Induction & Orientation of Educators, Students & Volunteers

Purpose

It is a requirement of the Education and Care Services National Regulations that staffing arrangements are documented in policy.

To provide a policy that demonstrates John Street’s commitment to effective orientation and induction processes to promote retention of educators, and support for students and volunteers, which improves quality outcomes for all children, families, the community and the team at John Street, and supports continuing improvement.

Objective

To ensure:

- Effective induction and orientation of educators, students and volunteers to John Street through procedures supporting continuity of quality standards
- Clarification of individual roles and responsibilities for newly appointed educators or volunteers
- Children and families are given introductions to new educators including opportunities to communicate openly
- Support is provided for educators to become familiar with workplace policies and procedures.

Definitions

Orientation is generally the informal information given to a new employee.

Induction is the formal training and service requirements of the educator to complete in the early stages of employment.
Scope of Policy

This policy applies to all newly appointed educators, including students and volunteers.

Policy Statement

John Street understands that an effective orientation process promotes retention of childcare professionals by John Street, which improves quality outcomes for children, families and the community, and supports continuing improvement.

We acknowledge that high staff turnover disrupts the continuity of care, and the cohesiveness and morale of the educator team, and that effective orientation to John Street’s practices and standards supports continuity of quality standards and clarifies individual roles and responsibilities for newly appointed educators, students and volunteers.

John Street understands its responsibilities under the Occupational Health & Safety Act 2004 to ensure all educators, students and volunteers are informed of their own responsibilities for occupational health and safety within John Street and given adequate supervision and on the job training to enable them to work safely.

John Street will accept students undertaking childcare studies at universities and TAFE colleges and other relevant Registered Training Organisations.

Procedures

All new educators and volunteers will receive an orientation to John Street and their position that will provide them with introductions to children, families and colleagues, clear expectations about their working arrangements and explanations about the operations, philosophy, policies and procedures of John Street.

Orientation of New Educators

During orientation, all new educators will be provided with an orientation package that will allow the educator to explore what their role will be within John Street.

During orientation, generally the following items will be addressed:

- Introduction to other staff members, management etc.
- Statement of Philosophy and goals, Code of professional conduct and John Street Policies
• Facilities / Layout (area utilized by John Street)
• Lunch / tea breaks
• Occupational Health & Safety (including emergency management)
• Pay arrangements (award, wages and conditions, bank transfers, deductions, tax form)
• Questions (who to ask, how to ask, confidentiality).

Inducting New Educators

During an induction period, all new educators will:

• Be provided with a Fair Work Information Statement, in accordance with the Fair Work Act 2009
• Have the opportunity to observe John Street’s functioning prior to starting their rostered duties (See section on procedures prior to first shift)
• Be allocated time to clarify any questions relating to their position and duties with the Director.
• Be given John Street information and an educator handbook
• Be made supernumerary for at least one day and given time to observe routines, read information and become familiar with John Street
• After a two week period have time allocated for a follow up meeting with the Director to discuss any issues relating to daily routines, functions of John Street, administration, and their roles and responsibilities. This may also include clarity of policies and procedures, relevant legislation including child protection, equal opportunity, and occupational health and safety.
• Have the opportunity to spend time with the John Street’s Educational Leader

Prior to commencement of first shift

• Complete an orientation checklist.
• Ensure the educator has a copy of their employment contract and job description and address any questions they may have in regard to these documents, their working arrangements and John Street’s expectations of them.
• Clarify any details in regard to qualifying (or probationary) periods and provide information about John Street’s performance management system.
• Discuss employment procedures such as timesheets; method of salary payments; superannuation; taxation forms etc.
• Provide the new person with a copy of John Street’s handbooks; statement of philosophy; staff code of conduct; and any other work guidelines.
• Discuss and highlight important policies and procedures including occupational health and safety; grievance procedures; supervision; child protection and ensuring a safe environment for children; confidentiality and privacy.
• Require that the new person reads and signs John Street’s Confidentiality Agreement.
Show the new person the location of John Street’s policy and procedures manual, a copy of the *Education and Care Services National Law Act 2010 and Regulations 2012*; and the *Professional Child Care Standard 2010* (Vic).

Discuss the person’s understanding of the National Quality Standard; Early Years Learning Framework and the Victorian Early Years Learning and Development Framework.

Advise the new person about John Street’s management structure and their lines of responsibility and communication with management.

Show the person around John Street and highlight key health and safety features such as fire extinguishers, evacuation plans, fire exits, and first aid kit storage, show the new person where they may store personal items and the location of the Staff room, toilets, kitchen, parking, etc, and provide introductions to the other team members.

Allow the new person to spend some time in their designated room so they may be introduced to the children, families and other educators.

**During the First Week**

- On the first day of employment John Street will process relevant employment forms including tax forms, superannuation, and ensure the contract of employment is signed.
- New educators under the age of 18 years will always be supervised by an educator that is 18 years or older, and holds or is working towards an approved diploma level education and care qualification (at minimum), and will never work alone at John Street.
- A short welcoming description of the new person with their qualifications, experience and a photo will be displayed in the foyer, and during the course of the week they will be introduced to families.
- At the end of their first week of work the Director will meet with the new person to get feedback about their impressions of the week and address any questions they may have.

**Ongoing communication and support**

- The Director will follow up with new person a month after the original induction to address any further questions and check the new person is settling happily into John Street.
- All John St staff will offer support to ensure the maintenance and continuity of John Streets practices and standards until the new person has completed their qualifying/probationary period.
- The new employee will be encouraged to write down any questions they would like to discuss, which will be addressed by their buddy where appropriate, or the Director at regular meetings.
- At the end of the qualifying/probationary period the Director will hold an appraisal meeting with the new person to identify their strengths and plan for professional development opportunities.

**Casual Relief Educators**

Relief educators are often required to care for children as soon as they arrive at John Street with limited time to familiarise themselves with John Streets environment policies and procedures. John Street will
therefore develop a ‘Relief educator orientation checklist’ that provides information on the important information, procedures and practices that the relief educator needs to be immediately aware of i.e. evacuation procedures, location of dangerous products hazards, child protection policies etc.

- Where relief educators are unfamiliar with John Street, wherever possible they will be asked to attend an orientation meeting before undertaking relief work at John Street, or a qualified educator will be assigned to provide supervision and support.
- Where possible John Street will maintain a list of permanent relief and casual educators that have undertaken the full orientation process.

**Students and Volunteers**

- An ‘Orientation checklist’ will be developed to assist in the orientation of students and volunteers.
- The Director will induct the student or volunteer prior to their contact with children at John Street and an educator in the designated room will act as a buddy to provide ongoing guidance and support.
- Students and volunteers will always be supervised by an educator that has attained the age of 18 Years and holds an approved diploma level education and care qualification, whenever they are educating or caring for children.

**Students and volunteers must:**

- Produce a current working with children check prior to commencing their placement – Volunteers must have a minimum (V) card
- Not be left alone or be considered responsible for children inside or outside John Street
- Be under an educator’s supervision and may not stay in John Street unless a legally responsible person is in charge
- Not take children out of grounds except on excursions when a member of the educator team is in charge.

**Responsibility**

It is the responsibility of the Board, through the Centre Director, to ensure that the induction and orientation of educators is guided by this policy.

**Legislative Provisions**
Education and Care Services National Law Act 2010(Vic) – Section 169, 301 (h) (m) (i)

Education and Care Services National Regulations 2011:

<table>
<thead>
<tr>
<th>Regulation</th>
<th>Description</th>
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<tbody>
<tr>
<td>r.145</td>
<td>Staff Record</td>
</tr>
<tr>
<td>r.147</td>
<td>Staff Members</td>
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<td>r.149</td>
<td>Volunteers and Students</td>
</tr>
<tr>
<td>r.151</td>
<td>Record of educators working directly with children</td>
</tr>
<tr>
<td>r.168(2)(iii)</td>
<td>Education and Care Service must have policies and procedures</td>
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<tr>
<td>r.170</td>
<td>Policies and procedures to be followed</td>
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<tr>
<td>r.171</td>
<td>Policies and procedures to be kept available</td>
</tr>
<tr>
<td>r.181</td>
<td>Confidentiality of Records kept by Approved Provider</td>
</tr>
<tr>
<td>r.183</td>
<td>Storage of records and other documents</td>
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National Quality Standard for Early Childhood Education and Care & School Age Care

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>Standard 1.2</td>
<td>Educators and coordinators are focused, active and reflective in designing and delivering the program for each child</td>
</tr>
<tr>
<td>Standard 4.1</td>
<td>Staffing arrangement enhance children’s learning and development and ensure their safety and wellbeing</td>
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<tr>
<td>Standard 4.2</td>
<td>Educators, coordinators and staff members are respectful and ethical</td>
</tr>
<tr>
<td>Element 7.1.2</td>
<td>The induction of educators, coordinators and staff members is comprehensive</td>
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<td>Element 7.1.3</td>
<td>Every effort is made to promote continuity of educators and coordinators at the service</td>
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<td>Element 7.1.5</td>
<td>Adults working with children and those engaged in management of the service or residing on the premises are fit and proper</td>
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<td>Element 7.3.5</td>
<td>Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly</td>
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Background Legislation

<table>
<thead>
<tr>
<th>Legislation</th>
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<tbody>
<tr>
<td>Information Privacy Act 2000 (Vic)</td>
<td>Management of personal information</td>
</tr>
<tr>
<td>A New Tax System Act 2000 (Cth.)</td>
<td>Family Assistance Administration</td>
</tr>
<tr>
<td>Privacy Act 1988 (Cth.)</td>
<td>Information Privacy Principles</td>
</tr>
<tr>
<td>Occupational Health &amp; Safety Act 2004 (Vic)</td>
<td>Providing a safe work environment</td>
</tr>
<tr>
<td>Fair Work Act 2009 (Cth.)</td>
<td>Fair Work Statement &amp; National Employment Standards</td>
</tr>
<tr>
<td>Working with Children Act 2005 (Vic)</td>
<td>Protecting Children from harm by assessing suitability of people who work with, or care for children</td>
</tr>
<tr>
<td>Professional Child Care Standards 2010 (Vic)</td>
<td>Staff Employment – wages and conditions</td>
</tr>
<tr>
<td>Health Records Act 2001 (Vic)</td>
<td>Personal Information</td>
</tr>
<tr>
<td>Equal Opportunity Act 2010 (Vic)</td>
<td>Covers discrimination in education, amongst other things. It does not assume everyone is the same and it does not mean treating everyone the same</td>
</tr>
<tr>
<td>Charter of Human Rights &amp; Responsibilities Act 2006 (Vic)</td>
<td>Sets out the rights, freedoms and responsibilities that are shared by all Victorians and protected by law.</td>
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Sources
The Board, through the Centre Director, will ensure that John Street implements effective induction and orientation strategies for educators that comply with the Education and Care Services National Law, and the Occupational Health and Safety Act 2004 (Vic).

The review and development of policies and procedures will be completed by the Grants and Policy sub-committee of the Board, in collaboration with the Centre Director.

In accordance with R. 172 of the Education and Care Services National Regulations, John Street will ensure that families of children enrolled at John Street are notified at least 14 days before making any change to a policy or procedure that may have a significant impact on John Street’s provision of education and care to any child enrolled at John Street; a family’s ability to utilise John Street; or the fees charged or the way in which fees are collected.

To ensure that John Street is compliant, and maintains collaborative approaches with the community, John Street will notify all families of children enrolled at least 14 days before making ANY policy change, unless this time period would pose risk to the safety, health or wellbeing of any child enrolled at John Street, in which case John...
Street will act to adjust any policies and/or procedures to ensure the safety, health and wellbeing of all children, and will notify families as soon as practicable after making the necessary change(s).

The Board authorises this policy and welcomes the opportunity to discuss any aspect with stakeholders. We appreciate your support while we strive to provide a quality education and care service for children and families in our community.

Date approved:__________________________

Signed:______________________________

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<tr>
<th>Date Reviewed</th>
<th>Details of Change</th>
<th>Date of next Review</th>
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<tr>
<td>August 2011</td>
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<td>August 2012</td>
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<tr>
<td>February 2012</td>
<td>Complete redevelopment to include National Law provisions, orientation planning involving what to do prior to commencement, first week, ongoing communication and support; casual relief staff along with students and volunteers.</td>
<td>February 2014</td>
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