

Educator and Management Policy

NQS

	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 risk and enable the effective management and operation of a quality service.
	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	168	Education and care service must have policies and procedures
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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.

Related Policies

- Incident, Injury, Trauma and Illness Policy
- Physical Environment (Workplace Safety, Learning and Administration) Policy
- Privacy and Confidentiality Policy
- Staffing Arrangements Policy

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.

1. 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
2. Effective, open and respectful two-way communication and feedback between employees, children, families and management
3. Honesty and integrity in all interactions between children, families, employees and managers
4. Consistency and reliability in all exchanges with children, families, employees and managers
5. Commitment to a workplace which values and promotes the safety, health and wellbeing of employees, volunteers, children and families.
6. 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.

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:
 - whether the decision or conduct is lawful
 - whether the decision or conduct is consistent with our policies and objectives
 - 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.
- implement activities and experiences that are age appropriate, culturally sensitive and inclusive
- refrain from developing close personal relationships with children outside work.
- refrain from using abusive, derogatory or offensive language.
- comply with all service policies, including those which ensure our activities and environment are safe for children and protect children from harm, abuse and neglect.

Examples of Appropriate Interactions with children

- use of YouTube, social media and technology to support age appropriate curriculum
- physical contact to soothe children, build trusting relationships, demonstrate learning and skills and assist children with additional needs

Examples of Appropriate Educator Interactions

- positive, trustworthy and co-operative relationships with team members.
- respectful, courteous and empathetic communications and behaviours.
- complying with Service grievance procedures and resolving workplace conflicts where possible directly with the person concerned, and never through gossip or by including people who are not involved in the issue.
- valuing cultural differences, diverse viewpoints, and unique contributions.
- looking for and supporting educators' strengths not weaknesses.
- sharing professional resources, knowledge and information.
- supporting others to meet their professional development goals and needs.
- recognising the professional achievements of others.
- sharing information, experiences and expertise about children and families at the Service with team members to enhance children's learning and development.
- actively participating in regular meetings at the Service to discuss professional issues and problems.
- updating team members about meeting outcomes or workplace issues if they have been absent.
- sharing the work load equitably with team members.
- using the Educator's Communication Diaries 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 Diaries.

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.

- accept gifts which exceed \$100 in value. If this occurs in circumstances where the gift cannot reasonably be refused or returned, the gift will be immediately disclosed to the Approved provider or Nominated Supervisor. Modest gifts or benefits valued less than \$100 may be accepted if they do not create a sense of obligation, are conducted transparently and there are no conflicts of interest.
- accept an offer of money, regardless of the amount.
- seek or accept a bribe.
- acquire personal profit or advantage because of their position (eg through the use of Service information).
- convert any property of the Service to their own use unless properly authorised.
- approach other employees, managers or visitors directly on individual matters that don't concern them.
- 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.
- drink alcohol or use illicit substances on the Service's premises or come to the Service under their influence.
- smoke on the Service's premises including in the car park.
- show favouritism towards any child.

Families, visitors and children will:

- treat all children at the service equally and respectfully.
- report any suspicious behaviour to the Nominated Supervisor or Approved Provider and encourage a safe and supportive Service environment.
- 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 decisions of educators and staff members and teach children (if adults) to do likewise.

- tell an educator (if a child) or the Approved Provider or Nominated Supervisor if we see any instances of bullying, harassment or discrimination at the Service.
- 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) or the Approved Provider or Nominated Supervisor if we are worried, concerned or have a grievance about something.

Families and visitors will not:

- not drink alcohol or use illicit substances while on the service's premises or come to the Service under their influence.
- not smoke on the service's premises including in the car park.
- have physical contact with children at the service that are not their own unless a staff member is present

Management Responsibilities

In our service the Nominated Supervisor is responsible for:

- supporting the Certified Supervisor, Educational Leader, Room Leaders and educators in their role.
- keeping all service families up to date with relevant issues.
- recruiting and selecting educators and other staff members.
- ensuring educators and staff members have the correct qualifications.
- ensuring educator ratio and qualification requirements are met.
- ensuring all educators and staff understand their responsibilities under the education and care law and regulations, the National Quality Standard, the Early Years Learning Framework.
- developing the service policies and ensuring all educators follow our policies and procedures.
- ensuring all educators, staff, visitors and volunteers are aware of and comply with our Code of Conduct
- investigating and managing grievances from educators, staff members, families or volunteers (including incidents of workplace bullying) in accordance with our Grievance Guidelines.

- implementing effective communication and consultation procedures with educators and staff members about workplace issues.
- promoting the diverse skills and achievements of educators and staff (eg at educator meetings, through regular feedback, by sharing information with families and the community through notices and newsletters.)
- providing or organising appropriate information, instruction, training or supervision to educators and staff
- maintaining the financial viability of the Service.

Visitors

The Nominated Supervisor will ensure the safety, health and wellbeing of all children by:

- ensuring visitors are only allowed entry to the service if they can be adequately identified. Tradespeople, business representatives and early intervention specialists or professionals, or support workers provided by early childhood agencies, must carry appropriate identification. Family members and family friends who, for example, attend service events or assist with learning activities may be identified by the parents of children at the service.
- requiring all visitors to sign in and out of the service for work health and safety and child protection reasons
- ensuring visitors, including long term visitors, are never left alone with any children being educated and cared for. Visitors will be supervised by educators or staff members at all times
- ensuring visitors have or obtain a child protection clearance if required by the child protection law before being allowed entry to the service <http://www.workingwithchildren.vic.gov.au/>
- ensuring specialists or professionals engaged to support a child are only allowed to visit and engage with the child if written authorisation has first been obtained from the child's parents. Authorisation may form part of an education or support plan.

Communication Procedures

To allow effective communication and consultation to take place with educators/staff the Nominated Supervisor will use various methods of communication including:

- direct conversations.
- phone communication including SMS messaging if appropriate.
- educator meetings.
- other forms of written communication eg letters, notices, emails.
- educator appraisals and reviews.

Educator Meetings

The service will hold one educator meeting a month at a time convenient for all educators. This will take place after hours so all educators can attend and educator to child care ratios are not jeopardised.

Meetings will follow this structure:

- they will run for approximately 1 hour but can run longer if more issues need to be discussed.
- the Nominated Supervisor will chair the meeting and give a report.
- the format of the meeting will be made available by email.
- in the meeting educators may:
 - raise concerns
 - negotiate solutions for any grievances.
 - receive, share and discuss new information.
- In regard to the decision making process:
 - if a decision cannot be reached about an issue the Nominated Supervisor will make an informed decision or
 - if there is insufficient information an educator will be chosen by the Nominated Supervisor to research the issue.
 - all decisions made will be made on a trial basis and their effectiveness will be discussed at the next meeting.
- minutes will be taken at all meetings.

Professional Development and Performance Management

We 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 curriculum and philosophy. To maintain our commitment to quality education and care, we will implement a performance appraisal process.

Performance Management/Appraisal

The Nominated Supervisor will complete a performance appraisal for all educators and staff every 12 months. In addition the Nominated Supervisor will complete a performance appraisal for new educators and staff after they have completed 3 months at the service. The educator or staff member and the Nominated Supervisor will agree on a mutually acceptable date at least 2 weeks prior to the appraisal meeting.

The appraisal process will be used as a tool:

- to ensure educators and staff are aware of their duties and responsibilities.
- to discuss the level of performance expected. (The appraisal process is the best way to show evidence of continued poor work performance and allows formal written warnings to occur if necessary.)
- for identifying professional development and training needs.

The appraisal meeting will be linked to the educator's job description and will include:

- an appraisal of the educator's performance in relation to their job description.
- review and if necessary clarification of the job role and its expectations.
- self assessment of performance by the educator or staff member.
- two way feedback between the Nominated Supervisor and educator or staff member.
- discussion of future opportunities within the position.
- discussion on an action plan for further training.
- feedback about how the appraisal process could be improved.

Training

The Nominated Supervisor will ensure that funds are set aside for training and development needs in the annual budget. Training will be provided on an equitable basis to all educators and staff and will include training about:

- identifying, assessing and minimising risks
- our policies, procedures, code of conduct, philosophy
- compulsory training required by industry standards or legislation
- pedagogy, the approved learning framework, the NQS, National Law and Regulations
- child protection and reporting obligations

Training may be delivered through:

- mentoring by appropriate educators/staff
- in-house workshops run by an external trainer
- external workshops, seminars etc.
- formal TAFE, college or University courses
- on-the-job training (eg through changes in role or through exchange of information between educators/staff)
- educator and management exchanges between services
- provision of appropriate resources (books, movies, documentaries etc).

Work, Health and Safety Issues

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. Work Health and Safety laws include protections against discriminatory conduct for workers raising health and safety concerns.

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.

Reasonable actions taken by the Approved Provider or Nominated Supervisor to direct or control the way work is carried out is not bullying behaviour. Examples of reasonable behaviour include:

- setting reasonable performance goals, standards and deadlines.
- rostering and allocating working hours where the requirements are reasonable.
- transferring a worker for operational reasons.
- deciding not to select a worker for promotion where a reasonable process is followed and documented.
- informing a worker about unsatisfactory work performance when undertaken in accordance with any workplace policies or agreements such as performance management guidelines.
- informing a worker about inappropriate behaviour in an objective and confidential way.

- implementing organisational changes or restructuring.
- termination of employment.

The Approved Provider or Nominated Supervisor will:

- ensure all educators, staff, visitors and volunteers are aware of and comply with our Code of Conduct.
- investigate and manage incidents of workplace bullying, harassment and discrimination in accordance with our Grievance Guidelines.
- consult with educators, staff and volunteers during staff meetings when:
 - identifying the risk of workplace bullying, harassment and discrimination.
 - making decisions about procedures to monitor and address workplace bullying, harassment and discrimination.
 - making decisions about information and training on workplace bullying, harassment and discrimination.
 - proposing changes to the way work is performed or rosters managed as this may give rise to the risk of workplace bullying, harassment and discrimination.
- provide appropriate information, instruction, training or supervision to educators, staff, visitors and volunteers to minimise the risks to their health and safety from workplace bullying, harassment and discrimination.
- contact the Police if there are incidents of workplace bullying, harassment and discrimination that involve physical assault or the threat of physical assault, or a visitor engages in bullying behaviour, harassment and discrimination and refuses to leave the Service.
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Educators, staff, visitors and volunteers will:

- consider whether something they do or don't do will adversely affect the health and safety of others
- comply with any reasonable instruction, policy and procedure given by the Approved Provider or Nominated Supervisor in relation to workplace bullying, harassment and discrimination.
- report all incidents of workplace bullying, harassment and discrimination using our Grievance Guidelines.
- talk to the Approved Provider or Nominated Supervisor if they have any questions about workplace bullying, harassment and discrimination.

Identifying Workplace Bullying, Harassment and Discrimination

The Nominated Supervisor will minimise the risk of workplace bullying, harassment and discrimination occurring by:

1. Identifying the risk of workplace bullying, harassment and discrimination

- talking to educators, staff and volunteers (or conduct an anonymous survey) to find out if bullying is occurring or if there are unreasonable behaviours or situations likely to increase the risk of bullying, harassment and discrimination.

- monitoring patterns of absenteeism, sick leave, staff turnover, grievances, injury reports, workers compensation claims and other such records to establish any regular patterns or sudden unexplained changes.
- watching for any changes in workplace relationships between educators, staff, volunteers, visitors and/or managers
- seeking feedback on the professionalism of workplace behaviours in exit interviews and from supervisors and where relevant families.
- monitoring issues raised by our health and safety representatives and health and safety committee. See Work Health and Safety Policy for more information.

2. Implementing measures to prevent and respond to workplace bullying, harassment and discrimination

- implementing a Code of Conduct.
- providing educators, staff, volunteers and visitors with information about our bullying, harassment and discrimination policy and relevant procedures at staff meetings, via email and by displaying anti-bullying posters.
- implementing grievance procedures which deal with bullying complaints in a confidential, reliable and timely way (see Grievance Guidelines).
- implementing effective performance management processes.
- clearly defining jobs and seeking regular feedback from educators and staff about their role and responsibilities.
- reviewing and monitoring workloads and staffing levels.
- including educators and staff in decision making which affects their roles and responsibilities.
- consulting with educators and staff as early as possible about any changes that affect their roles and responsibilities.
- promoting and modelling positive leadership styles eg communicating effectively and providing constructive feedback both formally and informally.
- organising relevant leadership training for managers and supervisors eg on performance management.
- mentoring and supporting new and poor performing leaders, educators or staff.
- facilitating teamwork and cooperation.
- ensuring supervisors act in a timely manner on any unreasonable behaviour.

3. Reviewing measures to prevent and respond to workplace bullying, harassment and discrimination

The Approved Provider or Nominated Supervisor will implement a review of the bullying, harassment and discrimination policy and procedures if there is an incident of workplace bullying, at the request of a health and safety representative or committee, when new or additional information

about bullying becomes available or at the scheduled review date. Information will be obtained from confidential surveys, exit interviews and records of sick leave and workers compensation claims.

Training about Workplace Bullying, Harassment and Discrimination

The Nominated Supervisor will organise face-to-face training, role plays and group work to ensure all educators, staff and volunteers can recognise workplace bullying, harassment and discrimination.

Training will cover:

- our bullying, harassment and discrimination policy and procedures
- measures used to prevent bullying, harassment and discrimination from occurring
- how to report workplace bullying, harassment and discrimination
- how bullying, harassment and discrimination reports will be responded to
- where to go for more information and assistance.

The Nominated Supervisor, and other educators and staff who may be involved in resolving workplace bullying, harassment and discrimination will be familiar with conflict resolution skills and undertake training in that area if required.

Employee Support

To ensure children are exposed to a safe and supportive environment at all times, the Nominated Supervisor will assist educators and staff members who are adversely affected by issues that happen at home or work to access appropriate support services. They may include internal or external mentoring, medication, conflict resolution, coaching or training and counselling services. Employees may also be offered flexibility in their working arrangements where this can be accommodated to meet service needs.

Stress Management Guidelines

If an educator feels stressed in any way they should:

- approach the Nominated Supervisor and talk together to see if the situation can be remedied in any way.
- approach their team leader, the Approved Provider, or if relevant a Union official if the educator feels unable to approach the Nominated Supervisor.
- accept opportunities to have stress alleviated (including counselling if recommended).

The Nominated Supervisor will:

- discuss the cause of the stress with the educator or staff member and discuss viable options to alleviate it.
- refer educator/staff member to counselling if required.
- monitor and review the effectiveness of educator stress management procedures.
- monitor workloads to ensure educator is not overloaded or overwhelmed.

- monitor overtime hours and regular working hours to ensure educator is not overworked.
- monitor holidays to ensure educator is taking, or at least aware of, their entitlements.
- ensure that bullying and harassment is not taking place.
- be aware that educators may be suffering personal stress e.g. a death in the family or separation and offer additional support.
- raise any issues in a sensitive manner.
- support an educator or staff member on stress leave.
- work with the educator or staff member on stress leave to set up at return to work plan.
- monitor and discuss with the educator /staff member their stress levels in the workplace after they return to work.

New and Returning/Staff

Orientation

Before a new educator or staff member commences their job the Nominated Supervisor will:

- Show them around the service, allow them to spend some time in their designated room, introduce them to other educators and staff, children and families.
- Ensure they understand how to adequately supervise children at all times, including during transitions and rest times.
- Ensure they know where we store 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.
- Give them a copy of the Staff Handbook.
- Highlight all policies, procedures (including those in our Child Protection Policy and Educator and Management Policy eg grievance procedures), our Code of Conduct and the Service philosophy, and ensure they know where the Policy and Procedures Manual is and how to access it at all times.
- Highlight relevant legislation including the Education and Care Services National Law and Regulations, Child Protection, Work Health and Safety (WHS), Anti-Discrimination, Bullying and Privacy and Confidentiality.
- Ensure they know under which industrial award/ agreement they are employed and how to access it.
- Ensure they are familiar with Work Health and Safety (OHS) principles and child protection principles, particularly the procedures and safeguards that apply in the Service.
- Provide them with necessary forms in regards to taxation, superannuation and payment of salary.
- Advise them about the Service's management structure.
- Provide them with a copy of their Job Description and go through it with them.
- Clarify any questions they have.

The Nominated Supervisor will meet with the new educator or staff member at the end of their first week to clarify any questions they may have or resolve any issues that may have arisen including any training needs they have identified.

We will use an Induction-Orientation checklist to ensure all steps of the induction process are covered.

Return from Extended Leave

The Nominated Supervisor will work with both the educator who has been on leave and educators at the Service to ensure a smooth return to work by:

- encouraging the educator to visit a few days before they return to work to reacquaint themselves with the environment and take in any changes.
- notifying the educator of any policy changes.
- notifying families of the educator's return.
- offering training and development if necessary.
- discussing any special conditions or considerations and drawing up an appropriate plan to manage these.

If the period is due to an illness the educator must produce a medical certificate stating they are fit to return to work.

Volunteers

Chabad Youth actively promotes community connections by encouraging community members to volunteer within the service and during vacation care.

Selected volunteers with approved qualifications may be classified as 'educators'. Volunteer 'educators' must hold or are studying towards approved qualifications will be referred to and take on the role 'educators' as per legislative requirements. Our policies and procedures outline their role as an 'educator' in our service.

Additionally, other volunteers will work alongside educators as 'volunteers' to provide additional support in the delivery of the program. These volunteers will be referred to as 'volunteers'.

Volunteers working in the service will be supervised and mentored by the Educator in Charge of the group. Volunteers will not be included in the staff ratio and will never be left alone with the children.

All volunteers who as classified as educators or those working as volunteers will be required to return all relevant paperwork for the staff records folders including:

- working with children check (if they are 18 years old or older)
- volunteer record
- confidentiality agreement
- safeguarding Children Certificate
- interview Questions (Volunteer educators only)

role agreement (Volunteer educators only)

All volunteers will undergo training and attend staff meetings, along with the educators employed at the service.

All volunteers must hold a current working with children check clearance (if they are 18 years old or older).

Work Experience Students

The Service is happy to support Work Experience Students in their efforts to become Early Childhood Professionals. They will be encouraged to the qualifications necessary to work with children under the National Quality Framework.

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

Educators will:

- maintain open communication with Work Experience Students along with their practicum teachers.
- support all students undertaking work experience needs during their placement.
- pass relevant skills and knowledge onto each student and volunteer.
- 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.
- be aware of student expectations.
- have the time and capabilities to support each student and volunteer in their placement.

Work Experience Students will:-

- learn about the children through observation and practical experience.
- develop skills and abilities needed to care for and educate children.
- learn about working as part of a team in the Early Childhood Profession.
- learn strategies employed when working in a team environment.
- learn skills already acquired by qualified educators in the Service.
- become familiar with families and children in the Service.
- keep educators aware of all written work requirements.

METHOD:

The Nominated Supervisor will appoint an educator to be 'Student Supervisor,' arrange a pre-placement visit for the student or volunteer and inform those at the Service when this will occur.

Families will also be informed when Work Experience Students are present at the service and about their role and hours they will be spending at the Service.

During the visit the Supervisor will:

- give the student or volunteer times/hours and dates of the placement.
- give the student a student package.
- take the student or volunteer on a tour of the Service.
- introduce the student or volunteer to educators and their Room Leader.

Work Experience Students will:

- 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, and provide time sheets and evaluation forms. If this has not happened during the pre-placement visit it will occur on the Student's first day.
- work different shifts to gain knowledge of different aspects of Service operations.
- bring in a photo and a short statement with:
 - name
 - time they will be at the Service
 - what it is they are studying.
- discuss with the Student Supervisor any problems they may be experiencing.

The Room Leader will:

- discuss progress of written work and performance with the student.
- discuss any issues raised by the student with the Student Supervisor.

Fail Procedure:

If educators feel that the student is at risk of failing their practicum, the following steps will be taken:

- Room Leader will alert the Student Supervisor of any concerns with the student.
- Both the Student Supervisor and the Room Leader will discuss these issues with the Student.
- The Student Supervisor will arrange for the student's teacher to visit the Service and discuss issues that have arisen.
- The student's educational institution will ultimately determine the outcome of the practicum.

Termination of Practicum:

Termination of student's placement will occur if the student:

- harms or is at risk of harming a child in their care.
- is under the influence of drugs or alcohol
- has disregard for the Service and fails to notify the Service if unable to attend
- is observed using repeated inappropriate behaviour at the Service.
- does not comply with all policies and procedures addressed in the student package.
- does not provide the photo with an introduction on commencement.

Sources

Education and Care Services National Regulations 2011

National Quality Standard

My Time Our Place

Occupational Health and Safety Act 2004



Fair Work Act 2009

Bryant, L. (2009). *Managing a Child Care Service: A Hands-On Guide for Service Providers*. Sydney, Community Child Care Co-Operative.

Preventing and Responding to Workplace Bullying: Safe Work Australia Draft Code of Practice

Anti-bullying jurisdiction: FairWork Commission

Review

The policy and our code of conduct will be reviewed annually by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: 1st March 2018

Date for next review: 1st March 2019