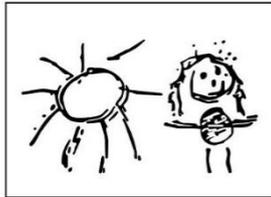


MILLVILLE CHILDCARE CENTRE



Staff Handbook

23-25 HART STREET
COLAC VIC 3250

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millvilleoffice@bigpond.com

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Welcome

We would like to warmly welcome you to our Centre. Millville is a privately owned and operated by qualified, experienced childcare educators. We value and encourage staff and parent participation in all aspects of our Centre and aim to work together to provide a warm, caring, supportive and nurturing environment that meets the differing needs of both staff and families.

Millville is a registered 85 place long day care centre, that provides a family type atmosphere in which staff relationships with each other, with children and with families is based on mutual trust, friendship and open communication.

Our philosophy is at the centre of everything we do at Millville and forms the base from which we evolve.

History

Millville has been operating since June 26th, 1995. It was a 30 place Centre until 2009, when we extended our premises and became a 58 place Centre., and now we can accommodate 85 children per day. We have worked extremely hard to provide quality care for all the families in the Colac Otway Shire, and continue to strive to meet the highest standard of care possible

Centre Management

APPROVED PROVIDER: Millville Childcare Centre Pty. Ltd.

COMPANY DIRECTORS: Cathy & Phillip Thompson

Cathy Thompson: Qualifications
Diploma of Teaching (Primary)
Bachelor of Education (Primary)

Phillip Thompson: Qualifications
Diploma of Teaching (Primary)
Bachelor of Education (Primary)

PERSONS WITH MANAGEMENT
& CONTROL: Cathy Thompson

Nominated Supervisor:
(Second in Charge) Kate Cooper

Certified Supervisors : Julie Evans, Stacey Carson, Sara Vickers, Jacinta Grant, Brittny
Dobie-

Educational Leaders: Minge and Vanessa Chant
Sara Vickers & Cathy Thompson

OHS Rep: Sara Vickers

Management Structure

The Centre is managed by the Director in consultation with staff and parents on management decisions.

Management structure is displayed in the staff room and in the main office.

In the absence of the director please see 'person in charge' for any day to day management decisions that need to be made or consulted upon.

Centre Structure

Millville is committed to providing a service that meets a high standard in all areas. Whilst complying with the Education Care Services National Regulation, we also value the process of Quality Improvement.

Our Philosophy

Millville Childcare Centre recognizes early childhood as a very valuable stage of life. We believe in providing a welcoming, inclusive, family type environment for children to learn and develop.

We recognize and acknowledge that families are the primary and most influential educators and nurturers of their child and that children's learning and development takes place in the context of families.

We support and promote children's sense of belonging by developing respectful, collaborative relationships with families.

We acknowledge the uniqueness of each child and their families and believe in providing an environment which encourages the development of each child to their full potential by having high expectations for every child.

We acknowledge, incorporate, appreciate and celebrate the culture and diversity of family and people within our community. We value our own indigenous heritage and those of the wider community. We endeavour to honour the history, culture and beliefs of all families.

We believe that the role of educators is to provide a constructive, stimulating environment where positive guidance, modelling and intentional teaching make learning possible.

We view children as capable, competent co contributors and recognize their right to play and be active participants in their own learning. We believe that interactions, attachment and providing a curriculum that enhances dispositions for learning, will provide the opportunity for children to realise their own potential.

We encourage children to explore their own identity, solve problems, create, construct, communicate by creating physical environments that support a wide range of opportunities to learn. We recognise the importance of building on children's interests, strengths, abilities, cultures and home experiences through a variety of child initiated, as well as active educator play based learning.

We recognise the importance of building secure, positive relationships with children to encourage children to form a strong sense of self. We encourage children to establish friendships and learn to live interdependently with others. We strive to support children in the

ways they connect to the natural environment to promote awareness of environmental and sustainable practice.

We believe in providing warm and supportive relationships to promote a strong sense of wellbeing. We recognize that when children are involved and engaged, they will be enthusiastic participants in their learning and develop positive dispositions for life long learning.

We recognize and value the knowledge and commitment of educators and support all their professional learning and development. We actively encourage and provide opportunities and resources for critical reflection and evaluation to enrich decision making about children's curriculum and learning.

We believe that our philosophy statement changes as new insights are gained, practices are evaluated, or when the needs of families and educators alter.

Staffing

The Centre strongly values staff who have a commitment to high quality care. We value open communication and a team who works together to provide a warm, secure, happy, stimulating and safe environment for the children in our care. New staff are given a thorough introduction by the Occupational Health and Safety Officer (held every second Friday) and teamed with an experienced mentor who works in their room.

New staff work with the mentor, learning our policies and procedures. They are encouraged to become familiar with all policies and procedures at the Centre. Fortnightly mentor meetings, monthly team/staff meetings are all designed to help the new staff become familiar with our philosophy, procedures, policies and to reflect on their practices. Goals, progress, work performance and expectations are discussed at these meetings.

Staff will be introduced to parents and children and spend the first few months focussing on interactions and building up relationships with other staff, children and their families. Opportunities will be given for parents to meet with new staff on a formal and informal basis. New staff will be given opportunities to read through policies, procedures and the accreditation handbook.

We encourage professional development and further studies and will provide time for staff to study or train.

Selection of New Staff

New positions are advertised externally and applicants are provided with job descriptions. All applicants must have a working with children's check or police check. The Director, Primary Nominee and nominees interview appropriate applicants and make a short list. Those on the short list are invited to the Centre to spend some time before a final choice is made. A final interview is conducted before the successful applicant is chosen.

Requirements of Employment

All new staff will need to go through orientation before they commence work. This involves a thorough introduction to our Centre's philosophy, policies, procedures and an OHS orientation.

To become familiar with Millville's philosophy and goals.

To read and have a clear understanding of and perform all responsibilities within your job description.

To read and follow all policies and procedures in the staff handbook and policy manual..

To read, have a clear understanding and comply with the Children's Services Regulations 2009.

To read and have a clear understanding, comply and participate in the ongoing process of the principles of Accreditation

To read and have a clear understanding of the Code of Ethics.

To read and have a clear understanding of the Family handbook.

To read and have a clear understanding of the Food Safety program.

To read and have a clear understanding of our emergency evacuation and lock down procedures.

To provide management with your working with children's check and/or police check before commencement of work and ongoing as required..

To participate in random drug testing as required.

To provide management with documents confirming qualifications held or confirmation that you are enrolled in an approved Education and care course.

To provide management with your documentation: First Aid Certificate/Anaphylactic certificate/Qualifications

To complete all necessary paperwork related to your employment.

To complete Mandatory Reporting training annually.

Centre Goals:

For Children

To provide a safe, warm, stimulating, happy secure and nurturing environment.

To acknowledge the uniqueness and potential of each child.

To foster a positive self-image through promoting feelings of confidence and success.

To develop children's strengths and competencies.

To promote feelings of well being and positively support children in their growth and development.

To guide children's behaviour by example, positive reinforcement and encouragement.

To foster self-discipline and responsibility for their actions.

To maintain high standards of personal care, creating a safe and healthy environment that respects children's sense of self and their dignity.

To support children as they learn to interact with others in a positive and acceptable way.

To promote play as a major contribution to development.

To provide programs that are developmentally appropriate and responsive to children's needs, interests and culture.

To respect the rights of children and provide an environment which encourages decision making, problem solving and independence.

To ensure that every child is allowed the same rights and opportunities, regardless of gender, race, religion, ability or culture.

For Families

To work in partnership with families to provide high quality care.

To encourage an atmosphere where both families and staff share their knowledge of the child so there is mutual understanding of the child as a whole.

To develop positive relationships based on trust, understanding and open communication

To assist each family to develop a sense of belonging and provide an atmosphere which promotes a feeling of confidence in leaving their child in our care.

To maintain confidentiality and respect the right of the family to privacy.

To develop programs in unison with families which actively encourages participation and respects parents values/ ideas.

To build up resources that meets the needs of our families and provides support and information.

To acknowledge the uniqueness of each family and the significance of its culture, customs, language and beliefs.

To provide avenues for communication and discussion of each child's development.

For Staff

To work together to provide an atmosphere of trust, respect and support .

To acknowledge the strengths of my colleagues.

To work in a professional way to provide a high standard of care.

To promote policies and working conditions that are non-discriminatory and that foster self-esteem and competence.

To continue to develop our knowledge, understanding and professionalism.

To work with families to provide a Centre that encourages communication, respect and trust.

To have a First Aid Certificate and Anaphylactic training.

Code of Ethics

In this Code of Ethics the protection and wellbeing of children is paramount and therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility.

I. In relation to children, I will:

1. Act in the best interests of all children. 2. Respect the rights of children as enshrined in the United Nations Convention on the Rights of the Child (1991) and commit to advocating for these rights. 3. Recognise children as active citizens participating in different communities such as family, children's services and schools. 4. Work with children to help them understand that they are global citizens with shared responsibilities to the environment and humanity. 5. Respect the special relationship between children and their families and incorporate this perspective in all my interactions with children. 6. Create and maintain safe, healthy environments, spaces and places, which enhance children's learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions. 7. Work to ensure children and families with additional needs can exercise their rights. 8. Acknowledge the uniqueness and potential of all children, in recognition that enjoying their childhood without undue pressure is important. 9. Acknowledge the holistic nature of children's learning and the significance of children's cultural and linguistic identities. 10. Work to ensure children are not discriminated against on the basis of gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin. 11. Acknowledge children as competent learners, and build active communities of engagement and inquiry. 12. Honour children's right to play, as both a process and context for learning.

II. In relation to families, I will:

1. Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies, and support them in their role of nurturing children. 2. Assist each family to develop a sense of belonging and inclusion. 3. Develop positive relationships based on mutual trust and open communication. 4. Develop partnerships with families and engage in shared decision making where appropriate. 5. Acknowledge the rights of families to make decisions about their children. 6. Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems. 7. Develop shared planning, monitoring and assessment practices for children's learning and communicate this in ways that families understand.

8. Acknowledge that each family is affected by the community contexts in which they engage. 9. Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families. 10. Maintain confidentiality and respect

III. In relation to colleagues, I will:

1. Encourage my colleagues to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours. 2. Build collaborative relationships based on trust, respect and honesty. 3. Acknowledge and support the personal strengths, professional experience and diversity which my colleagues bring to their work. 4. Make every effort to use constructive methods to manage differences of opinion in the spirit of collegiality. 5. Share and build knowledge, experiences and resources with my colleagues. 6. Collaborate with my colleagues to generate a culture of continual reflection and renewal of high quality practices in early childhood.

IV. In relation to communities, I will:

1. Learn about the communities that I work within and enact curriculum programs which are responsive to those contexts and community priorities. 2. Connect with people, services and

agencies within the communities that support children and families. 3. Promote shared aspirations amongst communities in order to enhance children's health and wellbeing. 4. Advocate for the development and implementation of laws and policies that promote child-friendly communities and work to change those that work against child and family wellbeing. 5. Utilise knowledge and research to advocate for universal access to a range of high-quality early childhood programs for all children. 6. Work to promote community understanding of how children learn in order that appropriate systems of assessment and reporting are used to benefit children.

V. In relation to students, I will:

1. Afford professional opportunities and resources for students to demonstrate their competencies. 2. Acknowledge and support the personal strengths, professional knowledge, diversity and experience which students bring to the learning environment. 3. Model high-quality professional practices. 4. Know the requirements of the students' individual institutions and communicate openly with the representatives of that institution. 5. Provide ongoing constructive feedback and assessment that is fair and equitable. 6. Implement strategies that will empower students to make positive contributions to the workplace. 7. Maintain confidentiality in relation to students.

VI. In relation to my employer, I will:

1. Discriminatory and are in the best interest of children and families. 2. Promote and support ongoing professional development within my work team. 3. Adhere to lawful policies and procedures and when there is conflict, attempt to effect change through constructive action within the organisation or seek change through appropriate procedures.

VII. In relation to myself as a professional, I will:

1. Base my work on contemporary perspectives on research, theory, content knowledge, high quality early childhood practices and my understandings of the children and families with whom I work. 2. Regard myself as a learner who undertakes reflection, critical self-study, continuing professional development and engages with contemporary theory and practice. 3. Seek and build collaborative professional relationships. 4. Acknowledge the power dimensions within professional relationships. 5. Act in ways that advance the interests and standing of my profession. 6. Work within the limits of my professional role and avoid misrepresentation of my professional competence and qualifications. 7. Mentor other early childhood professionals and students. 8. Advocate in relation to issues that impact on my profession and on young children and their families. 9. Encourage qualities and practices of leadership within the early childhood profession.

Where to Find Centre Information

Family Handbook

Our handbook is designed to provide basic information on the Centre. This is a guide to the daily procedures and requirements. It aims to answer the most common questions about the Centre. The handbook is provided to all parents as part of the orientation process and is reviewed annually.

Policies & Procedures

Our Policies and Procedures contain all aspects related to the Centre's operation. The policies have been developed with parents and staff. They are reviewed annually by staff with input from families and taking in to account current theory and research. Policies are available in the staff room "Policy Folder" or online via our website. Parents are informed of our policies and also have access to view policies at any time via our website or by request. Policies are printed on both staff and family newsletters throughout the year.

Staff Handbook

A manual developed with staff that outlines information and guidelines specifically related to care of the children in the Centre. It includes information on our philosophy, goals, policies, procedures, job descriptions, duties and work conditions. All staff will be emailed a copy or have access to it via our website.

Flexibuzz

Flexibuzz is a communication App we use to communicate information to families and staff. Rosters and other important updates are uploaded to this app. To access staff boxes a passcode is required, this will be discussed upon induction.

Bob's Book

This will be covered in staff induction, this book contains information regarding court orders regarding children at the service.

Staff Room Notice Board

Rosters and changes to rosters are displayed here and flyers with upcoming events and training are displayed here.

Allergy and Medical Information

Medical action plans and allergy information is displayed on the back of the staff room door and in each dining room and kitchen.

Staff Resources

We have many resources, books, posters, manuals, professional readings, for staff to look at, review and use as part of their ongoing professional development, these can be found in the staff room and locker room.

Parent Library

The parent library has many books, pamphlets, professional readings for staff to read/borrow.

Staff Communication Books

Each room has a communication book/diary. It is essential that these books are used for effective communication between team members and families. Any relevant details about the children or messages between staff should be recorded in these. There is also a whole Centre communication book located on staff room table. All notes for Director, staff members, changes in policies, procedures etc need to be recorded in this book.

Staff Newsletter

A bi-monthly newsletter is put out by the Director, This has general information about our philosophy, procedures, professional development, current research, professional readings, staff meetings, OHS issues, social nights, mentoring, appraisals etc. It is imperative that you keep informed by reading this newsletter.

Centre Information

Centre Hours

The Centre is open from 7.00 am to 6.00 pm Monday to Friday. The Centre is open all year around. We are closed only for public holidays.

Types of Care

Millville is a long day care centre that provides full time, part time and occasional care for up to 85 children on each day. We also offer a funded 4 year old Kindergarten program.

Staff Ratios

The ratio of carers to children is governed by the Children's Service Regulations 2009 which the Centre complies to. We highly value quality care and provide additional staffing in each room above those governed by the regulations of one staff member to every four children under three and one staff member to every 11 over three years.

Car Parking

Staff car parking is available on site, however please be aware that parking directly in front of centre is 15 minute parking only. As part of our planning permit we have also agreed **not** to park on the Millville side of the street between Farrington st and the rail line. Please take note of parking signs.

Professional Development

Staff development is encouraged as an invaluable resource in providing quality care. Staff meetings, guest speakers, training both locally and through training providers and other Centres are all part of our Centre policy. The Accreditation process provides a basis for much of our staff development. Opportunities for Professional Development are advertised in the staff room, staff are to discuss desired training with the director.

Staff meetings

Staff meetings are held every six weeks and an agenda is issued the week before. All staff are encouraged to add agenda items and contribute to the staff meeting in a positive way. Team meetings will also be held on these nights. Staff are entitled to add one hour to their timesheets for staff meetings.

Family Nights/Information Evenings/ Parent/Carer Discussions

We provide the opportunity for families to participate in the Centre, with an 'open door approach' welcoming them throughout the day. We also have family picnic nights, mothers/fathers/special friend nights, information evenings and parent/carer discussion twice yearly.

We encourage all staff to attend these evenings, which are a great opportunity to build up the family type atmosphere we value

Staff Room

The staff room is used as a place for having breaks and eating lunch. Tea/coffee/milo are available. A fridge is available to store lunches. There is a staff room roster and duty list to ensure the staff room is always cleaned and maintained. A locker area is provided off the staff room for staff to store their belongings. Children are not permitted in the staff room

ESI (Electronic Sign In)

Our ESI system is used for parents to sign children in and out of care. Staff must ensure that each child in care is signed in and out via this system. To gain access to the system you will need to set up a profile in "hubworks" to receive your individual login details.

Study/Planning Area

that 21 Hart st be used for longer periods of planning and programming. Please ensure that you maintain these areas as they are for communal use. These areas are also used for management/mentor and team meetings.

Dress Code

The dress code is neat , comfortable professional clothing. Tracksuits, sandals and torn jeans are not considered professional clothing. Shorts should be mid thigh length. However we do have 'Fitness Fridays' which staff and children are encouraged to wear their tracksuit pants and sandals and do lots of physical activity.

Sun smart clothing must be adhered to. This includes covered shoulders (no singlet tops). Shoes are to be strapped for Occupational and Health Safety reasons. Hats and sunscreen will be provided by the Centre.

Identification

Staff are issued with name badges bearing the Millville logo. We also have a Millville logo available for staff to put onto any item of clothing. This can be arranged at Borne Apparel at your own expense, but can be claimed at Tax time.

Rosters & Time Swipes

Weekly rosters are produced in advance and are consistent times so staff, children and parents know who they can expect to be working with. Swipe cards are given to each staff member and staff must swipe onto the "time Minder" system at the start and end of all shifts and breaks. Missed swipes can be recorded in staff diary in locker room. Staff are expected to arrive at least 5 minutes before their roster starts and be organised and in the room in time for their shift to start. The times you are rostered on can vary with sick staff, extra children or children being picked up late. Please make sure that you check with other staff before you leave and make sure all duties are completed.

Any changes to shifts must be discussed with the director or alternatively the management team. Please note that there are many considerations made in preparing the roster and any changes can effect the running of the centre and the safety of children.

Lunch/Tea Breaks

Lunch breaks are normally half an hour long but you are welcome to take up to an hour as long as we know and can employ extra lunch relievers. We have break and lunch relievers employed daily. They will come and relieve you for a break. You are entitled to a 10 minute break for every 4 hours worked. If you work more than four hours in the morning you receive a 10 minute paid tea break. If you work more than 4 hours in the afternoon you are entitled to another paid 10 minute break.

Wages

Wages are paid weekly by direct debit. The pay cycle is Thursday to Wednesday. It is your responsibility to clock on & off for all breaks as well as shift times. The rate of pay is in Accordance with the Children's Federal Award. All leave must be recorded in the leave diary on the day of the leave. Please ensure before you go on annual leave for Long Service leave that you record your hours in advance in the diary. It is also sufficient to write hours to be paid in total. For example 25 hours of annual leave, 4 weeks of long service leave.

Salaries and Conditions:

These are in accordance with the relevant Federal Award

The following conditions apply:

1. The hours of work will be flexible within the hours of 7 a.m. - 6.00 p.m.
2. The hours of work will be specified on the Weekly Roster.
3. Any hours worked over the 38 hours will go in to accrued time.
4. The rate of pay will be in accordance with the Health and Community Services Industry Sector State Award (Community and Childcare stream)

Accrued Time/RDOS

Any time worked over 38 hours needs to be recorded as accrued hours. Most staff opt to have half an hour lunches with a RDO once a fortnight. Sometimes with holiday leave these RDOS need to be changed but you will be given notice for these times. If you wish to swap a RDO you are welcome to swap with other staff members in your room.

Sick Leave

Sick leave is accrued on a weekly basis according to the hours you work and in

accordance to the Federal award. It is recorded monthly on your payslips. You will need a Doctor's certificate if you are away on a Friday / Monday./before or after an R.D.O. You will need a Doctors certificate for any extended sick leave. (over 2 days) If you are unable to provide a Doctor's Certificate you will need to take this time off your accruals or take it at unpaid leave. Part time workers will need to provide a certificate if they are away before or after their first/last day of work for that week.

The procedure for sick leave is that you ring Cathy 52358363 in the first instance or if she is unavailable Kate (Tue/Wed/Fri) 0407 011982 or Sara (Mon/Thur) 0418 517149 between 7.15 a.m and 7.30 a.m.

Annual Leave

Please request annual leave by filling in an annual leave request form.. Once confirmed we will write it in permanent pen on the holiday roster board. If more than one staff member requests annual leave for the same time you will be asked to submit a reason . We will contact you if for some reason we cannot approve your leave. Please be mindful of the busy times and that juggling 20 staff can be difficult. We endeavour to meet your requests but it is not always possible. If you need holidays near Christmas/New Year please put your requests forward early so they can be considered. The last week of December is extremely busy so if holidays can be avoided at this time it would be appreciated. Any family commitments will be considered however.

Long Service Leave

If you wish to take your LSL according to Long Service Leave Victoria guidelines, we need to be notified in writing 12 months before the leave is to be taken,. We will consider LSL requests 16 weeks before if the time is available and we can find a replacement.

Parental Leave

Staff are able to work up to 34 weeks pregnant at Millville. After this they must provide a Doctor's Certificate to say that they are able to work longer. If they are unable to work they will need to use up annual leave or take unpaid leave. Staff need to register with Centrelink to receive paid parental leave.

Staff Discount

Staff discount is given for care used on rostered days of work. Staff discount is only applied to accounts that are set up for direct debit or salary sacrifice. Staff discounts are reviewed annually.

Our Team

Team work

We have a strong belief in creating a team that has a passion for high quality care and works together to provide the best possible environment for children, families and other staff. It is all staff's responsibility to build up a strong team. Coming to work with a positive, happy and strong work ethic is essential to a professional high quality team. Giving positive feedback to co/workers/employees/management/children and families makes a welcoming secure and happy environment for all.

Part of working professionally in at team environment is being able to take and give direction. Staff should always respond in a positive way to team leaders/management and other staff members directing in a proactive way.

Mentor Program

The Mentor program has been designed to provide support, encouragement, develop skills, knowledge , reflect, discuss policies and procedures and set professional goals.

At Millville we believe that our experienced educators can provide invaluable guidance and help you develop your skills and knowledge in the Early Childhood field.

How well do you feel you are meeting your job description?

What are your long term goals?

How can we provide support for these?

Feedback from mentor is important-please ask your mentor how they feel you are going meeting the philosophy/goals of the Centre.

Each year a staff appraisal is given out in October for staff to reflect on their goals and their overall performance. It is a self reflection of each staff member's own performance and will be discussed with the Director.

Please come prepared to these mentor meetings with questions, queries, self appraisals and goals.

What are some of the things you feel you have been doing well?

What aspects of the job are you enjoying?

What aspects are you finding challenging?

Staff Appraisals

These are conducted annually. Staff will complete the appraisal on themselves and then meet with management to discuss and develop plans and goals for the future.

This is an opportunity for staff to reflect on their own practices. Everybody has a responsibility in the team to be positive, and to build a happy team. Its an opportunity to celebrate our achievements and work on areas that we need to improve. We also need to recognize the strengths of our colleagues and let them reflect on their own journey.

Staff Social Gatherings

Social nights are a great way to build stronger relationships with other staff. These are held on a regular basis and all staff are encouraged to attend. Any special occasions are celebrated with money being collected for presents and a card.

It is ideal if staff can resolve any differences in opinions or issues as a team. Any issues or concerns need to be dealt with in a professional manner. Calm, reasonable discussion is expected for any issues or concerns raised. Discussing issues with team leaders, Primary Nominee or Director or if more appropriate at staff meetings/team meetings is appropriate action.

Privacy

In order to provide families with the highest standard of service, our centre is required to collect personal information about children and parents/guardians before and during the course of a child's enrolment at this centre. Millville Childcare Centre is committed to protecting each individuals privacy and we abide by the National Privacy Principles contained within the Privacy act (1988) and the Health Records Act, 2001, (Vic) and other applicable privacy laws. Privacy of the personal information that we hold is of the utmost importance to us and we conduct our business with respect and integrity. Our policy sets out how we collect, handle and store personal information.

It is our strong belief that all children, staff and families are entitled to their privacy. Staff

need to be familiar with our Privacy Policy and ensure that this all people connected to our Centre's privacy is respected. Staff are not able to discuss staff, children or families outside the Centre nor on any private or public computer site.

Programming

Our programs are based on the The Victorian Early Years Learning and Development Framework (VEYLDF)

Our practices center around our philosophy and the framework guidelines. All team members and families are given opportunities to contribute to our planning. Ideas, observations and reflections should be recorded in room communication books, planning books, observation folders. Each staff member needs to be completing daily observations and writing reflections, each room has their own way of recording this information.

Our planning is based on program flow and qualified staff members are given 4-7 hours a fortnight to work on the plan for the children in their care.

Part of the planning/reflection process involves giving written feedback to families. Each room has a daily communication book in which photos, learning stories, reflections on children's learning, special events are recorded. These are put on display on each sign in bench.

National Quality Frameworks

Our service participates in and values the National Quality Framework, including the National Quality Standard (NQS) the Early Years Learning (EYLF) and the National Regulations. This is conducted through the Australian Children's Education and Care Quality Authority (ACECQA) and the state licensing department through scheduled site assessment visits and where appropriate, spontaneous visits.

The NQS Provides standards of quality practices for care provided in our Service as well as guidance and support, self evaluation through our Quality Improvement Plan (QIP). The system allows educators to continually improve practices by identifying the quality aspects of care the Service is required to complete and submit a comprehensive QIP every twelve months .

Millville will ensure that all educators and management are informed about current practices and requirements in the NQF process by attending appropriate in-service/training, accessing any other publications and information about the accreditation process that may be of benefit - including those published by ACECQA.

Educators will involve parents, families and management in each stage to seek their input and views into practice and care in our Service - this includes having parent input into policy reviews, parent meetings and providing updates in newsletters about our current stage in the process.

The seven standards under the NQS are-

1. Educational program and practice
2. Children's health and safety
3. Physical environment
5. Staffing arrangements

6. Collaborative partnerships with families and communities
7. Leadership and service management

The ratings are as follow -

- Excellent
- Exceeding National Quality Standard
- Meeting National Quality Standard
- Working towards National Quality Standard
- Significant improvement required

We will access regular updates on the ACECQA website - www.acecqa.gov.au

Curriculum

Our curriculum is guided by our Centre's philosophy and the Early Years Learning Framework for Australia (EYLF 0-5) and the Victorian Early Years Learning Framework (VEYLF 0-8) . Educators use the Early Years Learning Frameworks (EYLF) and the Victorian Early Years Learning Framework (VEYLF) to work towards positive outcomes for children All our curriculum decisions are based on these.. The frameworks describe the principles, practices and outcomes essential to support and enhance young children's learning from birth to 8 years of age, their transition to school and the early years at school.

The frameworks have a strong emphasis on play based learning. They have been designed for use be early childhood professionals working in partnerships with families, children's first and most influential educators.

Early childhood educators guided by the frameworks, will reinforce in their daily practice the principles laid out in the United Nations Convention on the Rights of the Child. The Convention states that all children have the right to an education that lays the foundation for the rest of their lives, maximises their ability and respects their family, culture and other identities and languages. The Convention also recognizes children's right to play and be active participants in all matters affecting their lives. More broadly, the frameworks supports goal 2 of the Melbourne Declaration on Education Goals for Young Australians, that:

Educators at Millville plan programs and learning centres based on children's interests, strengths and abilities. They have high expectations of all children and use observations, discussions with children and other educators. The programs are designed to provide a balance of children's needs for active and passive play, indoor/outdoor play as well as groups and individual experiences.

They take written observations/photo observations/fill in checklists and work with families to ensure that the 4 year old program is inclusive. stimulating, engaging and creates enthusiastic learners. Educators analyse all data collected and implement goals and plans for both children and educators. Educators then design/plan experiences and environments to support children's learning and development in the context of the five learning outcomes (Identity, community, wellbeing, learning and communication. Learning areas are set up both inside and out and cover the many areas of development.

In the four year old program children are encouraged to make choices, reflect and record on the programs. Educator plan with intention and purpose to ensure children develop a strong sense of identity (Outcome 1 EYLF) and wellbeing (Outcome 3 EYLF) are connected with and contribute to their world. (Outcome 2 EYLF) are confident and involved learners (Outcome 4 learning EYLF) and are effective communicators (Outcome 2 Communication)

Literacy, numeracy, science, sustainability, art, music, dramatic play, imaginary play , gross/fine motor and sensory experiences are all part of a well designed curriculum. Educators reflect on all aspects of the plan, evaluating, reviewing and assessing children's

learning and development,. They reflect on their own practice and how the program benefits every child. The programs are on display in the foyers and rooms. All curriculum decisions are guided by the Centre's educational leaders who offer support, guidance and training.

We use the portfolio method of documentation which is available in the foyer. The programs are on display in the foyer also. Copies are also emailed and put in individual children's portfolios. Families are welcomed and encouraged to contribute to planning, through our family input sheets, emails or adding documentation to children's portfolios– comments, photos. Stories . Please sign your portfolios in and return them promptly.

Educational Leader role

The educational leader should be continually reflecting and implementing strategies to improve the educational program in service. Strategies might include:

- Leading and being a part of reflective practice discussions about practice and implementing framework
- Mentoring other educators by leading quality practice
- Discussing routines and how to make them more effective learning experiences
- Observing child and educator interactions and make suggestions on how to improve interactions and intentional teaching
- Talking to parents about the educational program
- Working with other early childhood professionals and early childhood intervention specialists
- Assisting with documenting children's learning and how these assessments can inform decision making

All young Australians become:

- Successful learners
- Confident and creative individuals
- Active and informed citizens

Supervision

Interactive supervision of the children is the key component in providing quality childcare. At Millville staff members are required to supervise actively, constantly and diligently. We believe that staff need to be available and responsive to the needs of all children at all times, with each child being in sight and or sound.

- Staff need to supervise all children constantly, being alert to and aware of the potential for accidents and injury throughout the Centre.

- Staff need to keep all children in sight and /or sound at all times
- The program needs to enhance supervision by being stimulating, safe, and allowing for good vision whilst providing opportunities for a variety of play area.
- Staffing needs to follow the correct ratios for the number of children. and provide extra staffing if the activities require more supervision, if children are involved in a variety of activities, ie outdoor play, some sleeping, others eating, or if the particular characteristics of a child or group of children require more supervision.
- Staff need to interact positively and actively in both the indoor area and outdoor areas to promote good supervision.
- Staff need to be positioned at all times for effective supervision, taking into account current activities, characteristics of each child and each group of children, and characteristics of the program/setting.
- Staff need to communicate effectively for supervision, telling other staff members where they are moving to etc.

Staff need to be familiar with and follow our supervision policies and procedures and be aware of their legal obligations for duty of care,

Communication with Families

Children's nappy changes, the food and drink consumed, sleep times are all recorded in each room and put on display for families to access this information.

Our ESI (Electronic Sign In) offers a message service that allows staff to leave a message for families that they receive when they sign their child out. This can be used to alert parents/person collecting that they need to see an Educator.

Sensitive information is to be discussed with team leader or centre management and a time to discuss this with families will be made.

Parent Newsletter

This is a bi-monthly newsletter put out to all families and staff. It has important information which and each staff member is invited to contribute to this newsletter. Each room is responsible for supplying an excerpt about what's been happening in their room.

Family Involvement

As Early Childhood Professionals, we believe that we need to work in partnership with families to provide the best learning environment. We believe in an open-door approach in which families are welcome at any time and are invited to participate fully in our program and procedures. Parents wishing to volunteer to participate in our program are required to have a current WWCC.

Each morning it is our responsibility to provide a welcoming, warm environment. Children and their families are greeted individually, and the children settled in a familiar and individual way. A verbal hand overtakes place in which we discuss the child's needs for that day and record any relevant information in the daily communication book.

It may be appropriate to be in phone contact with parents during the day to let them know how their child has settled or any queries or concerns staff might have. This always needs to be discussed with your team members.

At the end of the day it is important to provide genuine, positive feedback on the children's day and their learning experiences. This should never be rhetoric and should always provide information about their learning and development. If there are any concerns that need to be addressed these need to be discussed with room leaders and/or the Director/Primary Nominee.

Health & Safety

Staff Immunisations

We believe in the health and safety of all staff, children and families at our Centre. All staff are encouraged to maintain their immunisation status against immunisable diseases..

On orientation all staff need to bring their current immunisation documentation. As part of orientation, staff will be provided with Department of Human Services recommendations for adult immunisations.

The pharmacist from Colac Area Health will do annual training on adult immunisations. Staff immunisations can be provided as part of the group at a staff meeting. The Occupational Health and Safety Officer will provide annual information on the staff newsletter on adult immunisation.

Educators may be exposed to diseases that are preventable by immunisation including hepatitis A, & B, measles, mumps, rubella, varicella and pertusis. Staff that have not previously been infected with or immunised will need to complete the courses required. All staff will be encouraged to have current immunisations against tetanus and diphtheria ie a booster every 10 years.

Staff are presented with the latest information about immunisations.

Burn Out and Stress

Stress is part of life and work for most people. It is considered inherent in the human service professions. Stress is a mental/physical response to demands or pressures placed, or perceived to be placed on people. Tell someone if you feel stress which is above your level of control. Open communication between staff/team members and management will help to solve many problems. Team leaders, management can all be proactive in reducing stress if they know about it.

Emergency Procedures

All staff need to be familiar with our emergency evacuation and lockdown procedures,. Each staff member will be given a copy of these. They will also be on display in each room and in each foyer. Staff need to be aware of their role in these procedures. Each room has an emergency backpack which will need to be where staff are, either inside or outside. These procedures will be practised each term and evaluated after each practise.

Occupational Health and Safety Procedures and Policies

Educators will be expected to participate in the development, implementation and review of OH&S policies and procedures

Promote healthy and safe behaviour in the children through activities and examples

Ensure healthy and safe work practices in their work area

Identify hazards in their work area and record them in Maintenance Book.

Evaluate hazards in their work area

Act to control hazards in their work area

Record, investigate and report injuries and near miss incidents in Staff Injury Register

Undertake OH&S training

Participate in OH&S training

Complete daily indoor and outdoor safety checks.

Manual Handling

Manual handling means lifting, lowering, pushing. Pulling, carrying, moving, holding or restraining any object, animal or person. Staff are encouraged to follow all safety procedures and not lift any heavy objects by themselves.

To ensure staff are not lifting in an unsafe way the following procedures need to be followed;

- Toddlers and older children need to climb the nappy change steps assisted by staff.
- Staff need to restrain from lifting/carrying toddlers and older children that are too heavy to lift.
- Staff need to kneel where possible rather than bend down.
- Staff need to ask for assistance with other staff to shift tables, large items or use a trolley when appropriate.
- When lifting a child or object staff should never twist, but lean close and raise as close as possible to their body.

When lifting you must:

Test the load

Plan the move making sure all pathways are clear and all doorways opened

Place your feet apart in a striding position,

Keep the lower back in its normal arched position while lifting

Keep your breastbone elevated

Bend at the knees.

Brace your core, tightening your stomach muscles

Hold the child or object close to your body

Lift with the legs and stand up in a smooth, even motion

Prepare to move in a forward direction

Cot sides should be left down if the cot is not in use

Blood Spills

Standard precautions apply to blood spills including use of gloves and personal protective equipment

Spills should be cleaned up before the area is cleaned

Small spills on the vinyl or outside should be wiped using paper towelling and then cleaning with warm water and detergent. Rinsing and drying the area thoroughly with mop bucket and towel will follow, using our normal disinfectant.

Assist in evaluating and controlling hazards in their work area

Report all injuries and all near miss incidents to the team leader or Director

Paper towel and any disposable items used to clean up blood on children or staff need to be placed in plastic nappy bag and then double bagged before disposing of.

Where a spill occurs on carpet, shampoo as soon as possible. Do not use a disinfectant.

All clothing or non disposable items need to be stored in a plastic bag and kept in laundry. Items can then be laundered separately.

First Aid

By law a staff member who holds a current first aid certificate (HLTAID004 Provide an emergency first aid response in an education & care setting) must be on the premises at all times of operation. We encourage all educators to hold a certificate for the safety of other staff and children at the service. Any staff member who is rostered on an 'open' shift (7am) or 'close' shift (6pm) must hold a current certificate. Training is at the employees expense and can be claimed at in your Tax.

Child Protection

All staff are to complete annual Mandatory Reporting training. This is free training undertaken online at <http://www.elearn.com.au/det/protectingchildren/external/> and upon completion a copy of certificate is to be filed in your staff file.

Notifying suspected child abuse is one of the responsibilities of staff at Millville. We not only have a legal responsibility as mandated notifiers but we believe it is our moral responsibility to report any possible or known child abuse.

The Victorian Government has introduced legislation mandating caregivers to notify "Child Protection Victoria." if they have reasonable grounds to suspect that a child has been abused.

The Director, Primary Nominee or Team leaders will follow up within a week of the issues being raised to make sure the resolutions have been successful and the issues addressed.

Staff are aware of their obligations, and the procedures to be followed should abuse be suspected are set out in the Staff Handbook.

Any case of actual or suspected abuse must be discussed with the Director or Primary Nominee and recorded in the mandatory reporting book.

Staff may wish to discuss correct procedures to be followed with the Director, or Primary Nominee if they have reasonable grounds to suspect that abuse or neglect has occurred.

The Centre recognises the need to keep staff informed on current information and supports continued professional development. Current information is discussed at Staff meetings and is available to the Staff

Reports follow our normal privacy laws.

Staff will leave the situation in the hands of the Child Protection Agency once a report has been made.

The staff will not question the parents or child prior to any discussions with child protection.

Where a complaint is made about a staff member or someone in the centre the same procedure will be followed.

For the protection of both the children and the staff involved the staff member should be encouraged to take special leave or removed from duties involving direct care and contact with children until the situation is resolved.

Bullying and Harassment Policy

At Millville we are committed to provide a work environment that is harmonious and free from discrimination, harassment, bullying and victimisation or any unacceptable conduct. We believe that all staff should be treated with respect and dignity. That individuals are accepted for who they are and any workplace disputes will be settled in the guidelines of our Grievance Policy.

Grievance Procedure.

The Centre promotes open and honest communication between management and staff. All parties have a right to express genuine concerns and have them resolved. We will

support staff rights to express their concerns.

If staff have a concern about another staff member or management, they are encouraged to talk to room leaders, Primary Nominees or the Director.

The concerns will be discussed with appropriate parties and a resolution will be sought to address the issue.

If no resolution can be met, then other staff or external assistance may be sought to help resolve the issues.

For further information please refer to our Grievance policy.

REGULATORY AUTHORITY CONTACT DETAILS:

Department of Education and Training

South Western Victoria Region

75 High St, Belmont

Ph: 03 52155136 Ph: 1300 307 415

Code of Conduct

At all times it is expected that our staff act in a professional way in their relationship with children, families, management and each other.

We encourage staff to separate their personal lives from their professional lives. Personal phone calls cannot be made or taken during the time staff are working with children. Any personal calls will be recorded in the communication book for staff to call in their breaks. Mobile phones are not permitted in the rooms. Personal calls can only be taken in break times.

Staff relationships with each other need to always be professional. It is good to socialise with staff, but this should be light-hearted chatter throughout the day and never for more than a few minutes at a time. Children should always be part of these conversations and not excluded. Staff should never be sitting around chatting for long periods of time to each other, unless it is to do with the care of the children and families.

Appropriate conversation should take into account all our policies and procedures: supervision, privacy and our commitment to quality care.

Disciplinary Action

It is expected that with our stringent procedures of staff selection and mentoring that disciplinary would rarely occur. However, in the case of staff breaching our policies and procedures, or not following regulations staff will be given an opportunity to meet with the Director and Primary Nominee and discuss their non-compliance.

Instant dismissal will be the result of serious breaches such as :

- leaving a child unattended or in danger
- leaving the Centre during work hours without informing the person in charge
- physical or verbal abuse of a child
- negligence,
- the taking or being under the influence of alcohol or illegal drugs,
- failure to report an accident or incident involving children
- leaving a child unattended on a changing bench or on high play equipment
- Handing over a child to a non-custodial person, instant dismissal may be the result.

In the case of concerns such as failure to follow procedures and policies and work in our

team environment, management will meet with staff and write an improvement plan. Failure to follow this improvement plan will result in a written warning.

Some of the areas which would result in this type of disciplinary action are:

- Lack of understanding and failure to accept the Centre's philosophy
- Lack of understanding and failure to follow of the regulations, assessment and rating, our policies and procedures
- Inadequate skill in performing duties
- Lack of growth or progress in the job
- Consistent failure to carry out duties
- Inappropriate treatment of children, families or staff
- Unsuitable communication with parents
- Poor relationships in the professional community
- Inadequate personality match for sound relationships with others at the Centre
- Excessive absenteeism or tardiness

When the work of a staff member appears to be unsatisfactory, a Director will prepare an evaluation, review it with the employee and allow a reasonable opportunity for improvement. Following this period, a Director may give the employee a notice of dismissal.