

QA4 – RECRUITMENT AND ORIENTATION OF EDUCATORS PROCEDURE

INFORMATION

Consistent, committed educators and staff support good quality standards and continuity of care for children. The continued presence of adequate numbers of qualified and experienced educators has been consistently linked with quality interactions and positive learning experiences for children. Children, families and educators can develop trusting and respectful partnerships when centres are able to successfully recruit and retain appropriate staff.

“An educator, co-ordinator or other individual who is suitably qualified and experienced must be designated to lead the development and implementation of the educational program (or curriculum) in the service. (ACECQA, 2018a, p. 436). The Educational Leader is, along with the Approved Provider and Nominated Supervisor, responsible for ensuring that the learning program offered to all children is based on an approved learning framework, and delivered in line with that framework (ACECQA, 2018a, p. 93).

New staff members benefit greatly from a thorough and thoughtful induction to their new centre to ensure they feel supported and welcomed, are able to successfully transition into their new role, and are implementing a consistent approach to care and education that aligns with our philosophy, policies and procedures.

This procedure discusses the recruitment and orientation of educators, and the centre Educational Leader.

RESPONSIBILITIES

All team members, visitors, students and volunteers must comply with this procedure.

PROCEDURE

RECRUITMENT OF EDUCATORS

Once a position has been advertised, the Nominated Supervisor or delegate will:

- Review all documentation, application forms and supporting documentation.
- Assess each application based on merit, cultural fit, qualifications and suitability for the position
- Shortlist applicants, then call each applicant for brief phone screens to clarify details of the position and recruitment process, ask any questions needing further information from the applicants resume, offer and schedule, then hold face to face interviews. We require that prospective employees complete the *“Prohibition Notice Declaration for Prospective Staff Members”* – it may be useful to email this to the candidate prior to the interview, asking them to bring a completed copy with

them to the interview along with a Govt issued photo ID and their current Working With Children Check for citing.

- Following the interviews, conduct, at a minimum, two verbal referee checks for the preferred applicant
- Invite the preferred applicant (s) to a career-match day at the centre and provide them with career-match day forms (see tools – Career Match Day Forms) for completion and bringing in on scheduled day
- Confirm the applicant's Working with Children Check details via the relevant state/territory website and link to the organisation portal/complete linking form. If applicant holds a volunteer check they will need to upgrade to a paid card by completing the appropriate form or applying online. This application will need to be submitted before paid work can commence.
- After career-match day feedback is gathered and references are completed, move ahead to either verbally offering position or letting applicant know they have been unsuccessful and end the recruitment process.

Once a candidate has been formally offered a position and it is accepted:

- The Nominated Supervisor or delegate will provide a letter of appointment
- A start date will be agreed upon and all existing team members and families will be informed of the appointment of the new team member
- The successful applicant will send through prior to start date certified copies of relevant documentation, such as their qualifications, First aid certificate, CPR certificate etc. Alternatively, they can bring the original documents in on their first day for citing and copying for their staff file by the Nominated Supervisor or delegate
- The Nominated Supervisor or delegate will provide new team member with a link to enquire with Building Futures Education to enable them to express interest in required course and connect with them prior to commencing in their new role. The Nominated Supervisor or delegate will contact Building Futures Education and notify them of new team members role and agreed start date
- If applicable The Nominated Supervisor or delegate will reach out to MEGT and arrange an on-site sign-up to Traineeship or Apprenticeship. This is to occur within the new team members first week of employment
- The Nominated Supervisor or delegate will ensure that the required passwords, access codes, system log ins are set up and ready for use
- The Nominated Supervisor will develop a plan for when the new team member starts to ensure that they can engage in mandatory learning.

At all times the person recruiting for the position must conduct themselves professionally and ensure the recruitment and assessment process is fair, with the final applicant awarded the position based on merit.

EDUCATOR INDUCTION AND ORIENTATION

It is important that all new team members feel comfortable within the centre and are familiar with specific processes and requirements. During the team member's first week their orientation will:

- Cover the organisation's relevant child protection policies and procedures
- Provide an understanding of all relevant policies and procedures
- Ensure they are introduced to all team members, families and the children who they will be working directly with

- Enable them to develop a good understanding of the centre's philosophy, goals and achievements
- Highlight any medical conditions, behavioural plans, custody arrangements, allergies etc. that the children in their care may have
- Inform them of the regular team meeting schedule
- Provide them with an opportunity to identify and discuss their professional goals and professional development opportunities
- Provide explicit instructions on emergency evacuation procedures
- Connect them with a mentor or buddy
- Ensure they complete and understand the items on the induction checklist.
- Arrange and provide access to ChildHR/online Human Resource Management system for policies and procedures, certification/ qualification requirements.

RECRUITMENT OF THE EDUCATIONAL LEADER

The role of the Educational Leader is primarily to:

- Lead the Montessori curriculum
- collaborate with educators and provide curriculum direction and guidance
- support educators to effectively implement the cycle of planning to enhance programs and practices
- lead the development and implementation of an effective educational program in the service
- ensure that children's learning and development are guided by the learning outcomes of the approved learning frameworks.

The Educational Leader also has a significant role in:

- supporting the Montessori philosophy
- guiding and developing educators and families' understandings about play and leisure-based learning, and the significance of the early years in the education continuum for children
- building the knowledge, skills and professionalism of educators
- building a culture of professional inquiry with educators, coordinators and staff members to develop professional knowledge, reflect on practice and generate new ideas.

There are no legislated or prescriptive requirements concerning the qualifications, experience or required skills necessary for a person to be the Educational Leader. However, when selecting an Educational Leader, the following skills, knowledge and attributes will be considered:

- communication and interpersonal skills
- comprehensive knowledge of theory relating to childhood education and care (for example, child development, attachment, learning), professional standards and approved learning frameworks, and contemporary understanding of evidence-based best practice approaches to teaching and learning
- knowledge of leadership theory and the use of a range of leadership styles
- critical thinking skills, including the ability to analyse and challenge conventional practice and ideas
- a sense of purpose and direction, and the ability to influence
- a willingness to mentor and support educators from diverse backgrounds and with varying levels of knowledge and experience

- a commitment to learning and participating in professional learning opportunities.

EDUCATIONAL LEADER INDUCTION AND ORIENTATION

If the Educational Leader is new to the centre, please refer to and follow the induction process outlined above for “Educators”. The following points will also need to be followed during the Educational Leader’s first week, whether the Educational Leader is new to the centre, or has been with the centre for a period of time.

- Discuss the Montessori philosophy, Centre’s approach to pedagogy.
- Discuss how the centre documents children’s learning.
- Discuss the approaches used to engage in assessment, planning and reflection – this may be done with individual teams.
- Introduce the Educational Leader to each room and arrange time for them to meet with team members to discuss the program and practice being implemented in each room.
- Identify the Educational Leader’s individual professional goals and discuss professional development opportunities, and
- Consider if there is need to provide a mentor or buddy.

ACKNOWLEDGEMENTS, REFERENCES AND RESOURCES

ACECQA (2018a). *Guide to the National Quality Framework*. Retrieved 25 June, 2019 from <http://files.acecqa.gov.au/files/NQF/Guide-to-the-NQF.pdf>

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DOCUMENT CONTROL

Date Reviewed	Modifications	Next Policy Document Review Date
September 2019	Reviewed and created new policy document and format.	Q4, 2021
October 2020	Reviewed inline with new requirements WWCC	Q4, 2021