

RECRUITMENT AND ORIENTATION OF FAMILY DAY CARE EDUCATORS

AIM:

To recruit professional, responsible and appropriately skilled and qualified educator's in line with equal opportunity requirements based on the principles of equity, inclusion and diversity, with the aim of establishing a safe and protective education and care environment for children.

RATIONALE:

Education and care services need to be child safe. This requires a selection process that attracts positive role models for children, and people who will embrace the child protection principles held by Clarence Family Day Care. The service will therefore be vigilant in the recruitment and selection of educators to reduce the risk of registering unsuitable people.

The recruitment and orientation of family day care educators and their family members who reside in the family day care residence impacts on the health and wellbeing of children and families.

The service has an understanding of the requirements for educators of Family Day Care Education and Care Services contained within the Education and Care Services National Law. The service also understands its responsibilities under work health and safety law to ensure workers are suitably qualified for their work, and are given adequate guidance and on the job training to enable them to work safely.

POLICY:

The Clarence Family Day Care educator recruitment, assessment and orientation processes will be conducted in a fair, equitable and transparent manner, which reflects equal opportunity legislation. The scheme aims to recruit educators who are committed to quality standards, can provide quality experiences for children in a family environment and will abide by scheme policies and procedures and government regulations and standards. All new educators will participate in the induction and orientation processes provided by the scheme. The orientation process provides educators with introductions to regulatory requirements and clear expectations about their roles and responsibilities, the operations of the scheme, the scheme philosophy, Code of Ethics, policies and procedures, and the National Quality Standards, before children are placed in their care.

PROCEDURES:

- A documented process for educator selection, recruitment and orientation will be followed and prospective educators will be informed of the process on application.
- The selection process will support all regulatory requirements in accordance with the Education and Care Services National Regulations 2011.

Advertising

- When the scheme is actively seeking to recruit new educators, expressions of interest will be sought. Interested people will be asked to contact the scheme for an information package which will include:
 - information about the scheme, including the scheme's philosophy and a statement about the organisation's commitment to child protection;
 - information about the selection process, reference and qualifications checks etc;
 - information about the family day care educator's role;
 - the selection criteria;
 - regulatory requirements for family day care homes;
 - scheme registration information;
 - an application form;

Links to National Quality Standards: 2.3.1, 4.1.1, 4.2.1, 5.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.3.2;

- The scheme considers which media is most appropriate for each position to be advertised. This may include: newspapers, radio, websites, local networks or associations, child care publications etc.
 - The scheme will develop a template for all advertisements, that is reviewed and updated each time it is used to ensure:
 - the language in the advertisement reflects diversity and equity legislation;
 - the services commitment to child protection is clearly stated;
 - realistic timeframes are set;
 - where possible there are opportunities for applicants to apply in a variety of ways such as by post or email.
 - Prospective educators who are interested in proceeding after reading the initial information package are invited to attend an information session which will cover the following information:
 - challenges and rewards of conducting a family day care service;
 - Impact on family life;
 - Scheme registration responsibilities (for educators and the scheme);
 - Assessment and approval process;
 - Regulations and National Quality Standards;
 - Small business and financial aspects of running a family day care service.
- These information sessions may be conducted on a one-to-one basis or as a group

The Selection Process

- The selection process will incorporate a range of methods through which applicants are asked to provide information about themselves. This may include some or all of the following:
 - Written applications;
 - Home visits;
 - Practical sessions (such as observing interactions between the applicant and children, educators and staff at a playsession);
 - Oral/written answers to hypothetical questions;
 - Reference checking;
 - Criminal record check;
 - Qualifications and training;
 - Details about previous experience;
- Special consideration is given for applicants from differing cultural or linguistic backgrounds to provide them with equal opportunity and enable the scheme to meet the child care needs of the community. Such considerations may include an interpreter or oral discussions rather than written applications.
- Selection criteria will be set which will be the benchmark/minimum standards on which all applications will be assessed.
- Applications will be assessed against the selection criteria and applicants who meet the required criteria will be invited to attend an interview with the scheme manager, nominated supervisor and/or delegated staff member.
- The scheme Manager, nominated supervisor and/or delegated staff member will interview prospective educators to determine their suitability and explain the scheme's requirements in detail with the applicant.
- A visit will be made to the applicant's home to complete an assessment of the facilities, provide feedback on any issues requiring attention, and meet with the applicant's family to discuss the philosophy of family day care and the possible impact of providing care on the educators family.

Links to National Quality Standards: 2.3.1, 4.1.1, 4.2.1, 5.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.3.2;

- Whenever possible, more than one person will be involved in the recruitment process. Ideally two or more scheme staff members will meet and visit the applicant and also score any written applications or answers. Each person involved in the process will document their response to applications and then jointly decide whether scheme registration should be offered to the educator applicant.
- After final assessment of the applicant's application, and provided that the required benchmarks have been achieved, and the applicant has met all regulatory requirements for the family day care home, the applicant will be offered educator registration.
- Unsuccessful applicants (those who do not meet the selection criteria) will have the opportunity to discuss their applications with the scheme manager and be given information on where they did not meet requirements for the position and how they may improve in the future.
- Before offering an applicant registration with the scheme, the scheme will:
 - always conduct reference checks;
 - check two forms of identification;
 - ask for verified copies of qualifications;
 - carefully look at the applicant's employment history and seek explanations (eg. travel, study leave) for any gaps;
 - ensure the applicant has a current working with children or criminal history check;
 - ensure the applicant's proposed family day care venue has been approved.

Orientation

- Before commencement, new educators will meet with the scheme manager who will:
 - introduce the new educator to the scheme administration and child care staff;
 - explain the management structure of the scheme and how the educator may have input;
 - outline the training and information sessions educators are required to attend;
 - explain when relevant resources and information such as handbooks, forms, policies, procedures and information sheets will be given to the educator;
 - review the steps required before children are placed with the new educator;
 - discuss the scheme's expectations of the educator during the orientation period;
 - allow the educator to spend time familiarizing themselves with the scheme and any information given;
 - answer questions and provide further clarification as needed.
- Educators who have completed an approved certificate III level education and care qualification (or higher) may be exempted from some of the information/training sessions, at the scheme manager's/nominated supervisors discretion.
- The information/training sessions are information sharing opportunities for educators and staff and provide avenues for small group discussion and time for informal networking as well as professional development.
- At each training session educators will be given the relevant written material such as handbooks, forms, policies and procedures, and information sheets.
- Educators information/training requirements will cover, at least, the following topics:
 - What is Family Day Care,
 - National Quality Agenda,
 - Child Protection,
 - Work Health and Safety,
 - Health and Hygiene,
 - Business Practices,
 - Legal Responsibilities,
 - Administration,
 - Communication,

Links to National Quality Standards: 2.3.1, 4.1.1, 4.2.1, 5.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.3.2;

- Child Development,
- Language and Behaviour,
- Inclusive Practices.

When compliance with all regulatory requirements for new educators has been confirmed by the staff person responsible for educator recruitment, the educator's details will be placed onto the Register of Educators by scheme administrative staff.

Whenever an educator leaves the service or notifies the service of a change of details, adjustments will be made to the register.

The Register of Educators is kept digitally in the administration computer network and will periodically, as required, be transferred to a hard copy using the Register of Educators format provided by ACEQA.

• Once the educator has children placed with her/him, scheme staff will provide the following support:

- Visit the educator on the first day children are placed in care (whenever possible)
- Provide weekly support visits for an initial settling in period (normally 12 weeks)
- Provide one support visit in each two week period. (normally after 12 weeks)
- Provide telephone and additional support visits as requested/required.
- Provide a more detailed introduction to the National Quality Standard, building on the session provided upon commencement with the service.
- Provide the educator with a selection of resources as requested/required.
- Invite the educator to give input into the operation of the scheme through established procedures.

• At the end of the first month the educator will be asked to complete an induction evaluation form or give verbal feedback about the process to scheme staff.

Educator Assistant (and Relief Educators)

• Educator assistants provide support to educators when they are unable to provide care for children, in accordance with the Education and Care Services National Regulation 2011.

• Educator assistants are required to provide the scheme with copies of applicable qualifications, current First Aid, Asthma and Anaphylaxis certificates a Working with Children Check clearance and public liability cover.

• All educator assistants are required to complete an Educator Agreement and adhere to the conditions of registration.

• The coordination unit should be notified prior to an educator assistant taking responsibility for supervising children in the absence of their regular educator.

• It is important that educator assistants get to know the children prior to caring for them (whenever possible). Educator assistants are invited into the regular educator's home and included in play sessions so that children will feel comfortable when left in their care.

• Educator assistants must adhere to the regulations, policies and directions of the scheme as well as follow the directions and programs of the regular educator and will be expected to:

- ensure the implementation of appropriate programs for the children attending the service;
- facilitate effective communication with families;
- ensure children's records such as enrolments, emergency contacts and developmental progress are kept up to date as appropriate; and

Links to National Quality Standards: 2.3.1, 4.1.1, 4.2.1, 5.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.3.2;

– report allegations of abuse, injury or illness in accordance with the Education and Care Services National Regulations and scheme policy.

- Educators must ensure that, prior to commencing care, educator assistants are provided with a copy of the scheme policy manual, emergency procedures, enrolment details and emergency contacts for all children in care during the relief care period.
- Educators will ensure the educator assistant has adequate physical and financial resources available to meet the needs of the children during the relief care period.

Relevant Legislation: *Education and Care Services National Regulation 2011*; 76; 127---128; 136(3); 144; 153; 154; 163-165;

Children (Education and Care Services National Law Application) Act 2010;

NSW Anti-Discrimination Act 1977;

Key Resources: *Guide to the Education and Care Services National Law 2010*;

Guide to the Education and Care Services National Regulation 2011;

ECA Code of Ethics (2006) Early Childhood Australia - www.eca.com.au

PSC National Alliance, Policy Template 2012.