th>
<th>Approved By</th>
<th>Amendment</th>
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<tr>
<td>1</td>
<td>Feb 2012</td>
<td>Feb 2013</td>
<td>Michele Fowler Manager – Kids Uni</td>
<td>This policy replaces the Student Policy and Student Information Sheet. It also replaces the Student Work Experience Policy. Paragraph inserted re application of policies across all centres. Migrated into new QA format.</td>
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<tr>
<td>2</td>
<td>Feb 2013</td>
<td>Feb 2014</td>
<td>Michele Fowler Manager – Kids Uni</td>
<td>Minor update from Centre Management to add specific paragraph on child protection training and educator orientation. Also changes made to the training required by educators to reflect new certification for early childhood. Minor editorial changes made to section 23.</td>
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<tr>
<td>3</td>
<td>Dec 2013</td>
<td>Dec 2014</td>
<td>Michele Fowler Manager – Kids Uni</td>
<td>Minor update from Centre Management to add specifics of the Code of conduct removed from the ‘Child Protection Policy’ and add details on Bullying, Discrimination and harassment</td>
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<td>4</td>
<td>Dec 2014</td>
<td>Jun 2017</td>
<td>Michele Fowler Manager – Kids Uni</td>
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