

Staffing Policy

(Including a Code of Conduct, Determining the Responsible Person Present, and Participation of Volunteers and Students)

NQS

QA4	4.1.1	Organisation of educators – The organisation of educators across the service supports children’s learning and development.
	4.1.2	Continuity of staff – Every effort is made for children to experience continuity of educators at the service.
	4.2.1	Professional collaboration – Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills.
	4.2.2	Professional standards – Professional standards guide practice, interactions and relationships.

QA7	7.1.1	Service philosophy and purpose – A statement of philosophy guides all aspects of the service’s operations.
	7.1.2	Management systems – Systems are in place to manage risks and enable the effective management and operation of a quality service.
	7.1.3	Roles and responsibilities – Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
	7.2.1	Continuous improvement – There is an effective self-assessment and quality improvement process in place.
	7.2.2	Educational leadership – The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
	7.2.3	Development of professionals – Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.

National Regulations

Regs	83	Staff members and family day care educators not to be affected by alcohol or drugs
	118	Educational leader
	122	Educators must be working directly with children to be included in ratios
	123	Educator to child ratio – centre-based services
	126	Centre-based services – general educator qualifications
	132	Requirement for early childhood teacher – centre-based services – 25 to 59 children
	133	Requirement for early childhood teacher – centre-based services – 60 to 80 children
	135	Illness or absence of early childhood teacher or suitably qualified person
	136	First aid qualifications
	137	Approval of qualifications
	143	Certification of documents
	145	Staff record
	146	Nominated supervisor
	147	Staff members
	148	Educational leader
	149	Volunteers and students
	150	Responsible person
151	Record of educators working directly with children	

152	Record of access to early childhood teachers
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EYLF

LO1	Children feel safe, secure and supported
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Aim

The aim is to meet our regulatory requirements in relation to staffing, including that professional standards guide our practices, our responsible person ensures that the service is effectively supervised and managed, and volunteers and students are provided with the necessary training and support.

Implementation

The Montessori Journey believes that no person will be disadvantaged based on gender, marital status, family commitments, religious or ethical beliefs, colour, race, disability, age, political opinion, employment status or sexual orientation. However, only persons with appropriate qualifications will be considered and must be over the age of seventeen. The needs and safety of the children will remain our first and major consideration when selecting staff. All staff will have a police check done by the Commission for Children and Young People and Child Guardian.

Educators code of ethical conduct 2023

This code of conduct applies to all management and educators of the Montessori Journey.

Rights	Responsibilities
<p>Every person has the right:</p> <ul style="list-style-type: none"> • To be treated with respect and dignity • To hold and express an opinion. • To work in a positive learning environment. • To work in a clean and safe environment. • To uphold the reputation of our centre with pride. • To have personal privacy and property respected. 	<p>Every person has the responsibility:</p> <ul style="list-style-type: none"> • To treat all the children, other team members and parents with respect and dignity. • To contribute to a positive caring and teaching environment. • To maintain a clean and safe environment. • To honour and enhance the reputation of our centre. • To respect personal privacy and property of others. • To follow all policies.

Determining the responsible person present

The director/nominated supervisor when present is always the responsible person present, if the director/nominated supervisor is unavailable the early childhood educator of each room is aware of the procedures and policies to take charge of the centre. This will be put up in the foyer person in charge/responsible when the director/nominated supervisor is not in. It will be educator that is on lates.

Management/Early childhood educators communication

We have a room communication book that is only used for the office to your room and your room to the office, in this book you can request specific resources to support the program, if parents tell you if their child is away or has an illness that could be infectious, etc.

Parent communications

Please communicate frequently to all parents, but not get in in-depth conversations. Try and communicate positively about their child. Only early childhood educators are responsible for communicating to parents about how the child is progressing in the room and about the child's behaviour, especially if the behaviour is challenging. Use a variety of methods to communicate with the parents. Ask the parent what the best way would be to communicate to them. Please pass on any information on the child that has been passed on to you by parents to the relevant people. Also communicate anything that the child has done that you may feel would be important to management or the child's teacher. Please ensure the director/nominated supervisor is notified straight away of any concerns that educators may have, or parents have voiced regarding an individual child or the centre.

Early childhood educators performance/Staff reviews

Management will give each staff member ongoing feedback about their performance, or if we have any concerns this will be addressed with you promptly and professionally. Any issues that management is aware of will need to be amended as soon as possible.

First Aid

All employees must hold a current First Aid/CPR and Asthma/Anaphylaxis Certificate. It is the responsibility of employees to ensure that their certification remains current and is updated when necessary. The nominated supervisor will follow up with all qualifications.

Blue card

All staff must have a current blue card prior to employment and the blue card will be checked to make sure it is current.

Immunisation requirements for staff

All staff are required to fill in an immunisation form and update it when necessary. Immunisations recommended are Hep A Measles, Mumps and Rubella. Staff who have not completed their immunisation record will also be treated as un-immunised.

Dress code

The centre has a dress code, all Staff are to wear plain blue and white e.g., a white /navy shirt with sleeves, a pair of navy trousers, skirt or longer shorts with a pair of closed shoes for workplace health and safety. No revealing clothes e.g., things too short or low-cut tops, Jeans or any other colours are not to be worn as this does not give a professional impression. In winter Navy or white jumpers /jackets can be worn. If you are in doubt about the suitability of any clothes, please discuss this with the director/nominated supervisor. The centre will print on any shirts that you bring in. Wide brimmed hats (no caps) must be worn outside to role model sun safety procedures. Joggers are not a preferred choice of shoe.

Meetings

All staff are required to attend staff meetings, parent evenings and training evenings. If you are unable to attend, please notify the director/nominated supervisor personally as soon as possible. Educators' meetings will cover the EYLF, centre policies and philosophies, any changes within the centre are reviewed and adapted and incorporated as part of the ongoing procedures within the centre.

Mobile phones

Please leave mobile phones in the staff room for when you are on a break.

Amenities

Tea and coffee are provided in the kitchen. Please wash your own dishes and do not let lunches accumulate in the refrigerator. We have a staff toilet in the staff room and one in the Van Gogh room. Staff lockers are available which have a key, if the key gets misplaced or lost the educators will be charged a \$25 fee for the replacement.

Lunch breaks and rosters

Lunch breaks will vary on the hours worked. Rosters will be for the hours of:

- 7.30 to 3pm ½ lunch break,
- 8.30 to 3.00pm ½ hour lunch.
- 8.30am to 3.30 ½ hour lunch
- 9.00 to when numbers go down to 22 children, usually around 4.00pm ½ hour lunch break.
- 9.00am to 4.30pm Group Leader/Assistant ½ hour lunch

Most staff hours will be around 33 hours per week. Please do not be late because our obligations are to the children and their parents. If there are problem on any day, then the director/nominated supervisor must be contacted as soon as possible. Persistent lateness will result in dismissal. For every 3.5 hours worked 10 minutes is paid for. If educators work over 7 hours per day 20 minutes is paid for in your lunch break.

Early childhood educators

All early childhood educators within the centre comply with the office for Early Childhood Education and Care Queensland as well as their qualification regulations. We have a total of nine staff, this includes administration, early childhood teachers/educators, maintenance, and casuals. In your child's room you will see the teaching staff names, days they work and positions they hold, all staff are qualified for the positions that they are employed for.

We have an educational leader who is also the director/nominated supervisor. The educational leader's role is to oversee and provide curriculum direction and guidance to all educators. Support educators to effectively implement the cycle of planning, enhance programs and practices. Lead the development and implement an effective educational program in the service which is guided by the Montessori approach to education and the EYLF.

Procedure to support relief staff to promote continuity of care for children within our centre

- We will endeavour to use the same relief staff, so the children are familiar with the one person.
- Please write down and let all relevant staff know all parent messages.
- The program book must be kept up to date, so any educators can read it and not only the person who wrote it.
- The child individual development planning must be kept up to date and left where other educators will find them.
- The Montessori sheets must be kept up to date, so all educators know where each child is up to within the program.
- Follow the directions of the staff of the room.
- Read all signage in the room especially for children with allergies or special needs.
- Know all the areas that need to be supervised, if not ask a staff member.
- Relief staff like all staff have input in the policies, procedures, contributing in staff meetings, operations of the service etc.

Participation of volunteers/ Students on practicum placements/Parent helpers/Visitors

- Introduce any of the above people to all relevant educators.
- Give the volunteers/students parent helper or visitor a tour of all relevant areas of the centre i.e., the amenities.
- The helpers are welcome to have tea/coffee; however, these are to be consumed in a safe manner away from the children. Refer to our voluntary information and follow accordingly. Only one volunteer/student/parent helper/visitor in a classroom at a time unless discussed with the director/nominated supervisor.

Educators resolving differences/conflict/grievances

If educators have any concerns within the centre about other educators or management, please try and discuss it with the person involved before it gets out of hand. If you cannot resolve the problem amicably in a respectful and prompt manner, please see the director/nominated supervisor and we can see how the issue can be resolved. Please ensure that problems do not become unsurmountable. If it is to do with the director/nominated supervisor a third party can be involved to see if it can be sorted out. Please know we have an open-door policy for staff to come to me for anything.

Policy on professionalism and confidentiality that apply to educators.

Staff members are expected to always speak professionally about their own centre. Staff members should try to make themselves available to parents when necessary. It is not appropriate for staff to discuss other children or other parents with a parent. All staff including relief staff are to be aware that confidentiality of all matters concerning the centre and its users must be always maintained.

Any child information, e.g., enrolment forms, developmental checklist, child individual development planning, observations and any information related to child protection issues, as well as written or verbal information passed on to you by the parents or guardian., etc. **are fully confidential**. The only persons permitted to see this information are the parents or legal guardians, centre educators and management. If the centre has a student e.g., University, TAFE, the director/nominated supervisor may allow limited access to children's information. For example, the child's first name, date of birth, country of origin and home language should suffice for most tasks assigned in their course of study. Permission must be sought from the parents before any other information is passed on to the student. Parents need to be aware that any information shared with a staff member will remain confidential. Any information written about a child is the property of the centre and must be stored securely at all times. The child's information is always available to the child's family.

Staff handbook or other policies changes

Any changes made to the above handbook, policies or procedures will be either told verbally, staff meetings, or a notice will be put up with the changes in the staff room.

Staff recruitment and selection

Applicants may apply by phone or in writing in response to a vacancy within our centre. A full resume, referees, references, and past employment details are required.

Applicants are either declined or invited to an interview by the director/nominated supervisor. At the interview, the applicant will be given an overview of the centre's procedures, policies, and a discussion on the job description. The applicants are encouraged to read the policies that are within the centre.

With the applicant's knowledge, referees and past employers may be contacted. Short listed applicants may be asked to spend two hours working with the children and staff before an appointment is made.

When the centre has a position going, in-house staff can apply and if they have the suitable experience or qualifications.

Prime considerations when appointing early childhood educators and our expectations in relation to Educator's performance are:

- Applicants must have the appropriate qualification asked for or willing to train.
- All Applicants must be collaborative, respectful, and ethical in their practices.
- Will engage in First Aid, asthma, anaphylaxis, and child protection training.
- Have a commitment to early childhood education.
- Have appropriate experience for the position or studying.
- Must have the right personal attributes to enhance the team.
- Have a genuine want to learn about our centre and understand all our policies within the Centre.
- The Montessori Journey expects a high standard of personal presentation, punctuality, behaviour, and respect to be displayed at all interactions towards the other educators, staff, children, and families.
- Any staff in training must on a quarterly basis supply proof of their study.
- Will have a current blue card before commencing employment which will be checked by the centre to see if it is still current.

Educators' orientation/Induction procedure

New staff will be guided by other staff during the induction period to enable them to integrate into the Centre, familiarise themselves with the centres routines, programs, and the relevant legislations so the centre can run as smoothly as possible, all policies are to be read within two weeks of employment within the centre. The highlighted areas of the policy need to be read before starting employment within our centre. After the two-week orientation we have an induction period which will be going over any procedures and policies that you would like to discuss or do not understand. Thereafter if you would like to discuss further development of the centre, Ideas, concerns, or anything on your mind please feel free to bring it to the director/nominated supervisor's attention.

Work contracts

A 3-month probation period is for the staff member as well as the employer. Wages are paid fortnightly on every second Thursday. Time sheets are to be filled and left in the office by 3.30pm Wednesday pay week. Casual or permanent educators may have to go home earlier than estimated if the number of children falls below the required amount for child/staff ratios. All staff are required to give two weeks' written notice if they intend to leave employment at the centre.

Early childhood educators training or courses

All educators employed who need to complete their study for their job role will be monitored until the completion date. The centre will pay for half the price of courses for educators to improve on personal and professional development that will improve the performance, care, and education of the children. The director/nominated supervisor will keep educators informed on any available workshops, courses, online training, and current information posted to us. The centre will not pay for the time educators are away on a course but provide relieving educators to enable them to attend. The centre uses an industrial solutions company called Livingstone who determines pay rates.

Holiday and sick leave

All staff must take the two weeks that the centre is closed during the Christmas/New Year period as annual leave. Leave forms must be completed and approved by the director/nominated supervisor at least six weeks prior to leave being taken. Whilst all efforts will be made to accommodate leave requests, they will be on a first come, first serve basis, so as much notice as possible is recommended. Staff must follow the same guidelines as sick children and must contact the director/nominated supervisor as soon as possible. If you are on any medication, which will hinder your performance at work. On the third consecutive day of being away from the workplace due to sickness, staff are required to provide a medical certificate and where possible an estimate of when they are likely to be deemed well enough to resume duties.

Dismissal

All Staff will be given 2 weeks' notice, Staff may be dismissed without notice. Instant dismissal will occur for:

- Allowing a child to leave the centre with an unauthorised person, unless in a dangerous situation.
- Continuing inability to perform duties at an acceptable level.
- Negligence in your duty of care.
- Usage of illegal drugs or alcohol.
- Theft of money or property.
- Abusive language and behaviour.
- Failure to follow staff policies and regulations.

Sources

National Quality Standard

Education and Care Services National Regulations (Queensland)

Early Years Learning Framework

WorkSafe QLD

QLD Gov. Early Childhood Education and Care

ACECQA

Review

This policy will be reviewed annually by:

- Director
- Employees
- Families
- Interested Parties

Last reviewed: October 2023

Date for next review: November 2024

Assistant/Educator Responsibilities

I will assist in planning and preparing the environment, setting up interest centres, preparing and clearing away materials and supplies. Safety checks when setting up or putting the equipment away.

I will treat each child with dignity and respect. I will be collaborative respectful and ethical with my practices.

I will keep the centre clean and tidy and follow our health and hygiene policy.

I will assist with the observations of each child and inform the lead educator if I feel I see or hear things of importance. (This is not to be discussed with the family)

I will comply with the National Quality Standards abiding with all their principles.

I have read and understood the centre policies that are also handed to the parents, and I will monitor other educators' compliance to these policies.

I will comply with occupational health and safety guidelines to keep myself and others safe.

I mentor new graduates by supporting their induction into the profession.

I will keep my First Aid, CPR, Anaphylaxis and Asthma training current.

I will keep my suitability card current and notify the centre straight away if I lose it.

I will update my professional development plan yearly.

I will not discuss any delicate matters concerning the child or any other child, as this is for the lead educator to do. E.g., Sickness of the child, eating, behaviour, etc. The Lead educator may ask you to pass a message to a parent other than that NO DISCUSSING ANYTHING BUT LIGHT CONVERSATION, to the family.

I will attend and contribute to the educator meetings and be willing to participate in certain training courses where appropriate.

I will attend Montessori training courses especially if I have no Montessori training.

I have read and understood all the centre policies that are also handed to the parents and educators and will fulfil my responsibilities and duties of which I have been employed with the centre.

Employee Name _____ Signature _____ Date _____

Witness Name _____ Signature _____ Date _____

What is the best method to communicate management decisions to you?

Early Childhood Educator Responsibilities

I will be responsible to the nominated supervisor/person in charge and the educational leader for planning and implementing a program suitable to the needs and interests of the children attending the centre. I will be collaborative respectful and ethical with my practices with all educators, families, and children.

I will create a friendly, secure, stimulating & interactive learning environment for the children and will treat each child with dignity and respect. I will plan for the long and short-term needs of each child which is inclusive of all children.

I will stay up to date and comply with the National Quality Standards abiding with all their standards in the national law and Education and Care Services National Regulations 2011 and the Queensland Kindergarten Learning Guidelines (if you are the kindergarten Teacher).

I will keep my First Aid, CPR, Anaphylaxis and Asthma training current.

I will keep my suitability card current and notify the centre straight away if I lose it.

I will create a friendly atmosphere for parents and consult with them about their own child's needs including any delicate matters. I will inform parents about the centres program and policies.

I will mentor new graduates by supporting their induction into the profession.

I will attend and contribute to educator meetings and be willing to participate in certain training courses where appropriate. I will attend Montessori training courses especially if I have no Montessori training.

I have read and understood the centre policies that are also handed to the parents, and I will monitor other educator's compliance to these policies.

I will comply with occupational health and safety guidelines to keep myself and others safe.

I will fulfil all my responsibilities and duties of which I have been employed with the centre and will take responsibilities to the person in charge according to section 34 of the childcare regulations.

I will update my professional development plan yearly.

Employee Name _____ Signature _____ Date _____

Witness Name _____ Signature _____ Date _____

What is the best method to communicate management decisions to you?

Director/Nominated Supervisor Responsibilities

- I will stay up to date and comply with the National Quality Standards abiding with all their principles. Working in partnership with the Department of Children Education and Care.
- Mandatory reporting responsibilities to DEEWA.
- Preparing business activity statements.
- Accounts payable/Accounts receivable.
- I will update my professional development plan yearly.
- Marketing.
- Interviewing appropriate educators and staff that will be collaborative, respectful, and ethical.
- Working in partnership with families, staff and children when considering changes in the centre policies, QIP, procedures and strategies. I will monitor all that attend the service with compliance to these policies.
- I will keep my First Aid, CPR, Anaphylaxis and Asthma training current.
- I will keep my suitability card current and notify the Licensee straight away if I lose it.
- My conduct with educators, family, and children's relationships will be collaborative, respectful, and ethical.
- Stock control.
- Centre shopping.
- Seeing sales reps for what is new in the childcare industry.
- Organising open days, educator's meetings, parent teacher interviews, Christmas party, Easter raffle, excursions, educator's courses, working with the local community, student work experience placements etc.
- Regular inventories on the equipment, books, supplies and teaching materials.
- Making sure educators' programs and child individual development planning are up to date.
- Showing parents around and explaining our centre philosophies and the Montessori program.
- Telephone inquiries.
- Notifying parents of relevant information.
- Room placements for the children and the days required.
- Sending fee accounts out and taking fees and receipting parents.

Employee Name _____ Signature _____ Date _____

Witness Name _____ Signature _____ Date _____

What is the best method to communicate management decisions to you?

Individual Performance and Learning Goals Policy

(Information to be read by all educators)

It is essential that you take the time to read the centre's policies with an Asterix which have highlighted areas before commencing work and the remainder policies within two months of being employed at our centre. Please make yourself aware of all the different forms and information that gets handed out to the parents and staff. Complete the check list as you read the information and hand it to the office. Feedback is always appreciated and considered on the governance of the centre, decision making, policy, QIP and philosophy review.

I have read all the below policies - date and sign _____

*Note: All things with an * means you will need to have read prior to starting or you will need to have it e.g., blue card prior to starting. Most documents will need to be photocopied and handed to the Nominated Supervisor.

Information to be read by Educators	Date
• Staff handbook with our centre philosophies and goals	*
• Staff Health, Hygiene and Safety Policy	*
• Family and Health and Hygiene Handbook (child protection and your responsibilities must be read prior to commencing employment)	*
• Staff Behaviour Policy	*
• Cleaning procedure (staff health and hygiene)	*
• Accident/injury/trauma form (will be shown)	
• Medication form	
• Staff immunisation record	
Please hand this in within two weeks of starting	
• Educators' qualification	
• Personal information at the back of the Educators Handbook	
• Tax file form	
• Superannuation form	
• Photo with brief description	
• First Aid, CPR, Anaphylaxis and Asthma Certificate Signed by J. P	
• Immunisation form	
• Individual professional development and learning goals which meets both centre and Educator's priorities	
• Suitability card/blue card current	*
• Doctors letter to say you are fit to work with children	*