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# ARANDA AFTERS ASSOCIATION INCORPORATED

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## STAFF ROLES AND RESPONSIBILITIES

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## 1 ABOUT ARANDA AFTERS

Aranda Afters provides after Out of School Hours Care (OSHC) and School Vacation Care (SVC) on a regular and a casual basis. Our programs are developed around the My Time Our Place (MTO) Framework for School Age Care.

This Framework puts children's well-being and learning at the centre of all that we do. We believe that working in collaboration with children and in partnership with families and the community is required to effectively supporting the children's developing sense of self, their wellbeing, involvement and success in learning. The program is developed with play and leisure being a main focus.

Experiences are planned based on their relevance to the children and to build on the interests and skills of the individual and groups of children who attend. All areas of the program are evaluated by children and educators continuously and we welcome and value family's involvement.

On enrolment at Aranda Afters all parents and carers automatically become members of the Aranda Afters Association Incorporated. The service is managed by members of the Association who volunteer to become part of the committee. The committee meetings are held a minimum of four times a year and all families are welcomed and encouraged to attend.

Copies of the Aranda Afters program policies are available upon request and the most recent copy of any implemented policy is lodged on the Aranda Primary School website. These policies are reviewed on a cyclical basis and community input is an important element of the review process for many of our policies.

## 2 OUR CENTRE PHILOSOPHY

The Aranda Afters Service Philosophy is guided by My Time our Place Framework for School Age Care, and the National Quality Framework.

This philosophy is implemented by following Aranda Afters policies and procedures and is based on an active partnership between educators, families, committee and children which will:

- 1 Support every child, family and educator to participate in our program, tailor a curriculum around all children's backgrounds, needs and interests and reflect the cultures of our families and community.
- 2 Provide an environment which supports appropriate nutrition, hygiene, health, and safety
- 3 Accommodate for children's developing needs and interests by: allowing them to pursue a range of activities and interests utilising a variety of stimulating resources; and fostering their understanding of the importance of developing and maintaining sustainable practices.
- 4 Encourage in educators a sense of professional standards that embeds positive relationships, collaboration, mutual respect and equity for all children, educators, families and the wider community.
- 5 Nurture respectful relationships that foster a sense of belonging for everyone at our service.
- 6 Recognise that successful partnerships are based on effective communications which builds the foundations of growth and development for children.

- 7 Provide a commitment to professional standards in leadership and management that ensures continuous improvement, and effective procedures and systems.

### 3 WORKING WITH VULNERABLE PEOPLE LEGISLATION

The [\*Working With Vulnerable People \(Background Checking\) Act - 2011\*](#) requires a person over the age of 16 years who has contact with children, both paid and unpaid, whilst engaging in a regulated activity, unless they are exempt under the provisions of the Act, and to carry a valid registration card.

To comply with the *Working with Vulnerable People (Background Checking) Act 2011*, the Approved Provider/Nominated Supervisor must ensure that **all staff** working at Aranda Afters have a current Working With Vulnerable People [WWVP] card.

More information about Working With Vulnerable People [WWVP] requirements, and how to apply for a WWVP Card, is available from the [Access Canberra](#).

## 4 EDUCATOR [LEVEL 1]

### QUALIFICATIONS/EXPERIENCE

A Level 1 employee has no formal qualifications but is able to perform work within the scope of this level. The employee will work under direct supervision in a team environment and will receive guidance and direction at all times. The employee will receive structured and regular on-the-job training to perform the duties expected at this level.

Normally an employee at this level will not be left alone with a group of children.

#### (a) Indicative duties

- Learning and implementing the policies, procedures and routines of the service.
- Learning how to establish relationships and interact with children.
- Learning the basic skills required to work in this environment with children.
- Giving each child individual attention and comfort as required.
- Basic duties including food preparation, cleaning and gardening.

#### (b) Progression

A Level 1 employee will progress to the next level after a period of one year or earlier if the employer considers the employee capable of performing the work at the next level or if the employee actually performs work at the next level.

### RESPONSIBILITIES

(NQS Quality Area 1 – Educational Program and Practice; NQS Quality Area 2 – Children's Health and Safety; Quality Area 3 – Physical Environment; Quality Area 5 – Relationships with Children; Quality Area 6 – Collaborative Partnerships with Families and Communities)

#### 1 In relation to the operation of the service:

- Comply with the policies and procedures of Aranda Afters Association Inc.
- Adhere to the conditions of employment and the Code of Conduct.
- Display commitment and a responsible attitude to the exercising of duties.
- Perform duties in a responsible manner.
- Be an appropriate role model at all times.
- Maintain confidentiality.
- Be punctual in attendance.
- Developing an understanding of My Time Our Place outcomes and how they are implemented in service programs.
- Awareness of your Mandatory Reporting responsibilities – including following-up on reports made, as required, to senior staff.
- Developing an awareness of the service philosophy and actively supporting and implementing it.

- A First Aid Certificate is desirable.

2 In relation to the operation of the programs run by the service:

- Assist the Director, or delegate, and be responsible to them.
- Actively participate in all activities and programs.
- Ensure you have your name tag, and walkie-talkie (when conducting outdoor activities) at all times and that you return them at the end of your shift.
- Attend training sessions and staff meetings as required.
- Interact positively with other staff and assist in the arrangement/organisation of activities.
- Ensure all precautions are taken to avoid accidents.
- Assist in the building of a positive partnership with Aranda Primary School, the local community and community groups.
- Recognise the needs of children at the different stages of their development.
- Ensure active and appropriate supervision of children that is appropriate to their age and stage of development.
- Demonstrate sensitivity towards children and their needs.
- When rostered to do so, provide evaluations on the area(s) in which you were working.
- Ensure that you are adequately, and actively, supervising children at all times.

3 Other duties as required:

- Assist with food preparation and/or serving.
- Assist with cleaning the hall and areas of the school used by the service (toilets, kitchen outdoor areas, hallways).
- Other tasks and duties as requested by the Director, or delegate.

**EDUCATOR’S AGREEMENT [LEVEL 1]**

As an Aranda Afters Inc. Educator I will:

- Perform my duties to the best of my ability at all times;
- Adhere to the Aranda Afters Code of Conduct;
- Attend staff meetings and training sessions; and
- Reflect on my performance and implement suggestions made during formal, and informal, performance appraisals.

Name: .....

Signature: .....

Date: ..... / ..... / .....

## 5 EDUCATOR [LEVEL 2]

### QUALIFICATIONS/EXPERIENCE

An employee will progress to Level 2 after:

- Completing 12 months in Level 1; **or**
- Completing a relevant AQF Certificate II; **or**
- Displaying sufficient knowledge and experience, in the opinion of the employer, to perform the work within the scope of this level.

An employee at this level has limited knowledge and experience in children's services and is expected to take limited responsibility for their own work.

#### (a) Indicative duties

- Assist in the implementation of the children's program under supervision.
- Assist in the implementation of daily care routines.
- Develop awareness of and assist in maintenance of the health and safety of the children in care.
- Give each child individual attention and comfort as required.
- Understand and work according to the centre or service's policies and procedures.
- Demonstrate knowledge of hygienic handling of food and equipment.

### RESPONSIBILITIES

(NQS Quality Area 1 – Educational Program and Practice; NQS Quality Area 2 – Children's Health and Safety; Quality Area 3 – Physical Environment; Quality Area 5 – Relationships with Children; Quality Area 6 – Collaborative Partnerships with Families and Communities; NQS Quality Area 7 – Leadership and Service Management)

#### 1 In relation to the operation of the service:

- Comply with the policies and procedures of Aranda Afters Association Inc.
- Adhere to the conditions of employment and the Code of Conduct.
- Display commitment and a responsible attitude to the exercising of duties.
- Supervise, as required educators and members of staff, who are under 18 years of age (see Regulation 120).
- Perform duties in a responsible manner.
- Be an appropriate role model at all times.
- Maintain confidentiality.
- Be punctual in attendance.
- An established understanding of My Time Our Place outcomes and how they are implemented in service programs.
- An established understanding of your Mandatory Reporting responsibilities – including following-up on reports made, as required, to senior staff.

- An established awareness of the service philosophy and actively supporting and implementing it.
- A First Aid Certificate is desirable.

2 In relation to the operation of the programs run by the service:

- Assist the Director, or delegate, and be responsible to them.
- Actively participate, and demonstrate a level of leadership, in all activities and programs.
- Ensure you have your name tag, and walkie-talkie (when conducting outdoor activities) at all times and that you return them at the end of your shift.
- Attend training sessions and staff meetings as required.
- Interact positively with other staff and assist in the arrangement/organisation of activities.
- Ensure all precautions are taken to avoid accidents.
- Assist in the building of a positive partnership with Aranda Primary School, the local community and community groups.
- Recognise the needs of children, including children who have special needs, at the different stages of their development.
- Ensure active and appropriate supervision of children that is appropriate to their age and stage of development.
- Cater for children’s special needs and demonstrate sensitivity towards children.
- When rostered to do so, provide evaluations on the area(s) in which you were working.
- Ensure that you are adequately, and actively, supervising children at all times.

3 Other duties as required:

- Assist with food preparation and/or serving.
- Assist with cleaning the hall and areas of the school used by the service (toilets, kitchen outdoor areas, hallways).
- Other tasks and duties as requested by the Director, or delegate.

**EDUCATOR’S AGREEMENT [LEVEL 2]**

As an Aranda Afters Inc. Educator I will:

- Perform my duties to the best of my ability at all times;
- Adhere to the Aranda Afters Code of Conduct;
- Attend staff meetings and training sessions; and
- Reflect on my performance and implement suggestions made during formal, and informal, performance appraisals.

Name: .....

Signature: .....

Date: ..... / ..... / .....

## 6 EDUCATOR [LEVEL 3]

### QUALIFICATIONS/EXPERIENCE

A Level 3 employee has either:

- Completed AQF Certificate III in Children's Services or an equivalent qualification; **or**
- Displayed sufficient knowledge or experience, in the opinion of the employer, to perform the duties at this level.

An employee appointed at this level will also undertake the same duties and perform the same tasks as a CSE Level 2.

#### (a) Indicative duties

- Assist in the preparation, implementation and evaluation of developmentally appropriate programs for individual children or groups.
- Record observations of individual children or groups for program planning purposes for qualified staff.
- Under direction, work with individual children with particular needs.
- Assist in the direction of untrained staff.
- Undertake and implement the requirements of quality assurance.
- Work in accordance with food safety regulations.

#### (b) Progression

Subject to this award, an employee at this level is entitled to progression to Level 3.3. An employee at this level who has completed an AQF Diploma in Children's Services or equivalent, and who demonstrates the application of skills and knowledge acquired beyond the competencies required for AQF Certificate III in the ongoing performance of their work, must be paid no less than the rate prescribed for Level 3.4. Such an employee would also include an 'E' Worker as previously classified under the *Child Care (Long Day Care) WA Award 2005* as a CSE Level 3.

Any dispute concerning an employee's entitlement to be paid at Level 3.4 may be dealt with in accordance with Aranda Afters Suggestions and Complaints Processes, which may require the employee to demonstrate that they utilise skills and knowledge above those prescribed for Level 3 but below those prescribed for Level 4.

### RESPONSIBILITIES

(NQS Quality Area 1 – Educational Program and Practice; NQS Quality Area 2 – Children's Health and Safety; Quality Area 3 – Physical Environment; Quality Area 5 – Relationships with Children; Quality Area 6 – Collaborative Partnerships with Families and Communities; NQS Quality Area 7 – Leadership and Service Management)

- 1 In relation to the operation of the service:
  - Comply with the policies and procedures of Aranda Afters Association Inc.
  - Adhere to the conditions of employment and the Code of Conduct.
  - Display commitment and a responsible attitude to the exercising of duties.
  - Supervise, as required educators and members of staff, who are under 18 years of age (see Regulation 120).
  - Perform duties in a responsible manner.
  - Be an appropriate role model at all times.
  - Maintain confidentiality.
  - Be punctual in attendance.
  - A well-developed understanding of My Time Our Place outcomes and how they are implemented in service programs.
  - A well-developed understanding of your Mandatory Reporting responsibilities – including following-up on reports made, as required, to senior staff.
  - A well-developed awareness of the service philosophy and actively supporting and implementing it.
  - Demonstrated capacity to supervise staff and assist in their professional development.
  - A First Aid Certificate is desirable.
  
- 2 In relation to the operation of the programs run by the service:
  - Assist the Director, or delegate, and be responsible to them.
  - Actively participate, and demonstrate a level of leadership, in all activities and programs.
  - Ensure you have your name tag, and walkie-talkie (when conducting outdoor activities) at all times and that you return them at the end of your shift.
  - Attend training sessions and staff meetings as required.
  - Interact positively with other staff and assist in the arrangement/organisation of activities.
  - Ensure all precautions are taken to avoid accidents.
  - Assist in the building of a positive partnership with Aranda Primary School, the local community and community groups.
  - Recognise the needs of children, including children who have special needs, at the different stages of their development.
  - Ensure active and appropriate supervision of children that is appropriate to their age and stage of development.
  - Cater for children’s special needs and demonstrate sensitivity towards children.
  
- 3 Specific position responsibilities:
  - Be available a minimum of three days per week (days of work are flexible).
  - Work during the following core hours during the OHSC program: 2.45 – 5.45 pm (and be available to work until 6.00 pm, or later, if required).
  - Assist with the induction of staff (casual educators and agency-hired staff).

- Assist in the leadership of program operation in both the OHSC and SVC programs.
- Assist in the management of daily attendance rolls and contact with parents as required.
- Ability to take on the program operational roles of the Program Coordinators during periods of extend absences.
- Work with the Leadership Team to develop and implement aspects of the Aranda Afters Programs.

4 Other duties as required:

- Assist with food preparation and/or serving.
- Assist with cleaning the hall and areas of the school used by the service (toilets, kitchen outdoor areas, hallways).
- Other tasks and duties as requested by the Director, or delegate.

**EDUCATOR’S AGREEMENT [LEVEL 3]**

As an Aranda Afters Inc. Educator I will:

- Perform my duties to the best of my ability at all times;
- Adhere to the Aranda Afters Code of Conduct;
- Attend staff meetings and training sessions; and
- Reflect on my performance and implement suggestions made during formal, and informal, performance appraisals.

Name: .....

Signature: .....

Date: ..... / ..... / .....

## 7 CANTEEN MANAGER

### QUALIFICATIONS/EXPERIENCE

The canteen manager has either:

- completed AQF Certificate III in Children’s Services or an equivalent qualification; **or**
- displayed sufficient knowledge or experience, in the opinion of the employer, to perform the duties at this level.

An employee appointed at this level will also undertake the same duties and perform the same tasks as a CSE Level 2.

The Canteen Manager is required to have completed relevant training, within the past five (5) years, in line with the provisions, below. All food safety training must be provided by a Registered Training Organisation (RTO).

All registered food businesses must appoint a food safety supervisor. In order to be appointed as a food safety supervisor, a person must have completed appropriate food safety training delivered by a Registered Training Organisation (RTO).

Registered food businesses that **do not sell potentially hazardous food** must appoint a food safety supervisor who has completed either online I’M ALERT Food Handler Training or any of the competency units listed in the table below.

Industry Sector	Hospitals; Child Care Centres; Nursing Homes (Prescribed Competency Units)
HLTFS207C	Follow basic food safety practices; <b>and</b>
HLTFS309C	Oversee the day-to-day implementation of food safety in the workplace; <b>and</b>
HLTFS310C	Apply and monitor food safety requirements.
<b>OR – Both units for the Hospitality Sector (below):</b>	
SITXFSA101	Use hygienic practices for food safety; <b>and</b>
SITXFSA201	Participate in safe food handling practices.
<b>OR</b>	
	I’M ALERT Food Safety Training (see below)

I’M ALERT Food Safety Training is an on-line training course focused on safe food handling. This training is available free of charge on the ACT Health website:

<http://health.act.gov.au/public-information/businesses/food-safety-regulation/im-alert-food-safety-training>.

Although all registered food businesses must appoint a food safety supervisor, certain businesses can appoint a food safety supervisor who has completed the I'M ALERT Food Safety Training, rather than competency based training. These include:

- registered food businesses that do not sell any *potentially hazardous foods*;
- businesses or organisations only selling food at an event declared to be a regulated event under the *Food Act 2001*.

(a) **Indicative duties**

- Assist in the preparation, implementation and evaluation of developmentally appropriate menus and food for individual children or groups.
- Undertake and implement the requirements of quality assurance.
- Work in accordance with food safety regulations.

(b) **Progression**

Subject to this award, an employee at this level is entitled to progression to Level 3.3. An employee at this level who has completed an AQF Diploma in Children's Services or equivalent, and who demonstrates the application of skills and knowledge acquired beyond the competencies required for AQF Certificate III in the ongoing performance of their work, must be paid no less than the rate prescribed for Level 3.4.

Such an employee would also include an 'E' Worker as previously classified under the *Child Care (Long Day Care) WA Award 2005* as a CSE Level 3. Any dispute concerning an employee's entitlement to be paid at Level 3.4 may be dealt with in accordance with Aranda Afters Suggestions and Complaints Processes which may require the employee to demonstrate that they utilise skills and knowledge above those prescribed for Level 3 but below those prescribed for Level 4.

## RESPONSIBILITIES

(NQS Quality Area 1 – Educational Program and Practice; NQS Quality Area 2 – Children's Health and Safety; Quality Area 3 – Physical Environment; Quality Area 5 – Relationships with Children; Quality Area 6 – Collaborative Partnerships with Families and Communities; NQS Quality Area 7 – Leadership and Service Management)

1 In relation to the operation of the service:

- Comply with the policies and procedures of Aranda Afters Association Inc.
- Attend staff meetings.
- Adhere to the conditions of employment and the Code of Conduct.
- Display commitment and a responsible attitude to the exercising of duties.
- Perform duties in a responsible manner.
- Be an appropriate role model at all times.
- Maintain confidentiality.
- Be punctual in attendance.
- A well-developed understanding of My Time Our Place outcomes and how they are implemented in service programs.

- A well-developed understanding of your Mandatory Reporting responsibilities – including following-up on reports made, as required, to senior staff.
- A well-developed awareness of the service philosophy and working towards actively supporting and implementing it.
- Demonstrated capacity to supervise staff and assist in the professional development.
- A First Aid Certificate is desirable.

2 In relation to the operation of the programs run by the service:

- Assist the Director, or delegate, and be responsible to them.
- Attend training sessions and staff meetings as required.
- Interact positively with other staff and assist in the arrangement/organisation of activities.
- Ensure all precautions are taken to avoid accidents.
- Assist in the building of a positive partnership with Aranda Primary School, the local community and community groups.
- Recognise the needs of children, including children who have special needs, at the different stages of their development.
- Ensure active and appropriate supervision of children that is appropriate to their age and stage of development.
- Cater for children's special needs and demonstrate sensitivity towards children.
- Work with the Leadership Team to develop and implement aspects of the Aranda Afters Programs.

3 In relation to the operation of the canteen:

- Design weekly menus, promote and provide food and beverages that support and encourage healthy food and drink choices that ensure students and children:
  - have access to safe drinking water at all times; and
  - are offered food and beverages on a regular basis throughout the afternoon
- Ensure a copy of the weekly menu is placed on the service's notice board.
- Ensure a high standard of cleanliness of the kitchen and equipment.
- Purchase, on behalf of the service, the food to be served during the operation of the program.
- Ensure any special diets are adequately catered for (eg: anaphylactic, vegetarian, diabetic, dairy intolerance, etc). An alternative **must** be prepared.
- Work with children who assist in the serving of food and ensure they maintain appropriate food safety and hygiene standards.
- Provide a safe food supply by complying with the Food Act 2001 (ACT) in the:
  - preparation of food served during the operation of the daily program;
  - cleaning and storage of plates, utensils and other equipment; and
  - cleaning of the kitchen and kitchen equipment used in the preparation and serving of food

4 Other duties as required:

- Assist with cleaning the hall and areas of the school used by the service (toilets, outdoor areas, hallways).
- Other tasks and duties as requested by the Director, or delegate.

**EDUCATOR’S AGREEMENT [LEVEL 3]**

As an Aranda Afters Inc. Educator I will:

- Perform my duties to the best of my ability at all times;
- Adhere to the Aranda Afters Code of Conduct;
- Attend staff meetings and training sessions; and
- Reflect on my performance and implement suggestions made during formal, and informal, performance appraisals.

Name: .....

Signature: .....

Date: ..... / ..... / .....

## 8 PROGRAM COORDINATOR

### QUALIFICATIONS/EXPERIENCE

A Program Coordinator may be employed at a Level 3, Level 4A or Level 4 pay scale depending on their qualifications and/or experience.

Level	Explanation
Level 3	<b>Has either:</b> <ul style="list-style-type: none"><li>Completed AQF Certificate III in Children’s Services or an equivalent qualification; <b>or</b></li><li>Displayed sufficient knowledge or experience, in the opinion of the employer, to perform the duties at this level.</li></ul>
Level 4A	Has not obtained the qualifications required for a Level 4 employee who performs the same duties as a Level 4 employee.
Level 4	<b>Has:</b> <ul style="list-style-type: none"><li>Completed a Diploma in Children’s Services or equivalent as recognised by the licensing authorities; <b>or</b></li><li>Been appointed as an Authorised Supervisor (as defined in the <i>Children and Young Persons (Care and Protection) Act 1998</i> (NSW)).</li></ul>

An employee at this level of employment will also take on the same duties and perform the same tasks as a CSE Level 3.

### INDICATIVE DUTIES

- Responsible, in consultation with the Assistant Director/Director for the preparation, implementation and evaluation of a developmentally appropriate program for individual children or groups.
- Responsible to the Assistant Director/Director for the supervision of students on placement.
- Responsible for ensuring a safe environment is maintained for both staff and children.
- Responsible for ensuring that records are maintained accurately for each child in their care.
- Develop, implement and evaluate daily care routines.
- Ensure that the centre or service’s policies and procedures are adhered to.
- Liaise with families.

## KEY RESPONSIBILITIES AND DUTIES

All key responsibilities are based on the National Law and Regulations, the Principles, Practices and Outcomes detailed in My Time Our Place, and the NQF Quality Areas, Standards and Elements. The Program Co-ordinator is expected to have a working knowledge of these documents, which should underpin their pedagogy and, together with the centre philosophy, directly reflect their relationships with children, families and co-workers.

The Program Co-ordinator must support the Aranda Afters Director and Assistant Director in the overall management of the service and leadership of the team of educators. The Program Co-ordinator should remain ready, willing and qualified as a certified Supervisor and to act in the role of Director or Assistant Director when required.

### 1 PLAN AND IMPLEMENT A QUALITY EDUCATIONAL PROGRAM

(NQS Quality Area 1 – Educational Program and Practice)

- 1.1 Lead the educators to plan, implement, assess and review a high quality and diverse educational program based on appropriate curriculum frameworks and with reference to the NQS, considering the developmental needs, interests and abilities of all the children attending the service.
- 1.2 Actively support every child to participate in the program and ensure that the program promotes children's agency, choices and influence.
- 1.3 Deliver and guide educators to deliver effective and valuable documentation of children's learning in accordance with the centre philosophy and the Learning Outcomes (My Time Our Place).
- 1.4 Model and support educators to utilise a variety of teaching strategies including intentional teaching and reflective practice in daily work.

### 2 PROMOTE THE HEALTH AND SAFETY OF ALL STAFF AND CHILDREN

(NQS Quality Area 2 – Children's Health and Safety; Quality Area 3 – Physical Environment)

- 2.1 Ensure staff and children utilise effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, risk management plans, policies and procedures.
- 2.2 Ensure that all children have access to nutritious food and fresh drinking water.
- 2.3 Promote health, wellbeing and physical exercise in the service.
- 2.4 Ensure a safe and stimulating physical environment where all staff and children are protected from hazards or harm.

### 3 BUILD POSITIVE RELATIONSHIPS WITH ALL STAKEHOLDERS

(NQS Quality Area 4 – Staffing Arrangements; Quality Area 5 – Relationships with Children; Quality Area 6 – Collaborative Partnerships with Families and Communities)

- 3.1 Work cooperatively, ethically and respectfully with other educators, and support each other's professional development.

- 3.2 Develop and maintain respectful, supportive, collaborative and responsive relationships with children and their families.
- 3.3 Establish and maintain links with Aranda Primary School staff, local networks, resource agencies and other relevant organisations.
- 3.4 Supervise workplace students and volunteers, as directed.
- 3.5 Ensure an effective induction and orientation process for new families, children and educators, including workplace students and volunteers.

#### **4 CONTRIBUTE TO THE EFFECTIVE MANAGEMENT OF THE SERVICE**

(NQS Quality Area 7 – Leadership and Service Management)

- 4.1 Ensure all practices are in accordance with the NQS and reflect the philosophy, policies and procedures of the service.
- 4.2 Attend professional development opportunities and network meetings as appropriate or as assigned by the Aranda Afters Director.
- 4.3 Lead and promote an understanding of the NQS, the NQF and the curriculum framework documents within the service.
- 4.4 Contribute to the continuous improvement of the service through reflective practice and as delegated by the Director.
- 4.5 Complete any collection of data, medical or other records required in a timely manner, and in accordance with the service’s policies and procedures and the NQS.
- 4.6 Assist the Director or Assistant Director in matters relating to leadership, pedagogical leadership, management support, service administration, as required.
- 4.7 Maintain your readiness, willingness and qualification as a certified supervisor.

#### **EDUCATOR’S AGREEMENT [PROGRAM COORDINATOR]**

As an Aranda Afters Inc. Educator I will:

- Perform my duties to the best of my ability at all times;
- Adhere to the Aranda Afters Code of Conduct;
- Attend staff meetings and training sessions; and
- Reflect on my performance and implement suggestions made during formal, and informal, performance appraisals.

Name: .....

Signature: .....

Date: ..... / ..... / .....

## 9 EDUCATIONAL LEADER

An educational leader is a person whom the approved provider of an education and care service designates, in writing, to be a suitably qualified and experienced educator, co-ordinator or other individual to lead the development and implementation of educational programs in the service. (*National Regulations*).

The educational leader has an influential role in inspiring, motivating, affirming and also challenging or extending the practice and pedagogy of educators. It is a joint endeavour involving inquiry and reflection, which can significantly impact on the important work educators do with children and families.

### QUALIFICATIONS/EXPERIENCE

An Educational Leader may be employed at a Level 4A, Level 4, Level 5A or Level 5 pay scale depending on their qualifications and/or experience.

Level	Explanation
Level 4A	<b>Has not</b> obtained the qualifications required for a Level 4 employee who performs the same duties as a Level 4 employee.
Level 4	<b>Has:</b> <ul style="list-style-type: none"><li>▪ Completed a Diploma in Children’s Services or equivalent as recognised by the licensing authorities; <i>or</i></li><li>▪ Been appointed as an Authorised Supervisor (as defined in the <i>Children and Young Persons (Care and Protection) Act 1998</i> (NSW)).</li></ul>
Level 5A	<b>Has not</b> obtained the qualification required for a Level 5 employee who performs the same duties as a Level 5 employee.
Level 5	<b>Has</b> completed an AQF Level V Diploma in Children's Services or equivalent.

An employee at this level of employment will also take on the same duties and perform the same tasks as a CSE Level 4.

### INDICATIVE DUTIES

- Lead the development and implementation of a holistic curriculum that meets the needs and development of children in line with the Frame work for School Age care, My Time Our Place Framework.
- Co-ordinate and direct the activities of staff engaged in the reflective discussions, implementation and evaluation of developmentally appropriate programs.
- Contribute, through the Director, to the development of the service’s policies.
- Co-ordinate centre or service operations including Occupational Health and Safety, program planning, staff training.
- Responsible for the day-to-day management of the centre or service in the temporary absence of the Director and/or Assistant Director and for management and compliance with licensing and all statutory and quality assurance issues.

- Supervise, and mentor, educators and lead staff skill development on strategies to improve interactions and intentional teaching.

## KEY RESPONSIBILITIES AND DUTIES

The Educational Leader is responsible to the Director for collaboratively creating an inspirational vision for children's learning and curriculum. A clearly articulated vision for learning can motivate and connect Educators to work toward shared goals for children and their learning. An educational leader should:

- Have knowledge of theories of learning and development;
- Have knowledge of curriculum approaches and the strengths and weaknesses of each approach in particular settings or with particular children access to current research about curriculum; and
- Have a desire to guide others in reflecting on their practice knowledge of individual children and learning styles so that approaches can be differentiated to meet complex needs of children from a range of backgrounds and abilities.

### 1 LEAD THE PLANNING AND IMPLEMENTATION OF A QUALITY EDUCATIONAL PROGRAM

(NQS Quality Area 1: Educational program and practice)

- 1.1 Lead the team of educators to plan, implement, assess and review a high quality and diverse educational program based on appropriate curriculum frameworks and with reference to the NQS, considering the developmental needs, interests and abilities of all the children attending the service.
- 1.2 Lead the team of educators to actively support every child to participate in the program and ensure that the program promotes children's agency, choices and influence.
- 1.3 Lead the team of educators in the development and delivery of effective and valuable documentation of children's learning in accordance with the service philosophy and the learning outcomes (MTOP).
- 1.4 Lead the team of educators to utilise a variety of teaching strategies including intentional teaching and reflective practice in their daily work.
- 1.5 To motivate other educators at the service to achieve the best learning outcomes for children.
- 1.6 Be responsible to the Director for the establishment of clear goals and expectations for teaching and learning across the educational program.
- 1.7 Be responsible for accessing current information about curriculum and contemporary pedagogy and provide this to all educators as appropriate.
- 1.8 Lead all educators in critical reflection of their practice and the ongoing self-assessment of strengths, identified issues and goals across the service.
- 1.9 To lead and guide the development and implementation of a high quality educational program, based on an approved curriculum framework that promotes each child's learning across five learning outcomes. This will be undertaken in consultation with children, the committee (employer) and the families of children.

## **2 LEAD THE PROMOTION OF HEALTH AND SAFETY OF ALL STAFF AND CHILDREN**

(NQS Quality Area 2 – Children's Health and Safety; Quality Area 3 – Physical Environment)

- 2.1 Lead the implementation of effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, and risk management plans, policies and procedures.
- 2.2 Lead the service's delivery of nutritious food and fresh drinking water to children.
- 2.3 Lead the promotion of health, wellbeing and physical exercise in the service.
- 2.4 Lead the service's delivery of a safe and stimulating environment where all staff and children are protected from hazards or harm.

## **3 ASSIST IN LEADING THE TEAM TO BUILD POSITIVE RELATIONSHIPS WITH ALL STAKEHOLDERS**

(NQS Quality Area 4 – Staffing arrangements; Quality Area 5 – Relationships with Children; Quality Area 6 – Collaborative Partnerships with Families and Communities)

- 3.1 Assist the Director in leading the staff team to work cooperatively, ethically and respectfully with other educators, and support the professional development of individual staff.
- 3.2 Assist the Director in leading the staff team in developing and maintaining respectful, supportive, collaborative and responsive relationships with children and their families.
- 3.3 Work productively and cooperatively with the Director to deliver a quality service for children and families.
- 3.4 Support the Director in building and maintaining strong links with local networks, resource agencies and other relevant organisations.
- 3.5 Support the Director to ensure all stakeholders are informed of all relevant matters affecting the operations of the service.

## **4 LEADERSHIP AND SERVICE MANAGEMENT**

(NQS Quality Area 7)

- 2.1 To operate in an ethical professional manner at all times and work with others in the leadership team to ensure that the service meets the requirements of the Education and Care Services National Law Act 2010; Education and Care Services National Regulations 2011, Policies and procedures and the Quality Improvement Plan of Aranda Afters.
- 2.2 Operate within the requirements of the service's policies and procedures as well as funding and regulatory requirements.
- 2.3 To provide educational leadership while working as a member of a collaborative service team.
- 2.4 Assist the Director to ensure all practices of all educators are in accordance with the NQS and reflect the philosophy, policies and procedures of the service.
- 2.5 Assist the Director to lead and promote an understanding of the NQS, the NQF and the curriculum framework documents within the service community - including the Aranda Afters committee, educators, families and children, as appropriate.

- 2.6 Assist the Director in leading the continuous improvement of the service and the development and maintenance of the service Quality Improvement Plan.
- 2.7 Assist the Director in leading an effective process of induction and orientation for new families and children.
- 2.8 Stay informed about current trends in policy changes within the sector.
- 2.9 Attend meetings and provide information and assistance to the Director as required.

**5 OTHER**

- 5.1 Undertake other, at level, duties as required by the Committee.

**EDUCATOR’S AGREEMENT [EDUCATIONAL LEADER]**

As an Aranda Afters Inc. Educator I will:

- Perform my duties to the best of my ability at all times;
- Adhere to the Aranda Afters Code of Conduct;
- Attend staff meetings and training sessions; and
- Reflect on my performance and implement suggestions made during formal, and informal, performance appraisals.

Name: .....

Signature: .....

Date: ..... / ..... / .....

# 10 APPOINTMENT AS AN EDUCATIONAL LEADER

I am appointing you as the Educational Leader of Service Name in accordance with Regulation 118 of the Education and Care Services Regulations.

Educational Leaders have a responsibility to:

- Lead and be part of reflective practice discussions about practice and implementing the learning framework;
- Create a shared vision for children’s learning;
- Motivate and mentor educators to effectively unite as a team and implement quality practice;
- Develop understanding in fellow educators on how each of the My Time Our Place (MTO) principles and practices contribute to high quality learning experiences;
- Discuss routines and how to make them more effective learning experiences;
- Observe child and educator interactions and make suggestions on how to improve interactions and intentional teaching;
- Talk to parents about the educational program;
- Work with other early childhood professionals and early childhood intervention specialists; and
- Assist with documenting children’s learning and using these assessments to inform decision making.

The Aranda Afters Committee Appoints the above educator as a suitably qualified and experienced educator, co-ordinator or other individual to lead the development and implementation of educational programs in the Aranda Afters Program.

Name: .....

Signature: .....

Date: .....

# 11 ASSISTANT DIRECTOR [LEVEL 5]

## QUALIFICATIONS/EXPERIENCE

A Level 5 employee has completed an AQF Level V Diploma in Children's Services or equivalent and is appointed as:

- An Assistant Director of a service;
- A Children's Services Co-ordinator;
- A Family Day Care Co-ordinator;
- A Family Day Care Trainee Supervisor; or
- A School Age Care Co-ordinator.

An **Assistant Director** will also take on the same duties and perform the same tasks as a CSE Level 4.

### Indicative duties

- Co-ordinate and direct the activities of employees engaged in the implementation and evaluation of developmentally appropriate programs.
- Contribute, through the Director, to the development of the centre or service's policies.
- Co-ordinate centre or service operations including Occupational Health and Safety, program planning, staff training.
- Responsible for the day-to-day management of the centre or service in the temporary absence of the Director and for management and compliance with licensing and all statutory and quality assurance issues.
- Generally supervise all employees within the service.

## KEY RESPONSIBILITIES AND DUTIES

The Assistant Director is responsible for supporting the Director in the overall management of the service and leadership of the staff. The Assistant Director should work collaboratively with the Director to effectively manage the day-to-day operation of the service. The Assistant Director will also support the director in leading the service in building effective partnerships, developing organisational culture and pedagogical and curricular development.

The Assistant Director consents to act as the responsible person in the absence of the Director.

### 1 ASSIST IN LEADING THE PLANNING AND IMPLEMENTATION OF A QUALITY EDUCATIONAL PROGRAM

(NQS Quality Area 1 – Educational Program and Practice)

- 1.1 Assist the Director in leading the team of educators to plan, implement, assess and review a high quality and diverse educational program based on appropriate curriculum frameworks and with reference to the NQS, considering the developmental needs, interests and abilities of all the children attending the service.

- 1.2 Assist the Director in leading the team of educators to actively support every child to participate in the program and ensure that the program promotes children's agency, choices and influence.
- 1.3 Assist the Director to guide the team of educators in the development and delivery of effective and valuable documentation of children's learning in accordance with the service philosophy and the learning outcomes (My Time Our Place).
- 1.4 Assist the Director to support the team of educators to utilise a variety of teaching strategies including intentional teaching and reflective practice in their daily work.

## **2 ASSIST IN LEADING THE PROMOTION OF HEALTH AND SAFETY OF ALL STAFF AND CHILDREN**

(NQS Quality Area 2 – Children's Health and Safety; Quality Area 3 – Physical Environment)

- 2.5 Assist the Director in overseeing the implementation of effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, and risk management plans, policies and procedures.
- 2.6 Assist the Director in overseeing the service's delivery of nutritious food and fresh drinking water to children.
- 2.7 Assist the Director in overseeing the promotion of health, wellbeing and physical exercise in the service.
- 2.8 Assist the Director in overseeing the service's delivery of a safe and stimulating environment where all staff and children are protected from hazards or harm.

## **3 ASSIST IN LEADING THE TEAM TO BUILD POSITIVE RELATIONSHIPS WITH ALL STAKEHOLDERS**

(NQS Quality Area 4 – Staffing arrangements; Quality Area 5 – Relationships with Children; Quality Area 6 – Collaborative Partnerships with Families and Communities)

- 3.6 Assist the Director in leading the staff team to work cooperatively, ethically and respectfully with other educators, and support the professional development of individual staff.
- 3.7 Assist the Director in leading the staff team in developing and maintaining respectful, supportive, collaborative and responsive relationships with children and their families.
- 3.8 Work productively and cooperatively with the Director to deliver a quality service for children and families.
- 3.9 Support the Director in building and maintaining strong links with local networks, resource agencies and other relevant organisations.
- 3.10 Support the Director to ensure all stakeholders are informed of all relevant matters affecting the operations of the service.

## **4 ASSIST IN LEADING THE EFFECTIVE ADMINISTRATION AND MANAGEMENT OF THE SERVICE**

(NQS Quality Area 7 – Leadership and Service Management)

- 4.1 Assist the Director to ensure all practices of all educators are in accordance with the NQS and reflect the philosophy, policies and procedures of the service.
- 4.2 Assist the Director in developing, implementing and reviewing policies and procedures relating to privacy in accordance with the NQS and National Law.

- 4.3 Assist the Director to lead and promote an understanding of the NQS, the NQF and the curriculum framework documents within the service community - including the Aranda Afters committee, educators, families and children, as appropriate.
- 4.4 Assist the Director in leading the continuous improvement of the service and the development and maintenance of the service Quality Improvement Plan.
- 4.5 Assist the Director in maintaining an effective staff management process with a view to maximising continuity of staff, including recruitment, induction and orientation of new staff members, staff performance appraisals, staff roster, staff meetings, and supervision of workplace students and volunteers.
- 4.6 Effectively manage income and expenditure and financial records.
- 4.7 Assist in the management of Child Care Benefit (CCB) and Child Care Management System (CCMS) administration in accordance with service policies and procedures and all relevant funding agreements.
- 4.8 Assist the Director in ensuring all appropriate and timely collection of data, medical or other records required, in accordance with the service's policies and procedures, NQS and the relevant Australian Government departments responsible for education and early childhood development.
- 4.9 Assist the Director in leading an effective process of induction and orientation for new families and children.
- 4.10 Stay informed about current trends in policy changes within the sector.
- 4.11 Attend meetings and provide information and assistance to the Director as required.

**EDUCATOR’S AGREEMENT [LEVEL 5 – ASSISTANT DIRECTOR]**

As an Aranda Afters Inc. Educator I will:

- Perform my duties to the best of my ability at all times;
- Adhere to the Aranda Afters Code of Conduct;
- Attend staff meetings and training sessions; and
- Reflect on my performance and implement suggestions made during formal, and informal, performance appraisals.

Name: .....

Signature: .....

Date: ..... / ..... / .....

## 12 DIRECTOR [LEVEL 6]

### QUALIFICATIONS/EXPERIENCE

A Director is an employee who holds:

- A relevant Degree or a 3 or 4 year Early Childhood Education qualification; *or*
- An AQF Advanced Diploma, or a Diploma in Children’s Services; *or*
- A Diploma in Out-of-Hours Care; *or*
- Is otherwise a person possessing such experience, or holding such qualifications deemed by the employer or the relevant legislation to be appropriate or required for the position, and who is appointed as the director of a service.

### Indicative duties

- Responsible for the overall management and administration of the service.
- Supervise the implementation of developmentally appropriate programs for children.
- Recruit staff in accordance with relevant regulations.
- Maintain day-to-day accounts and handle all administrative matters.
- Ensure that the centre or service adheres to all relevant regulations and statutory requirements.
- Ensure that the centre or service meets or exceeds quality assurance requirements.
- Liaise with families and outside agencies.
- Formulate and evaluate annual budgets.
- Liaise with management committees as appropriate.
- Provide professional leadership and development to staff.
- Develop and maintain policies and procedures for the centre or service.

### KEY RESPONSIBILITIES AND DUTIES

The Director is responsible for the overall management of the service and leadership of other employees. The Director will manage the day-to-day operation of the service.

The Director will lead the service in building effective partnerships, developing organisational culture and pedagogical and curricular development. This role reports directly to the committee.

#### 1 LEAD THE PLANNING AND IMPLEMENTATION OF A QUALITY EDUCATIONAL PROGRAM

(NQS Quality Area 1 – Educational Program and Practice)

- 1.1 Lead the team of educators to plan, implement, assess and review a high quality and diverse educational program based on appropriate curriculum frameworks and with reference to the NQS, considering the developmental needs, interests and abilities of all the children attending the service.
- 1.2 Lead the team of educators to actively support every child to participate in the program and ensure that the program promotes children’s agency, choices and influence.

- 1.3 Guide the team of educators in the development and delivery of effective and valuable documentation of children’s learning in accordance with the service philosophy and the learning outcomes (EYLF, VEYLDF and FSAC).
- 1.4 Support the team of educators to utilise a variety of teaching strategies including intentional teaching and reflective practice in their daily work.

## **2 LEAD THE PROMOTION OF HEALTH AND SAFETY OF ALL STAFF AND CHILDREN**

(NQS Quality Area 2 – Children's Health and Safety; Quality Area 3 – Physical Environment)

- 2.1 Oversee the implementation of effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, and risk management plans, policies and procedures.
- 2.2 Oversee the service’s delivery of nutritious food and fresh drinking water to children.
- 2.3 Oversee the promotion of health, wellbeing and physical exercise in the service.
- 2.4 Oversee the service’s delivery of a safe and stimulating environment where all staff and children are protected from hazards or harm.

## **3 LEAD THE TEAM TO BUILD POSITIVE RELATIONSHIPS WITH ALL STAKEHOLDERS**

(NQS Quality Area 4 – Staffing arrangements; Quality Area 5 – Relationships with Children; Quality Area 6 – Collaborative Partnerships with Families and Communities)

- 3.1 Lead the staff team to work cooperatively, ethically and respectfully with other educators, and support the professional development of individual staff.
- 3.2 Lead the educator team in developing and maintaining respectful, supportive, collaborative and responsive relationships with children and their families.
- 3.3 Work productively and cooperatively with the service sponsor or governing body to deliver a quality service for children and families.
- 3.4 Build and maintain strong links with local networks, resource agencies and other relevant organisations.
- 3.5 Ensure all stakeholders are informed of all relevant matters affecting the operations of the service.

## **4 LEAD THE EFFECTIVE ADMINISTRATION AND MANAGEMENT OF THE SERVICE**

(NQS Quality Area 7 – Leadership and Service Management)

- 4.1 Ensure all practices of all educators are in accordance with the NQS and reflect the philosophy, policies and procedures of the service.
- 4.2 Develop, implement and review policies and procedures in accordance with the NQS and National Law, considering confidentiality.
- 4.3 Lead and promote an understanding of the NQS, the NQF and the curriculum framework documents within the service community – including the sponsor, educators, families and children, as appropriate.
- 4.4 Lead the continuous improvement of the service and the development and maintenance of the service Quality Improvement Plan.

- 4.5 Develop an effective staff management process with a view to maximising continuity of staff, including recruitment, induction and orientation of new staff members, staff performance appraisals, staff roster, staff meetings, supervision of workplace students and volunteers.
- 4.6 Develop and maintain individual professional development plans for all staff and actively promote professional development opportunities.
- 4.7 Actively build and engage with local networks and encourage other educators to be involved, where appropriate.
- 4.8 Prepare and monitor an annual budget for the service and effectively manage income and expenditure and financial records.
- 4.9 Manage Child Care Benefit (CCB) and Child Care Management System (CCMS) administration in accordance with service policies and procedures and all relevant funding agreements.
- 4.10 Ensure appropriate and timely collection of data, medical or other records required, and produce reports in accordance with the service’s policies and procedures, NQS and the relevant Australian Government departments responsible for education and early childhood development.
- 4.11 Lead an effective process of induction and orientation for new families and children.
- 4.12 Stay informed about current trends in policy changes within the sector.
- 4.13 Attend meetings and provide information and assistance to the committee as required.

## 5 OTHER

- 5.2 Undertake other at level duties as required by the committee

### EDUCATOR’S AGREEMENT [LEVEL 6 - DIRECTOR]

As an Aranda Afters Inc. Educator I will:

- Perform my duties to the best of my ability at all times;
- Adhere to the Aranda Afters Code of Conduct;
- Attend staff meetings and training sessions; and
- Reflect on my performance and implement suggestions made during formal, and informal, performance appraisals.

Name: .....

Signature: .....

Date: ..... / ..... / .....

## 13 PROGRESSION FOR CHILDREN'S SERVICES EMPLOYEES

The following information is from Section 14.2 (page 17) of Children's Services Award (2014). A full copy of the award can be accessed and downloaded through the following link:

<http://www.tcci.com.au/Workplace-Relations/Awards-A-Z/Children's-Services-Award>

### Progression for children's services employees

- (a) Progression from one level to the next within a classification is subject to an employee meeting the following criteria:
  - (i) Competency at the existing level;
  - (ii) 12 months experience at that level (or in the case of employees employed for 19 hours or less per week, 24 months) and in-service training as required; and
  - (iii) Demonstrated ability to acquire the skills necessary for advancement to the next pay point.
  
- (b) Where an employee is deemed not to have met the requisite competency at their existing level at the time of the appraisal, progression may be deferred for a period of three months provided that:
  - (i) The employee is notified in writing of the reasons for the deferral;
  - (ii) The employee has, in the previous 12 months, been provided with the in-service training required to attain a higher pay point; and
  - (iii) Following any deferral, the employee is provided with the training necessary to advance to the next level.
  
- (c) Where an appraisal has been deferred for operational reasons beyond the control of either party and the appraisal subsequently deems the employee to have met the requirements of clause 14.2(a), any increase in wages will be back paid to the 12 (or 24) month anniversary date of the previous progression.
  
- (d) An employee whose progression has been refused or deferred may invoke the provisions of clause 9 – Dispute resolution. If the resolution results in the advancement being granted, any increase in wages will be backdated to the relevant anniversary date.
  
- (e) An employee employed as a Children's Services Employee Level 2 on completion of an accredited introductory childcare course will immediately progress by one additional level beyond that determined in accordance with clause 14.2(a). Any additional steps will be subject to meeting the requirements of clause 14.2(a).

## 14 TIMESHEET PROCEDURES FOR ALL STAFF

**Appendix 1 – Aranda Afters Timesheet** contains an example for staff to follow when completing their timesheets each fortnight. The time sheet is used to record hours worked each fortnight by an employee.

The accurate submission of a timesheet enables our bookkeeper to calculate the correct figure to pay each employee each fortnight.

### GLOSSARY

Term	Explanation
<b>Start</b>	Time at which the employee commences work each day.
<b>Finish</b>	Time at which the employee finishes work each day or to take a break.
<b>Approved Extra Hours</b>	Additional hours worked by an employee for purposes such as: attending staff meetings; attending committee meetings; working additional time above the rostered shift hours to meet service needs and requirements; or to complete evaluations
<b>Total Hours</b>	The total number of hours the employee works each day from Start Time to Finish Time less any Breaks.
<b>Breaks</b>	Time the employee takes for lunch and/or other breaks each day. The break is shown on the time sheet by recording the finish time before the break and then recording a start time after the break has been completed

### BACKGROUND

The Aranda Afters timesheet records staff hours worked during a fortnightly pay cycle as follows:

- The Aranda Afters timesheet and fortnightly pay cycle runs from Thursday to Wednesday.
- Each day an employee works they should record their **Start** and **Finish** time and **Breaks** to calculate the **Total Hours** worked for each day.
- Every Staff member must fill in a timesheet each fortnight, sign it and have it approved by your Supervisor on the last Wednesday of the pay-cycle fortnight.
- Staff who are late submitting time sheets or submit incomplete timesheets will be paid at the next available pay cycle after the submission of a correctly completed timesheet.
- The Timesheet must be approved by either the Director or Assistant Director and then sent to the bookkeeper by the close of business on the last day of the pay cycle to enable the bookkeeper to process the timesheets and enable payment by the following day.

### PROCEDURE

Staff should use the following processes to complete their fortnightly timesheets:

- Every second Wednesday (end of the fortnight as indicated by the date on the timesheet) the employee will total their total hours worked – **Total (1 + 2)** – on the timesheet column by adding together the two sub-totals for **Total (1)** and **Total (2)** to calculate their total hours worked for the fortnight.

- The total number of hours worked for the fortnight is entered at **Total (1 + 2)** on the timesheet.
- Staff need to enter an explanation of their **Approved Extra Hours** to enable the determination of which part of the Aranda Afters budget will be used to pay for the additional hours worked.
- Staff need to sign their timesheet, to verify the accuracy of the information they have entered, to enable the timesheet to be submitted to the bookkeeper to process payment.
- The timesheet needs to be completed by 4.30 pm on the final day of the timesheet cycle, as indicated by the final date on the timesheet.
- If the timesheet is not completed correctly and signed by the employee (see the example in Appendix 1) it cannot be authorised for payment to be made to the employee.
- Timesheets need to be completed in as neat and legible manner as possible.

## APPROVING OFFICERS' RESPONSIBILITIES

The Director and Assistant Director have a responsibility, under their financial delegations, to ensure that all timesheets and timesheet entries authorised and approved by them are correct and valid. The Director and/or the Assistant Director is responsible for checking timesheets for:

- Accuracy of completion of the timesheets.
- Accuracy of calculations.
- Assigning budget line codes for the payment of approved additional hours worked by staff.
- Approving correctly completed timesheets.
- Time-in-Lieu (TiL) calculations for the Director's timesheet.
- Sending correctly completed time sheets to the bookkeeper to process for payment to employees at the end of the pay fortnight.

The Director/Assistant Director is not responsible for:

- Completing any section of the timesheet, that should be completed by the staff member, on their behalf – unless a reasonable explanation is provided for an unexpected absence from work on the final day of the fortnightly pay cycle.

If a completed timesheet has not been provided by a staff member, due to a reasonable explanation – such as their unexpected absence from work on the final day of the fortnightly pay cycle due to illness – the approving officer **may**, with the Director's approval:

- Complete the timesheet on the staff member's behalf **if** the staff member has been in contact with the Aranda Afters' office and has requested and/or given authority for this occur in this circumstance; and/or
- Submit the timesheet on the staff member's behalf (provided it has been signed by the staff member) and approve pay, or part-pay, to be processed.

If a staff member's timesheet is not completed accurately and/or submitted on time the Director and/or Assistant Director are responsible for working with the staff member to ensure they complete their timesheet within the next pay cycle to ensure they are paid within a reasonable time.

## ADDITIONAL INFORMATION FOR CONTRACTED STAFF

### SICK / PERSONAL LEAVE

Sick Leave should be recorded on the Timesheet by writing the work ***Sick Leave / Personal Leave*** in the ***Start / Finish*** section of the timesheet and inserting your *normal rostered hours* for that day in the ***Total Hours*** worked section.

Contracted staff need to follow complete a leave form and, if required, attach a medical certificate for submission with the timesheet for periods when they take sick / personal leave.

### PUBLIC HOLIDAYS

Public Holidays should be recorded on the Timesheet by writing the work ***Public Holiday*** in the ***Start / Finish*** section of the timesheet and inserting your *normal rostered hours* for that day in the ***Total Hours*** worked section.

### ANNUAL LEAVE

In addition to completing an Application For Leave Form and ensuring it is approved, the period of leave should also be recorded on the Timesheet by writing ***Annual Leave*** in the ***Start / Finish*** section and your *normal rostered hours* in the ***Total Hours*** worked section (for leave which extends across an entire week you may simply insert the normal weekly hours in the Subtotal section).

For annual leave that extends across entire pay fortnights, you should fill timesheets in for these fortnights, or days in these fortnights, and submit the timesheets to your supervisor on your last day prior to commencing leave.

### ACCRUAL OF TIME-IN-LIEU (TiL)

The Director is the only employee who is able to accrue Time-in-Lieu (TiL)

Normally, the Director should not accrue more than three days' TiL without the prior written approval of their supervisor.

# 15 PERFORMANCE REVIEW AND TRAINING

**Appendix 2 – Aranda Afters Performance Review [Leadership Team]** contains the performance review and professional development structure for contracted staff.

**Appendix 3 – Aranda Afters Performance Review [Casual Staff]** contains the performance review for casual staff.

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.

## LEADERSHIP TEAM

The Leadership Team (Director, Assistant Director, Program Coordinators and Program Supervisor) – undertake the following performance appraisal process:

- Performance review meetings will be held on a six-monthly basis.
- Newly contracted staff will have a performance review meeting half-way through and at the end of their probation period).
- Staff will be required to complete the performance review form at least a week prior to the performance appraisal meeting.
- The Director, or delegate, will complete their section of the performance review form and return it to the staff member at least 24 hours prior to the performance appraisal meeting.
- The discussions at the performance review meeting will then form the basis for the development, and or modification, of the staff member’s annual professional development plan.

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 Director and the staff member for the Assistant Director; Program Coordinators; and
  - the Staffing Officer and another committee member for the Director.
- Discussion of future opportunities within the position.
- Discussion on an action plan for further training.
- Feedback about how the appraisal process could be improved.

## CASUAL STAFF

Casual staff also undertake a performance review process which may be used to assess their eligibility to progress to the next pay scale in line with the provisions of the Children's Services Award.

The Performance Review Process for Casual Staff is a two stage process:

- (i) The staff member completes the section of Performance Review document appropriate their level of employment (see **Appendix 3 – Aranda Afters Performance Review [Casual Staff]**).
- (ii) The Leadership Team will then complete a "360° review" of the staff member, using the same format, which is then used to provide the basis of discussion between the staff member and Director (or Assistant Director) to complete the Performance Review Process.

In addition to this:

- Staff appointed to Level 3 Educator positions will be required to undertake a performance review at the end of their trial/probationary period; and thereafter on the same basis as the Leadership Team.

## TRAINING

The Director will ensure that funds are set aside for training and development needs in the annual budget.

The provision of training opportunities for staff will be aligned to:

- Enhancing and improving staff performance;
- The service's business requirements;
- Effectively implementing the My Time Our Place [MTOP] Framework;
- Ensuring we meet our mandatory requirements; and
- Our regulatory framework.

Training priorities and opportunities will be identified through our:

- Quality Improvement Plan; and
- Performance Review Processes.

Training will be provided on an equitable basis to all educators and staff, based on priorities identified in the performance review process and may include:

- Mentoring by appropriate educators/staff.
- In-house workshops run by an external trainer.
- External workshops, seminars, etc.
- Formal TAFE, College or University courses to facilitate career development and enhancement.
- On-the-job training (eg: through changes in role or through the exchange of information between educators/staff).
- Provision of appropriate resources (books, movies, documentaries, etc).

## 16 PERFORMANCE IMPROVEMENT

It may be necessary, from time to time, to work with staff to improve their performance.

Aranda Afters will use the processes developed by Fair Work Australia. These processes can be accessed at:

<http://www.fairwork.gov.au/employee-entitlements/managing-performance-and-warnings>

The Fair Work Australia resource – [Best Practice Guide for Managing Under-Performance](#) – is a useful resource for staff and managers.

**Appendix 4 – The Role of the Support Person in an Interview or Meeting**, provides an outline of the role of a support person should a member of staff choose to use this form of support.

# 17 APPENDIX 1 – ARANDA AFTERS TIMESHEET

Below is an example of a correctly completed Aranda Afters timesheet, which should be used by employees to ensure that timesheets are completed accurately.

## ARANDA AFTERS ASSOCIATION INC: TIME SHEET

(Must be completed in black or blue pen)

Name: George Clooney

Position: Educator

Pay Period: Thursday 30/04/2015

to

Wednesday 13/05/2015

Rostered Hours					
Day / Date	Start	Finish	Start	Finish	Total Hours
Thu - 30/04	3.00	5.30			2.50
Fri - 01/05					
Mon - 04/05	3.00	5.45			2.75
Tue - 05/05					
Wed - 06/05					
Thu - 07/05	10.00	1.00	1.30	5.30	7.00
Fri - 08/05					
Mon - 11/05	3.00	5.30			2.50
Tue - 12/05					
Wed - 13/05					
Total (1)					14.75

001-02	Wages
002-02	Training
002-03	Staff Mtg
003-03	Ctee Mtg

Approved Extra Hours (eg: additional hours / staff meetings / etc)								
Day / Date	Start	Finish	Start	Finish	Total Hours	Reason	Approved by	Budget Line
Mon - 11/05	6.00	7.00			1.00	Staff meeting	AD	002-03
-								
-								
-								
-								
Total (2)					1.00			
Total (1 + 2)					15.75			

I certify that the times/dates entered for the period shown are a true and correct record of my hours worked.

Signed: *George Clooney*

Payment Details (NB: Office Use Only)					
T + 25% x	Hours	=	\$	Date Paid: <u>    /    /    </u>	
	Hours	=	\$		
	Hours	=	\$		
Laundry Uniform	\$1.20	x	=	\$	Processed by: _____
					Checked by: _____

## 18 APPENDIX 2 – ARANDA AFTERS PERFORMANCE REVIEW [LEADERSHIP TEAM]

### ARANDA AFTERS PERFORMANCE REVIEW AND PROFESSIONAL DEVELOPMENT PROCESS

We show our respect and acknowledge the Ngunnawal people, Traditional Custodians and First Peoples of the Land on which this meeting takes place.

**Date:** [Click here to enter a date.](#)

**Time:**

#### Attendees:

1 Amie Dever

2

AREA FOR DISCUSSION		STAFF MEMBER	DIRECTOR'S (OR DELEGATE'S) COMMENTS
<input type="checkbox"/>	Commitment to implementing the Our Centre Philosophy (refer to Page 3 of the Aranda Afters Role Statements and Responsibilities Policy)		
<input type="checkbox"/>	Achievements in this review period		

<input type="checkbox"/>	Strengths		
<input type="checkbox"/>	Areas for development		
<input type="checkbox"/>	Other areas I would like to discuss		
<input type="checkbox"/>	Areas for discussion nominated by the Director (or delegate)		

**REVIEW RECOMMENDATION**

**Employee is / is not performing their role as required** (cross out whichever does not apply)

**Reason(s) for making the recommendation:**

**SIGNATURES**

**Director**

Name:

Signature:

Date:     ...../...../.....

**Staff member**

Name:

Signature:

Date:     ...../...../.....

**INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (TO BE COMPLETED ANNUALLY)**

<b>WHERE DO I WANT TO BE?</b>	<b>HOW WILL I GET THERE?</b>		<b>HOW WILL I KNOW WHEN I'M THERE?</b>
<b>Goals for professional learning</b>	<b>Strategies for achieving goals</b>	<b>Resources needed to achieve goals?</b>	<b>Evidence demonstrating goal achievement</b>

# 19 APPENDIX 3 – ARANDA AFTERS PERFORMANCE REVIEW [CASUAL STAFF]

## Educator Performance Appraisal

### Educator Level 1

Educator's Name:	.....	Month .....	Year .....	
<b>Educator – Level 1: Performance Review Questions</b>		<b>1 – Needing Improvement</b>	<b>2 – Meeting Expectations</b>	<b>3 – Exceeding Expectations</b>
1	Rate yourself on the scale 1 – 3.			
2	Provide comment on why you rated yourself at that level. <i>(Provide evidence of achievement, as required, to support your decisions)</i>			
3	Return review questions to Director.			
4	Set a date for, and attend, your review meeting.			
1	I comply with the policies and procedures of Aranda Afters Association Inc. and adhere to the conditions of the Code of Conduct	1	2	3
Comments:				
2	I display commitment and a responsible attitude to the exercising of duties and perform duties in a responsible manner	1	2	3
Comments:				
3	I am an appropriate role model at all times	1	2	3
Comments:				
4	I maintain confidentiality	1	2	3
Comments:				
5	I attend training sessions and staff meetings as required	1	2	3
Comments:				
6	I am <b>punctual</b> in attendance to my shifts, meetings and training	1	2	3
Comments:				

7	I assist the Director, and/or Leadership Team, and I am responsible to them	1	2	3
Comments:				
8	I willingly and actively participate in all activities and programs	1	2	3
Comments:				
9	I ensure I have my name tag, and walkie-talkie (when conducting outdoor activities) at all times and that I return them at the end of my shift	1	2	3
Comments:				
10	I interact positively with other staff and assist in the arrangement/organisation of activities	1	2	3
Comments:				
11	I ensure all precautions are taken to avoid accidents and minimise the risk of harm to children	1	2	3
Comments:				
12	I assist in the building of a positive partnership with Aranda Primary School, the local community and community groups	1	2	3
Comments:				
13	I recognise the needs of children at the different stages of their development	1	2	3
Comments:				
14	I ensure active and appropriate supervision of children that is appropriate to their age and stage of development and demonstrate sensitivity towards children	1	2	3
Comments:				
15	I assist with food preparation and/or serving and assist with cleaning the areas of the school used by the service (hall, gym, toilets, kitchen, outdoor areas, hallways)	1	2	3
Comments:				
16	I take on other tasks and duties as requested by the Director, or delegate	1	2	3
Comments:				

17	I respond appropriately to feedback on job performance	1	2	3
Comments:				
18	I am aware of my duties as a mandated reporter, including how to follow-up (as required) on a report made to a supervisor	1	2	3
Comments:				
19	What is your level of Job satisfaction at Aranda Afters?	Dis-satisfied	Needing Motivation	Satisfied
Comments:				
20	What have been your contributions to the service over the last 12 months?			
Comments:				
21	Please list your strengths working for Aranda Afters			
Comments:				
22	Please list your areas for development at Aranda Afters			
Comments:				
23	What do you need from Aranda Afters to be successful as an educator?			
Comments:				
24	Any other comments?			
<b>Educator</b>	Name:	Signature:	Date:	
<b>Supervisor</b>	Name:	Signature:	Date:	

## Educator Level 2

Educator's Name: .....		Month ..... Year .....		
<b>Educator Level 2 Performance Review Questions</b> 1 Rate yourself on the scale 1 – 3 2 Provide comment on why you rated yourself at that level. <i>(Provide evidence of achievement)</i> 3 Return review questions to Director 4 Set a date for, and attend, your review meeting		1 – Needing Improvement	2 – Meeting Expectations	3 – Exceeding Expectations
1	I comply with the policies and procedures of Aranda Afters Association Inc. and adhere to the conditions of the Code of Conduct	1	2	3
Comments:				
2	I display commitment and a responsible attitude to the exercising of my duties and perform my duties in a responsible manner	1	2	3
Comments:				
3	I supervise, as required educators and members of staff, who are under 18 years of age (see Regulation 120)	1	2	3
Comments:				
4	I am an appropriate role model at all times	1	2	3
Comments:				
5	I maintain confidentiality	1	2	3
Comments:				
6	I attend training sessions and staff meetings as required	1	2	3
Comments:				
7	I am <b>punctual</b> in attendance to my shifts, meetings and training	1	2	3
Comments:				

8	I assist the Director, and/or Leadership Team, and I am responsible to them	1	2	3
Comments:				
9	I actively participate in all activities and programs	1	2	3
Comments:				
10	I ensure I have my name tag, and walkie-talkie (when conducting outdoor activities) at all times and that I return them at the end of my shift	1	2	3
Comments:				
11	I interact positively with other staff and assist in the arrangement/organisation of activities	1	2	3
Comments:				
12	I ensure all precautions are taken to avoid accidents and minimise the risk of harm to children	1	2	3
Comments:				
13	I assist in the building of a positive partnership with Aranda Primary School, the local community and community groups	1	2	3
Comments:				
14	I recognise the needs of children at the different stages of their development	1	2	3
Comments:				
15	I ensure active and appropriate supervision of children that is appropriate to their age and stage of development	1	2	3
Comments:				
16	I cater for children's special needs and demonstrate sensitivity towards children	1	2	3
Comments:				
17	I assist with food preparation and/or serving and I demonstrate knowledge of hygienic handling of food and equipment	1	2	3
Comments:				

18	I assist with cleaning the hall and areas of the school used by the service (toilets, kitchen outdoor areas, hallways).	1	2	3
Comments:				
19	I respond appropriately to feedback on job performance	1	2	3
Comments:				
20	I am aware of my duties as a mandated reporter, including how to follow-up (as required) on a report made to a supervisor	1	2	3
Comments:				
21	I identify problems as soon as I become aware of them	1	2	3
Comments:				
22	I propose solutions to problems of which I have become aware	1	2	3
Comments:				
23	What is your level of Job satisfaction at Aranda Afters?	Dis-satisfied	Needing Motivation	Satisfied
Comments:				
24	What have been your contributions to the service over the last 12 months?			
Comments:				
25	Please list your strengths working for Aranda Afters			
Comments:				
26	Please list your areas for development at Aranda Afters?			

Comments:
27 What do you need from Aranda Afters to be successful as an educator?
Comments:
28 Any other comments?
Comments:

<b>Educator</b>	Name:	Signature:	Date:
<b>Supervisor</b>	Name:	Signature:	Date:

## 20 APPENDIX 4 – THE ROLE OF THE SUPPORT PERSON IN AN INTERVIEW OR MEETING

### INTRODUCTION

Interviews and meetings will, generally, be convened by either the Director or an office bearer of Aranda Afters Association Inc.

Fair Work Australia recommends that it is advisable for the meeting convener to notify the person with whom they have requested the meeting that they may bring a support person if the purpose of the meeting is to discuss a matter such as:

- A serious breach, or repeated breaches, of the Aranda Afters Code of Conduct.
- Performance Improvement
- The possible termination of a staff member's employment.

Additionally, the meeting convener should:

- Not refuse the person's request to have a support person present.
- Clearly indicate to the support person what their role is.
- Allow the support person to assist the person, as indicated below.
- Not allow the support person to act as an advocate or talk on the employee's behalf.

### THE SUPPORT PERSON

The support person is a person chosen by the person being interviewed. The support person needs to be aware of the confidentiality requirements that are applicable to the meeting.

The role of the support person is to provide support the person who has been requested to attend the interview or meeting with the meeting convener. It is not mandatory for the person being interviewed to have a support person or observer present. However, if the person being interviewed chooses to have one present, the person's role is not one of advocate.

The form of support and assistance may vary according to the circumstances of the interview. This support and assistance could include any of, or all of, the following:

- The taking of notes.
- Provision of advice on rights/entitlements.
- Clarification of the process.
- Suggesting a pause during the interview to assist the person being interviewed.
- Enquiries regarding further advice.

A support person must comply with reasonable meeting dates and times set by the meeting convener.

If the support person is unable to attend the meeting, the meeting may be reconvened at a renegotiated time. This should be as soon as possible after the originally intended time of the meeting. However, any deliberate delaying tactics should not be permitted.

Where the meeting convener has reasonable grounds to believe that the support person is attempting to avoid a meeting, then they may schedule the meeting to go ahead without the support person present or arrange for a replacement support person for the person being interviewed.

A support person should be independent.

## **PRIOR TO INTERVIEW**

Give the interviewee:

- At least 24 hours' notice of the proposed meeting.
- Advice that they may elect to have a support person or observer attend the meeting with them. This person is to be independent and not directly involved in the matter being discussed.
- An indication of nature and purpose of interview.
- Copies of any documentation that may be discussed during the interview.

## **CONDUCTING THE MEETING**

When conducting the meeting, ensure that:

- There is careful consideration of any possible mitigating factors.
- There is a supportive and friendly atmosphere.
- The person being interviewed has the opportunity to present their view and explain any difficulties they may be experiencing.

## **AFTER THE INTERVIEW**

At the conclusion of the meeting, the interviewee may be asked to sign the minutes as a true and correct record – or to be informed that a copy of the minutes will be sent to them to consider and provide a timeframe for their response and agreement.

If they refuse, the convener should write: “[xxxxx] was invited to sign the record but declined”.

Both convener and convener's support person should then sign this statement.

## **GENERAL GUIDANCE**

- Should the support person interject or advocate for the interviewee in any way they should be warned and reminded of their role.
- If this continues the meeting should be terminated and reconvened at a later date.
- If a solicitor or barrister is nominated as a support person, the same rules apply. These people have no special status in this situation.