



## Introduction

The requirements of an education and care service in the area of the staffing are embedded in the Education and Care Services National Law and Regulations; local state laws and local government laws also impact on the service. Core references are given in each policy but the reader should consider the references that apply to their local situation.

The national Early Childhood Australia Code of Ethics is an important part of this work.

Before reading this section of policies, it is valuable to consider the following from the UN Convention on the Rights of the Child, Article 3 in particular:

*Article 3/3. States Parties shall ensure that the institutions, services, and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.<sup>1</sup>*

## Critical areas of concern

These policies are a requirement of all staff in the service without exception. These policies are significantly impacted by compliance with the Education and Care Services National Law and Regulations as well as local Child Protection and Working with Children's Card laws. They also interact with local Teacher Registration requirements.

## Implementation

The service philosophy guides the implementation of all its policies and the environment is no exception.

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<sup>1</sup> <http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf> Retrieved 18 January 2016



## Knowledge development

Staff in this service are required to have or be working toward the relevant baseline qualification and then continue their ongoing learning. In this area, it includes:

- Orientation
- Professional learning through staff meetings
- Ongoing reading, discussion, and self-reflection
- External professional development as decided with the Director
- Professional development as decided by the service as being essential for all staff in the area:
  - ✓ Code of Ethics
  - ✓ Professional role texts
  - ✓ At Subicare we Base most of our staff policies on Employsure. We have a staff handbook and a OH&S handbook for staff.



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### Acknowledgements

We acknowledge the input from the staff and friends of Child Australia, the Professional Support Coordinator (the PSC) team, the Community Child Care Coop (NSW), Curtin University Early Learning Centre, the Directors and staff of the Early Learning Services and Outside School Hours Care Services and the members of the Educational Leaders Association who helped in the development of these policies.

## Policy: Code of Conduct

### Policy Statement

The service Code of Conduct has been developed to provide a framework for the way we behave at work, how we meet our professional and legal obligations and live to our organisational values.

Our Code of Conduct establishes the core standard for our everyday work behaviour, actions, and choices and applies to all employees regardless of position or work area.

Our Code of Conduct is underpinned by *Early Childhood Australia's Code of Ethics* which guides practice relating to work with and for education and care professionals, families and children.

We seek to all work in an ethical and equitable manner. We reflect the things we value as an organisation in all our dealings with clients, families, colleagues, children's services operators and staff, other agencies, government departments and the general community.

### Our Code of Conduct requires us to:

- Act in a manner which seeks to put the best interests of the children first
- Always act in a manner that considers the most appropriate outcomes for our children, working transparently and respectfully with families, staff and other agencies
- Comply with law and policies
- Act fairly, truthfully and honestly
- Be respectful, friendly and safe in the workplace
- Protect our assets, information and organisational reputation in an ethical manner.

### As a service we will:

- Provide an environment where the service mission, vision and values and conduct expectations are clear and are facilitated
- Address any concerns in a prompt and ethical manner.

### Each employee will:

- Act in a manner which seeks to put the best interests of the children in our care first
- Understand our mission, vision, and values and behave accordingly
- Perform all of our work responsibilities ethically and professionally
- Understand, implement and comply with all organisational policies and procedures
- Strive to build a safe, harmonious, respectful and non-discriminatory workplace
- Value, respect and support the abilities and knowledge of colleagues, children, and families
- Maintain confidentiality of information.

### Our references are:

- Education and Care Services National Law
- Education and Care Services National Regulations
- National Quality Standard
- Early Childhood Australia (ECA) Code of Ethics
- The United Nations Convention on the Rights of the Child (1989)

## Policy: Orientation of staff

### Policy statement

The Service will offer all new staff members, and any staff members returning from extended leave, an orientation to provide the support and information needed for their role.

We will act to ensure that the existing programs are not disadvantaged during the transition that surrounds a new staff member commencing.

The Service will provide appropriate time and resources to ensure that new staff members are given the opportunity to participate fully in the orientation process and any planned follow-up mentoring or planned sessions.

### Rationale

The Guide to the National Quality Standards tells us that:

Educators, coordinators and staff members respect and value the diverse contributions and perspectives of their colleagues and this is evident in their interactions with each other (P. 116).

The indicators of compliance with the National Quality Standard given in the Guide include it being evident that new educators, coordinators and staff members ARE being supported by other team members during their orientation and induction.

### Related policies

Code of conduct  
Recruitment  
Professional development  
Occupational health and safety

### Related Service publications

Staff Handbook (Employure)  
Orientation - General  
Orientation - Health and Safety (Employure)

### Related education

Parent orientation session  
Staff orientation session

### Review schedule

2 years or at need

### Legal and professional requirements

National Quality Standard QA 4.1, 4.2

## Policy: Professional Development

### Policy statement

We aim to provide a supportive workplace that values knowledge growth, innovation, expertise, and continuous improvement.

This service is committed to developing the professional knowledge, skills, and practices of our teams at every stage of their career.

While ultimately it is the individual's responsibility to ensure that they continue to grow as a professional, staff will work closely with their line manager to plan their learning needs.

The performance development process is a means for staff to reflect on their skills, knowledge, and aspirations; to review their work and identify opportunities for advancement through further learning and development.

A professional development plan will be created during orientation and during reflective practices and performance reviews thereafter. The plan will include potential topics, future career aspirations, and support staff member's growth as a professional.

The process will include:

- clarification of the role and expectations
- reflection on own practice and the practice environment
- appraisal of the previously identified objectives
- examples of ways the agreed outcomes have been met
- reflection on aspirations and pathways
- training opportunities will be identified
- two-way feedback will be given at this time.

Professional development will be considered on its merits and potential benefits, however, compliance training related to the role (e.g. First Aid) takes a priority.

### Rationale

The Guide to the National Quality Standards tell us that 'Updating and maintaining educators' knowledge is a joint responsibility of educators, coordinators, the nominated supervisor, and the approved provider, and includes a range of professional development strategies that challenge and extend current thinking' (P.106).

### Related policies

Code of conduct  
Recruitment  
Orientation  
Staff performance development  
Occupational health and safety  
CHILD HR system

### Related Service publications

Staff Handbook  
Orientation - General  
Orientation - Health and Safety

### Related education

Parent orientation session  
Staff orientation session

### Review schedule

2 years or at need

### Legal and professional requirements

Education and Care Services  
National Law - Section 167

Education and Care Services  
National Regulations – Regulation  
84

National Quality Standard QA 2.1,  
4.1, 4.2, 7.2

## Policy: Students

### Policy statement

This Service strives to provide high quality education and care to all children who come to our Service.

We seek to pass on this learning by providing opportunities for students in the different Universities, approved Registered Training Organisations and from other approved education and care services.

Student practicums will be at the discretion of the Director. The events and needs of the children and families will always take priority over any student placement.

Students will not be left unsupervised with children in care in the Service. Students are supplementary to staff requirements, and will not be used to replace absent staff.

All visitors to the Service are governed by the policies and procedures of the Service.

Providing student practicum experiences offer us the opportunity to act as educator and learner, developing strong professional and community partnerships. The priorities are:

- Students studying early and middle childhood or related topics
- High school students who wish to gain work experience as part of their school program, provided that the school has requested the placement.
- Staff from other approved education and care services will be able to attend opportunities to attend learning events at the Service as are approved by the Director.

Students who are approved for placement at the Service will be oriented to the Service and its policies, especially the policies of confidentiality and those that detail the rights of the child to a safe environment.

The parents of any child are provided with the right to request that their child is not involved with the student or subject to student observations.

Students from a University, Registered Training Organisation or High School remain **at all times** under responsibility of their organisation and the allocated supervisor.

Should any student behave in a manner that is felt to be inappropriate, the Service reserves the right to terminate the placement immediately and will inform the student's Supervisor.

### Related policies

Acceptance and refusal of authorisations  
Confidentiality of records  
Diversity and inclusion  
Enrolment  
Orientation  
Dealing with complaints  
Visitors (and volunteers)

### Related Service publications

Staff Handbook  
Orientation - General  
Orientation - Health and Safety

### Related education

Parent orientation session  
Staff orientation session

### Review schedule

2 years or at need

### Legal and professional requirements

Education and Care Services  
National Law (WA) Act 2012 -  
Sections 165, 167

Education and Care Services  
National Regulations 2012  
Regulations 145, 149, 150, 151,  
152, 158

National Quality Standard QA 4.2,  
5.1

## Policy: Determining responsible person

### Policy statement

The Service protects the privacy, dignity and confidentiality of individuals by ensuring that all records and information about individual children, families, educators/staff and management is treated with discretion and kept in a secure place and only accessed by or disclosed to authorised people who need the information to fulfil their responsibilities at the service or have a legal right to know.

### Rationale

To ensure regulations are met at all times in regards to someone appointed to act in place of the Nominated supervisor. This person/s will be a certified supervisor.

### Policy Statement

The Nominated Supervisor may be absent from the centre due to the following. Any time the Nominated Supervisor is absent from the centre, a certified supervisor will be present at all times

- To accompany enrolled children on an excursion
- For not more than 2 consecutive days if the absence is due to illness or injury
- To undertake continuing professional development in matters relating to child care
- To attend a meeting or other event that is relevant to the supervision and control of the service
- To obtain or eat a meal
- To attend to other duties relevant to the provisions of the service such as banking and shopping for food and drinks

The name of the Nominated supervisor should be displayed near the license at all times. The names of the certified supervisors also needs to be displayed near the license at all times. A staff record must be on the premises for information relating to the Nominated supervisor and certified supervisor (responsible person)

Notice of any change to Nominated supervisor must be in the form of written notice to the Regulatory Authority.

All Families and visitors to the centre should be able to identify who is in charge of the centre at any given time.

### Related policies

Code of conduct  
Recruitment  
Professional development  
Occupational health and safety

### Related Service publications

Staff Handbook (Employure)  
Orientation - General  
Orientation - Health and Safety (Employure)

### Related education

Parent orientation session  
Staff orientation session

### Review schedule

2 years or at need

### Legal and professional requirements

National Quality Standard QA 4.1, 4.2



## References

Guide to the National Quality Standard (ACECQA) <http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/NQF03-Guide-to-NQS-130902.pdf>

Guide to the National Law and National Regulations (ACECQA)  
[http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/2014/NQF02%20Guide%20to%20ECS%20Law%20and%20Regs\\_web.pdf](http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/2014/NQF02%20Guide%20to%20ECS%20Law%20and%20Regs_web.pdf)

ACECQA Occasional Paper – Educational Program and Practice  
<http://files.acecqa.gov.au/files/Reports/2015/Occasional%20Paper%201%20-%20Educational%20Program%20and%20Practice.pdf>

In our reading, we used and recommend the resources in the Early Childhood Resource Hub (Australian and state governments) <http://www.echr.edu.au/#/>

Child Australia  
<http://www.childaustralia.org.au>

### Disclaimer

This resource is based on the most current information available in April 2016.

In developing this resource, we have referred to legislation and regulations, sought advice from professional organisations and reviewed contemporary research. This document should be used as a guide to compliment and develop a service's existing practices. Services should always check the currency of information at the time of use and consider the information in this resource in the context of their particular service.