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Human resource management manual for children's services

Vicki Banham
*Edith Cowan University*

Les Evans

Lynda Pragnell
Edith Cowan University

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Faculty of Health and Human Sciences
Centre for the Development of Human Resources

HUMAN RESOURCE MANAGEMENT MANUAL
FOR CHILDREN'S SERVICES

Vicki Banham, Les Evans and Lynda Pragnell

EDITH COWAN UNIVERSITY
PERTH WESTERN AUSTRALIA
Human Resource Management Manual for Children's Services

Vicki Banham, Les Evans and Lynda Pragnell

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About the Authors

Vicki Banham is a Senior Lecturer in Children Studies in the Faculty of Health and Human Sciences at Edith Cowan University. She is a Consultant to the children's services field and has been working with the field for 15 years in Australia, after training as a teacher in New Zealand.

Les Evans is currently the Director of Child and Family Services at Boogurlarri. She has been involved in the child care field from Caregiver to Day Care Co-ordinator to Director. Les is currently studying for the Bachelor of Social Science (Children Studies).

Lynda Pragnell is the Co-ordinator of the outside school hours care services at Boogurlarri. Lynda’s background is in primary teaching.
Foreword

A Children’s Services Human Resource Management is based on the policies and procedures that define the staffing requirements for the effective operation of the children’s service. The total process of staffing, from advertisement to employment, is based upon the specific criteria that is determined for the particular position required. Thus, the entire process is designed to provide the children’s service with the best information necessary to select the most appropriate person for each staff position in the team.

Consequently, well defined inclusive personnel policies and procedures enable each member of staff to understand the duties, skills, knowledge and responsibilities of their position within the team and their interactions within the structure of the service. This humanistic perspective, which has a focus upon interpersonal relationships, and the ecological perspective, which has a focus upon interaction and relationships between all levels of structure, are the perspectives from which this manual was derived.

The development of this document was a result of an initiative by Boogurlarri Child and Family Services to ensure that all people involved with the programmes provided by Boogurlarri, understood the part they played in the planning and delivery of the programmes to the community. It was also designed to ensure requirements of the Quality Improvement Accreditation System ‘Part D’ were developed and implemented. Consequently this document describes the staffing process in a comprehensive manual outlining in detail, the requirements of each person’s position from advertisement to employment to evaluation.

I wish to thank Boogurlarri Child and Family Services for allowing the use of material from their manual to provide realistic practical examples that can be used a guide for similar children’s services who wish to develop their own Human Resource Manual.

Vicki Banham
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This section will take you through the first process in developing a human resource management manual with the development of an ORGANISATIONAL CHART. It then creates policy and procedures for the staffing process to be developed in your service in line with your organisational structure.
1.1 Organisational Chart

The first step in developing a Human Resource Management Manual is to be clear about how your service is structured. All organisations need structure. However, it is how you view the concept of "structure" that will determine the ultimate structure of your organisation. Structure should not necessarily be seen as something that is rigid and formal. It can be viewed as something that is dynamic, develops as the roles and relationships within the service interact and develops from decisions that these roles and relationships continually make (Dawson, 1986). That is, structure is capable of change.

Each service will have its own structure that meets its own distinctive needs depending upon the roles played within the service. For example, a funded community managed service like Boogurlarri Child and Family Services, may have a different structure to a private funded service. Whatever your service, it needs structure so people working within your service can feel confident that they understand their roles, responsibilities, relationships and, most of all, the overall structure of your service.

To graphically display your structure you can develop an Organisational Chart. To develop this chart, ask yourself the following questions.

- What framework have you used to develop your service?
- What are the main goals of the service?
- Who are all the people that comprise this service?
- What roles do each of these people play?
- How do these roles interact?

Now let us examine each of these questions.

**What framework have you used to develop your service?**

A framework helps to focus your structure and provides you with a useful way to analyse how all the components in your structure fit and interact with one another. Usually, your Philosophy has been derived from theoretical frameworks so use your philosophy in determining your human resource frameworks. When developing this manual we used two frameworks.

(i) **Ecological Systems framework.** This framework focuses upon the importance of the interrelationships between all persons or systems that comprise the structure (that is, the community, parents, providers, children...). It suggests that all persons or systems are dependent upon one another in order to be effective and together, they provide a holistic perspective to human resource management. For further explanation on this framework, refer to Bronfenbrenner (1975).

(ii) **Management framework — the human relations approach.** This framework "emphasises topics such as leadership styles, morale, and group interactions and relationships" (Jones & May, 1992, p41). It suggests that the structure goes beyond that seen on the traditional organisational chart as it includes all the informal relationships that occur within services. For further explanation refer to Jones, A. & May, J. (1992), Chapter 2.

These frameworks then become the backbone of the Organisational Chart.
What are the main goals of the services?

The goals are usually derived from the development of the service’s Philosophy. Most services will have long term goals such as: to meet the needs of families attending the service by developing mechanisms that ensure interaction occurs between the community, families, operational staff and management; and to ensure integration occurs between children’s needs and the programme plans developed by the staff. These goals can be achieved by referring to the framework/s you developed earlier. In our example, the frameworks we used focused upon interrelationships between all persons. Therefore, our goals reflected this approach. The goals could be achieved by setting in place such mechanisms as parent-staff feedback sheets, newsletters and social gatherings.

Who are the people that comprise these services?

Community members
Families utilising the services
Staff members
Volunteers
Students
Licencing Body and Funding Authority

What roles do each of these people play?

Community members participate in the management of the services by providing their expertise, supporting the people who operationalise the services and ensuring that the services meet the needs of the community.

Families utilising the services ensure that their needs are met, from both an individual perspective in which, (in day care), the care that their child receives is appropriate to the development of the child, and from a family perspective in which, (in day care), their particular requirement of care is satisfied.

Staff members operationalise the services according to the particular role they play in the service.

Volunteers provide support for the services at the operational level, the management level and the community level.

Students assist in the operational level of the service, provide new and or updated information to people within the service and use the service to practice and refine their skills under the direction of skilled workers.

The Licencing Body and Funding Authority ensures the service is accountable in meeting the community and financial needs by regulations and guidelines.
How do these roles interact?

This is a crucial question which requires careful consideration by your service. Before you can answer this question you need to understand the meaning of interaction. Interaction requires all persons in the interaction to be "active" participants and have a common goal which they seek to achieve.

For Boogurlarri Child and Family Services, the common goal was developed through the Philosophy, Purpose, and Mission Statements. Mechanisms for interaction to occur were developed through formal documents such as the Policy and Procedure Manual and the Human Resource Manual, and informal mechanisms such as representation on the Management Committee, in house in-service/discussion programmes, Parent Feedback Sheets, Newsletters and social gatherings.

Once you have answered these questions you can then develop your Organisational Chart in a graphical form, as in Figure 1 overleaf.
Community members and families requiring child care and family support services

Services Provided
- Outside School Hours care
- Day Care
- Toy Library
- Community House

Service Providers

Community members
Families utilising the services
Staff operationalising the services
Volunteers
Students

Management Committee
Licensing Body & Funding Authority

Administration and Policy

Intermediary Node

General Staff
Support worker
Handy Person
Gardener
Cook
Cleaner
Bookkeeper

Outside School care
Co-ordinator
Supervisor
Caregivers
Students
Volunteers

Day Care
Co-ordinator
Caregivers (Qualified)
Caregivers
Students
Volunteers

Toy Library
Co-ordinator
Caregivers
Students
Volunteers

Community House
Co-ordinator
Support Worker
Creche
Workers
Volunteers
1.2 The Staffing Process

Once we had developed our framework/s and structure we began to develop our staffing process. According to Hildebrand, staffing is a process of recruiting and dealing with the human resources required to perform the functions of the centre (Hildebrand, 1993, p99). Thus, it is important to remember that this is a process, which requires careful development if the service is to be effective in meeting its philosophy and goals. Each stage in this process will be developed throughout the manual. Policies and procedures relating to students and volunteers in children’s services centres will be discussed further in the manual. However, you need to develop a policy statement, derived from your framework to begin your staffing process.

An example of our policy statement follows.

Policy

Boogurlarri Child and Family Services Centre staffing process reflects the philosophy of the Centre and respects the worth of each staff member’s contribution to the team. The Centre makes optimum use of this valuable human resource to meet the needs of children, their families and the community.

Procedure

1. The Management Committee determines the staffing positions required to operate the service effectively to meet the needs of children, families, community and the statutory regulations.

2. Policy and procedures for “Staff Selection” are developed. Refer to SECTION 2.

3. Staffing documents: Advertisements, Duty Statements, Position Classification, Selection Criteria and sample interview questions are developed for each position. Refer to SECTION 3.

4. A process for orientation of all staff is developed. Refer to SECTION 4.

5. The Staff Professional Review process is developed. Refer to SECTION 5.

6. An in-service process is developed. Refer to SECTION 6.

7. A Staffing Handbook is developed. Refer to SECTION 7.

8. A policy for working with Students and Volunteers is developed. Refer to SECTION 8.
Section 2

Staff Selection:
Policy and Procedures

This section develops a Policy and Procedure for staff selection. Children's services are highly labour intensive and it is the people who are employed by the services that enable the philosophy and goals of the service to be realised. Therefore, it is important for the policy and procedures to reflect the needs of the service. An example of such Policy and Procedures follows.
2.1 Staff Selection

Policy

To employ staff who have a concern, knowledge, skills and a motivation for providing the most appropriate environments for developing children's optimal growth and development.

Procedure

<table>
<thead>
<tr>
<th>A. Permanent Staff</th>
</tr>
</thead>
</table>

1. The Director, in consultation with the relevant Co-ordinator, creates the advertisement for the vacant position.

2. The position is advertised in the following forums.

   2.1 Cook  
   2.2 Handy person/Gardener  
   2.3 Bookkeeper  
   2.5 Cleaner  
   2.4 Support worker  
   2.6 Caregiver  
   2.7 Creche worker  
   2.8 Caregiver qualified  
   2.9 Caregiver (OSHC)  
   2.10 Supervisor (OSHC)  
   2.11 Co-ordinator (OSHC)  
   2.12 Co-ordinator (Day Care)
3. All applicants responding to the advertisement are sent the Application for Employment Package [See Appendix 1], which includes the following.

- A covering letter from the Director of Child & Family Services.
- Duty Statement for the position.
- Position Classification for the position.
- Outline of the Selection Process.
- Format for Application.

4. A Staff Selection Committee for short listing and interviewing is created comprising:

4.1 for all positions excluding the Director of Child & Family Services:
- the Director of Child & Family Services;
- 1 Staff member;
- 1 Management Committee member.

4.2 for the position of Director of Child & Family Services:
- 2 Management Committee members (Chair + 1);
- 1 Co-ordinator of another Centre;
- 1 Regional Children's Services Officer (Department of Community Development).

5. 5.1 The Staff Selection Committee meets and reads all applications.

5.2 Each application is evaluated in accordance with the Selection Criteria [See Appendix 2 for an example of such a working document].

5.3 A short list of applicants who meet that criteria (usually up to 5) is determined.

6. All applicants not short listed, according to the criteria, are notified of their unsuccessful application. [See Appendix 3 for an example of a letter to unsuccessful applicants].

7. All short listed applicants references are checked and recorded. [See Appendix 4 for an example of a form used to record information from a referee].
8. An interview timeline is determined (approximately 30 minutes per interview). It is important to leave the room for breaks to keep the selection members fresh and not rushed. All short listed applicants are notified of their interview time and the interview venue. This is usually carried out by telephone but may be done by letter.

9. The Staff Selection Committee, pre interview. The Staff Selection Committee meets 15 minutes prior to the first interview in order to:
   9.1 familiarise themselves with the Selection Questions;
   9.2 determine the role of each person on the Committee, i.e. who will lead the interview, who will ask what questions, how the information will be recorded. [See Appendix 2].

10. The Selection interview.
    10.1 All applicants are welcomed by the interview leader and each member of the Staff Selection Committee is introduced to the applicant.
    10.2 The procedure for the interview is explained to the applicant. [It is important to keep to the pre-determined timeline].

11. The Staff Selection Committee, post interview.
    11.1 The Staff Selection Committee reviews all the applicants' answers to the Selection Questions.
    11.2 Each applicant is then ranked according to:
         11.2.1 their answers to the Selection Questions;
         11.2.2 their referee reports.
    11.3 The applicant with the highest ranking is recommended for employment to the Management Committee. The applicants in second and third position are considered reserves.

12. The successful applicant is notified by letter and is requested to inform the Centre of their acceptance or non-acceptance of the position offered. [See Appendix 5 for an example of a notification of employment letter].

13. When the acceptance letter is received, the applicant is sent the documentation pertaining to that position.

14. All applicants that were interviewed and unsuccessful are notified by letter. [See Appendix 6 for an example of a letter notifying unsuccessful applicants].
B. Relief Staff

1. The need for relief staff is identified by the relevant Co-ordinator in discussion with the staff team and in consultation with the Director.

2. The relief position vacancies are advertised in the local community paper.

3. Respondents are requested to send in their application to the Director of Child & Family Services.

4. A Relief Staff Selection Committee comprising the Director of Child & Family Services and the Co-ordinator (day care) or the Co-ordinator (OSHC) read the applications and select those applicants that meet the Position Classification criteria for an interview. These applicants are notified (usually by telephone) and given the interview time and venue.

5. Those applicants that do not meet the Position Classification criteria are notified by letter that they have been unsuccessful.

6. Those applicants that are successful in the interview are given a trial period within which their practical suitability is determined. In day care, 3-4 hours; in outside school hours care, 2-3 hours.

7. If the applicant is suitable, they are notified by letter and put on the relief list. [See Appendix 7 for examples of relief list forms].
Section 3

Staffing Documents:

- Duty Statements
- Position Classification
- Selection Criteria
- Sample Interview Questions
- Sample Advertisement

This section analyses each position and determines the skills, knowledge and experience required to perform the functions of that position in the service. The material in this section meets, in part, requirements of Principle 49 in the Quality Improvement and Accreditation System.

Each position has five (5) areas, these being: Duty Statement; Position Classification; Selection Criteria; Sample Selection Questions; and Sample Advertisement. All of these areas are interrelated and developed in a step by step process as shown in Figure 3.1: Process for Developing Staffing Documentation. Each of these areas are examined, with positions in Boogurlarri Child and Family Services providing examples of this important process.
Figure 3.1 Process for Developing Staffing Documentation

Step 1

Undertake an analysis of the tasks required to perform the particular position you are seeking to fill. This task analysis provides you with the following information:

- the **purpose** of the position;
- the **duties** required to perform the position;
- the **responsibilities** required of the position;
- to whom the person is **responsible**;
- the **salary and conditions** of the position.

The outcome of this Step is to provide you with a Duty Statement for the position.

Step 2

Once you have developed the Duty Statement you are able to develop a Position Classification for the position. The Position Classification specifies the level of qualifications sought; any experience required; and the skills and knowledge required to perform the position.
Step 3  

From both the Duty Statement and the Position Classification, the Selection Criteria are developed. The Selection Criteria list the criteria that are determined as both essential and desirable for the position. If a criteria is determined as essential then the prospective candidate must meet that criteria. Sometimes, you may be seeking other criteria that are not essential to performing the tasks of the position but would be advantageous for a person to hold. It is these criteria that are deemed as desirable. The Selection Criteria is used for two purposes. Firstly, to inform the prospective applicant of the requirements of the position so they can address them in their application and secondly, to advertise the position.

The Duty Statement, the Position Classification and the Selection Criteria are used in the development of the Professional Review Process discussed in detail in Section 5.

Step 4  

Using the Selection Criteria, questions to interview applicants are created.

Step 5  

Using the Selection Criteria, the advertisement for the position is created.

The following positions are provided as examples following this step by step process.

- Cleaner
- Cook
- Handy Person/Gardener
- Bookkeeper
- Support worker
- Creche worker (Community House)
- Caregiver
- Caregiver qualified (Day care)
- Caregiver (Outside school hours care)
- Supervisor (Outside school hours care)
- Co-ordinator (Outside school hours care)
- Co-ordinator (Day care)
- Co-ordinator (Community House)
- Director of Child & Family Services
3.1 Cleaner: Duty Statement

Title Cleaner

Purpose To maintain hygienic and clean standards throughout the Centre in line with the standards set by the Child Care Services Board.

Duties Daily:
Clean bathrooms;
Vacuum all carpet areas;
Mop all wet areas;
Wipe marks off doors and walls;
Empty all rubbish bins;
Dust the offices;
Sweep the outside front foyer;
Put away all cleaning materials in designated locked cupboards.

Weekly:
Polish the offices;
Clean the glass doors and windows;
Put out the rubbish bins for collection.

Monthly:
Wax all the floors.

General:
Leave the building secure at all times;
Inform the Co-ordinator of cleaning needs;
Understand and work within the Centre philosophy, policies and procedures.

Responsibilities

To leave the building secure at all times;
To notify the Director of equipment malfunction or need for replacement.

Responsible to

The Director of Child & Family Services.

Salary and Conditions

In accordance with the [ ] Award.
Additional conditions [ ] apply.
A medical examination and a chest X ray is required within fourteen (14) days of commencing employment as stated on Form DCS556.
The position is reviewed after three (3) months employment.
A “Self Professional Review” is carried out every twelve (12) months.
A Police clearance is required.
Position Classification: Cleaner

Qualifications
None required or specified.

Experience
Cleaning of child related services;
Commercial cleaning;
Working as part of a team.

Skills
Use and maintenance of cleaning and polishing equipment;
Use of cleaning solutions;
Organisation of time in developing daily, weekly and monthly scheduling of the cleaning requirements of the Centre.

Knowledge
Safety aspects of working in an environment with children;
Safety with use of cleaning solutions.

Other Requirements
A local resident is desirable.

Hours
[ ] hours per week as negotiated with the Director of Child & Family Services.
Selection Criteria: Cleaner

1. Commercial cleaning experience. **ESSENTIAL**
2. Experience within a child related service. **DESIRABLE**
3. Knowledge of cleaning safety. **ESSENTIAL**
4. Ability to work out of Centre operating hours. **ESSENTIAL**
5. Ability to develop a timetable for cleaning of the Centre. **ESSENTIAL**
6. Ability to work unsupervised. **ESSENTIAL**
7. Reside within the local community. **DESIRABLE**
Sample Selection Questions: Cleaner

1. Tell me about your previous experience in cleaning commercial premises.

2. In what capacity and setting have you used a vacuum cleaner and polishing equipment?

3. What precautions would you take when preparing, using and putting away cleaning solutions?

4. What sort of safety precautions would you take in your cleaning duties because this is a child care centre?

5. Given a list of tasks to do, how would you divide up your weekly hours to complete all the cleaning tasks?

6. Is there anything else you would like to tell us about your experience and skills in cleaning?

7. Is there anything you would like explained further from the Selection Criteria and Duty Statement?
Sample Advertisement: Cleaner

CLEANER
Children's Centre

Boogurlarri Children's Centre is seeking a person who would like to work part time or full time cleaning the Children's Centre. The hours of [ ] per week are negotiable but cleaning is carried out before and after Centre hours. Experience in commercial cleaning is essential.

Need to know more? Contact: The Director of Child & Family Services on [ ] for your 'Application for Employment Package'.

Closing date for applications is [ ].

Boogurlarri Child & Family Services
25-27 Brookman Avenue, Langford.

Boogurlarri is an equal opportunity employer
3.2 Cook: Duty Statement

Title

Cook

Purpose

To prepare nutritional meals and snacks for children and staff attending the Centre.

Duties

Daily:
Prepare lunch and afternoon tea;
Clean up the lunch and morning tea dishes;
Clean the kitchen area;
Check and accommodate varying children’s food needs;
Maintain neat and clean physical appearance.

Weekly:
Organise your time and develop a suitable routine to accommodate the time restraints;
Place orders and purchase food stuffs;
Clean oven and refrigerator;
Clean cupboards and food preparation areas;
General cleaning of all additional areas.

General:
Use hygienic practices with food handling according to the “Good Food Handler’s Guide”;
Prepare and plan menus twice yearly with the Co-ordinator;
Prepare a budget for food and drink from the allocated monies;
Maintain prompt hours and notify the Co-ordinator promptly of non-attendance;
Understand, and work within, the Centre philosophy, policies and procedures.

Responsibilities

To attend professional development in-services;
To maintain a standard of cleanliness and hygiene of the kitchen and food preparation areas in accordance with the Health Regulations;
To implement a diverse menu;
To notify the Director of equipment malfunction or need for replacement.

Responsible to

The Director of Child & Family Services.
Salary and Conditions

In accordance with the [ ] Award.
Additional conditions [ ] apply.
A medical examination and a chest X ray is required within fourteen (14) days of commencing employment as stated on Form DCS556.
The position is reviewed after three (3) months employment.
A “Self Professional Review” is carried out every twelve (12) months.
A Police clearance is required.
**Position Classification: Cook**

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>None required/specified.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experience</strong></td>
<td></td>
</tr>
<tr>
<td>Cooking for large groups;</td>
<td></td>
</tr>
<tr>
<td>Cooking for children;</td>
<td></td>
</tr>
<tr>
<td>Preparing budgets for foodstuffs;</td>
<td></td>
</tr>
<tr>
<td>Ordering foodstuffs for large groups;</td>
<td></td>
</tr>
<tr>
<td>Working as part of a team.</td>
<td></td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Cooking age appropriate meals;</td>
<td></td>
</tr>
<tr>
<td>Hygienic practices;</td>
<td></td>
</tr>
<tr>
<td>Menu planning;</td>
<td></td>
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<tr>
<td>General budgeting;</td>
<td></td>
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<tr>
<td>Organising time;</td>
<td></td>
</tr>
<tr>
<td>Preparing a range of foodstuffs to meet the diverse needs of the community.</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>The needs of the local community;</td>
<td></td>
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<tr>
<td>The components of nutritional menu planning;</td>
<td></td>
</tr>
<tr>
<td>Budgeting for menu planning;</td>
<td></td>
</tr>
<tr>
<td>General children's nutritional needs;</td>
<td></td>
</tr>
<tr>
<td>Safety measures required when working with children in the kitchen area;</td>
<td></td>
</tr>
<tr>
<td>The Food Handling Act.</td>
<td></td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td>[ ] hours per week as negotiated with the Director of Child &amp; Family Services.</td>
</tr>
</tbody>
</table>
Selection Criteria: Cook

1. Experience in preparing foodstuffs for large groups of people.  ESSENTIAL

2. Experience in budgeting for foodstuffs.  ESSENTIAL

3. Experience in a child care service.  DESIRABLE

4. Knowledge of nutritional menu planning.  ESSENTIAL

5. Knowledge of children's nutritional needs.  ESSENTIAL

6. Knowledge of food preparation procedures.  ESSENTIAL

7. Knowledge of hygiene practices.  ESSENTIAL

8. Ability to work unsupervised.  ESSENTIAL

9. Ability to manage time.  DESIRABLE

10. Reside in the local community.  DESIRABLE
Sample Selection Questions: Cook

1. Tell us about your previous experience of preparing foodstuffs for large groups of children or adults.

2. Explain your experiences in preparing foodstuff budgets for large groups of people. What components of budgeting do you need to think about when carrying out this task?

3. When preparing a menu for children, what would you include from the basic food groups?

4. If you had a child attending the Centre from a particular religious background, how would you cater for their particular needs in your menu planning?

5. What hygiene practices/safety measures would you need to take when you are preparing food for children? [Prompt: Food Handling Act]

6. If a staff or committee member criticised your choice of menu planning for the children, how would you support the decisions you made?
COOK
Children's Centre

Boogurlarri Children's Centre is seeking an experienced person to prepare daily nutritional meals and snacks for children and staff in a day care centre. If you understand children's nutritional needs and have flair in the presentation of food, this job maybe for you. It is a part time position for [ ] per week.

Contact the Director of Child & Family Services on tel: [ ] for your 'Application for Employment Package'.

Closing date for applications is the [ ].

Boogurlarri Child & Family Services
25-27 Brookman Avenue, Langford.

Boogurlarri is an equal opportunity employer.
### 3.3 Handy Person/Gardener: Duty Statement

<table>
<thead>
<tr>
<th>Title</th>
<th>Handy Person/Gardener</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>To establish and maintain the gardens, lawns and buildings to a standard set by the Management Committee.</td>
</tr>
<tr>
<td><strong>Duties</strong></td>
<td>The establishment and maintenance of environmental surrounds and gardens such as lawn planting, weeding, planting trees and shrubs, lawn mowing; The establishment of playgrounds and retaining walls as required by the Management Committee; Internal work such as drilling, painting and fixing shelves; Removal of all garden rubbish in the bins provided.</td>
</tr>
<tr>
<td><strong>Responsibilities</strong></td>
<td></td>
</tr>
<tr>
<td>To leave the buildings and grounds in a safe condition at all times; To ensure all chemicals/solutions are locked away at all times; To inform the caregivers if intending to use dangerous tools and/or materials.</td>
<td></td>
</tr>
<tr>
<td><strong>Responsible to</strong></td>
<td></td>
</tr>
<tr>
<td>The Director of Child &amp; Family Services.</td>
<td></td>
</tr>
<tr>
<td><strong>Salary and Conditions</strong></td>
<td></td>
</tr>
<tr>
<td>In accordance with the [ ] Award. Additional conditions that apply [ ]. An hourly rate of [ ] is provided. A tool allowance of [ ] per day is provided. The position is reviewed after three (3) months employment. A Police clearance is required.</td>
<td></td>
</tr>
</tbody>
</table>
Position Classification: Handy Person/Gardener

Qualifications
None required/specified.

Experience
In general building maintenance;
In garden care and maintenance;
In working within a children's environment.

Skills
Use of mowing implements;
Use of tools, eg. light electrical tools;
Setting priorities when a list of maintenance is provided.

Knowledge
In safety issues when using tools, materials and chemicals;
Garden care and maintenance;
General building maintenance tasks.

Other Requirements
A local resident is preferred;
This position requires the person to supply their own tools and
equipment to complete the duties stated.

Hours
[ ] hours per week as negotiated with the Director of Child & Family Services.
Selection Criteria: Handy Person/Cleaner

1. Experience in general building maintenance. **ESSENTIAL**

2. Experience in general garden care and maintenance. **ESSENTIAL**

3. Possess own tools and equipment, or has consistent access to such, and keeps them in good working order. **ESSENTIAL**

4. Ability to understand safety issues in working around children or in a children’s environment. **ESSENTIAL**

5. Ability to work unsupervised. **ESSENTIAL**

6. Ability to develop a timetable for garden, lawn and building maintenance. **ESSENTIAL**

7. Is a local resident able to come to the Centre at short notice. **DESIRABLE**

8. Has a reliable vehicle to remove rubbish. **ESSENTIAL**
Sample Selection Questions: Handy Person/Gardener

1. Tell us about any previous experience you have had in working as a handy person/gardener.

2. As you will be working in an environment in which children are playing, what precautions might you take when carrying out maintenance tasks?

3. As you require your own tools for this position, what range of tools do you have consistent access to?

4. As the Centre has a range of activities, how flexible can you be in the times you will be able to carry out the duties of this position? If the Centre needed something fixing immediately, how would you see yourself being able to attend to this request?

5. When you look around our environment at this Centre, what do you think might be the tasks you would need to carry out as a handy person/gardener? How would you prioritise these tasks so they would all be done?

6. What other questions might you like to ask us about this position?
Children's Centre

Boogurlarri Children's Centre is seeking a motivated person who has skills in general building maintenance and garden care to maintain the grounds of the Centre. The person must possess their own tools and equipment, have a vehicle to remove rubbish and like working around children. The position is for [ ] hours per week.

To apply for this position contact: The Director of Child & Family Services on tel [ ] for your 'Application for Employment Package'.

Closing date for applications is the [ ].

Boogurlarri Child & Family Services
25-27 Brookman Avenue, Langford.

Boogurlarri is an equal opportunity employer
3.4 Bookkeeper: Duty Statement

Title  Bookkeeper

Purpose  To maintain the financial situation of all the Boogurlarri Child & Family Services programmes in a satisfactory order.

Duties  To maintain wages spreadsheets;
To prepare Group Certificates;
To carry out monthly bank reconciliations;
To carry out monthly totalling of the cash book;
To prepare a monthly financial statement of the Centre’s programmes for the Management Committee;
To prepare the books for the auditor;
To carry out other bookkeeping duties as requested by the Director of Child & Family Services.

Responsibilities

To maintain in a satisfactory order the financial position of the Centre.

Responsible to

The Director of Child & Family Services.

Salary and Conditions

In accordance with the [ ] Award.
Additional conditions [ ] apply.
A medical examination and a chest X ray is required within fourteen (14) days of commencing employment as stated on Form DCS556.
The position is reviewed after three (3) months employment.
A “Self Professional Review” is carried out every twelve (12) months.
A Police clearance is required.
Position Classification: Bookkeeper

**Qualifications**

Minimum is a Certificate in Accounting or Business Administration or equivalent.

**Experience**

Bookkeeping skills;
Preparing financial reports;
Preparing financial statements;
Working with Government funded agencies;
In presenting books for audit purposes.

**Skills**

Maintaining wages spreadsheets;
Preparing Group Certificates;
Carrying out monthly bank reconciliations;
Carrying out monthly totalling of the cash book;
Preparing a monthly financial statement of the Centre’s programmes for the Management Committee;
Preparing the books for the auditor.

**Knowledge**

Bookkeeping procedures;
Government funded centres financial and accountability procedures.

**Hours**

[ ] hours per week as negotiated with the Director of Child & Family Services.
Selection Criteria: Bookkeeper

1. Bookkeeping skills and procedures. ESSENTIAL

2. Knowledge of banking reconciliations. ESSENTIAL

3. Ability to prepare financial reports. ESSENTIAL

4. Knowledge of accounts payable and receivable. ESSENTIAL

5. Ability to work alone and use initiative. ESSENTIAL

6. Knowledge of preparation of Group Certificates. DESIRABLE

7. Ability to maintain accounts that meet the requirements of Government departments and other funding body procedures. DESIRABLE
Sample Selection Questions: Bookkeeper

1. Tell us about your previous experiences in working with community groups or management committees or government funded agencies. What was your major role?

2. By what procedures, that you are aware of, do funded agencies ensure they are accountable for their public funds?

3. As you can see by the “Position Classification”, this position requires a wide range of skills in accounting practices at a community level. Could you describe what experiences you have had that pertain to the “Experience” and “Skills” required for this position.

4. Given the duties required for this position, how would you organise your time to ensure these duties were effectively implemented?
BOOKKEEPER
Children's Centre

Boogurlarri Children's Centre is seeking a reliable and qualified person to attend to the Centre's financial commitments. Experience in working with community organisations is desirable. Applicants must hold at least a Certificate in Accounting or Business Administration or its equivalent. The position is for [ ] hours per week.

If you feel you have these skills, contact the Director of Child & Family Services on Tel: [ ] for your 'Application for Employment Package'.

Closing date for applications is the [ ].

Boogurlarri Child & Family Services
25-27 Brookman Avenue, Langford.

Boogurlarri is an equal opportunity employer.
3.5 Support Worker: Duty Statement

Title Support Worker

Purpose To support:
the Co-ordinators (Day care) and (OSHC) in the general operation of, and the reception area of, the Children’s Services Centre.
To support:
the Co-ordinator of the Community House in the general operation of, and the reception of, the Community House.

Duties Typing/reception:
To type correspondence, reports, notes for staff and Management Committee;
To act as a receptionist;
To make appointments as necessary;
To answer general queries regarding all of the service’s activities under the umbrella of Boogurlarri.

Clerical:
To receive fees and issue receipts;
To reconcile receipt of funds on a daily basis and to bank twice weekly;
To maintain petty cash and balance for the end of the month.

Records:
To maintain the filing system;
To receive incoming correspondence and re-directs for action;
To post all outgoing mail;
To maintain a telephone records book;
To maintain an occasional care booking record (Day care);
To record and maintain Lending Library Alphabetical register (Community House);
To record and maintain statistical records (Community House).

Other duties:
To carry out photocopying as required;
To maintain consumable stock;
To perform other duties as requested by the Director of Child & Family Services.

Responsibilities
To maintain a standard of dress appropriate for interaction with the community;
To pass all information to staff as soon as practicable;
To maintain the reception area in a clean and safe manner.
Responsible to

The Director of Child & Family Services.

Salary and Conditions

In accordance with the [ ] Award.

Additional conditions [ ] apply.

A medical examination and chest X ray is required within fourteen (14) days of commencing employment as stated on form DCS556.

The position is reviewed after three (3) months employment.

A “Self Professional Review” is carried out every twelve (12) months.

A police clearance is required.
**Position Classification: Support Worker**

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>None required.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experience</strong></td>
<td>General clerical experience including knowledge of petty cash, record keeping, answering queries; Typing ability; Have worked in a busy community agency.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Use of a typewriter or word processor; Good listening and interpersonal skills; Being able to use initiative to organise and prioritise work; Use of the telephone; Keeping accurate records.</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td>Keeping petty cash register; Banking procedures; Filing and information keeping systems; The needs of the local area, and government and non-government agencies and resources.</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td>[ ] hours per week as negotiated with the Director of Child &amp; Family Services.</td>
</tr>
</tbody>
</table>
Selection Criteria: Support Worker

1. Typing experience. ESSENTIAL

2. Reception experience. ESSENTIAL

3. Knowledge of the local area, government and non-government resources and agencies. ESSENTIAL

4. Good listening skills. ESSENTIAL

5. Previous clerical experience. DESIRABLE

6. Experience in receipting and banking. DESIRABLE

7. Experience in developing and maintaining a filing system. DESIRABLE

8. Ability to maintain accurate and up-to-date records. DESIRABLE
Sample Selection Questions: Support Worker

1. Tell us about work experiences that you have had, that would assist you in this position as support worker in a community based children's centre/ community house.

2. Explain what clerical duties you were responsible for in your past/present work experiences.

3. As stated in the Duty Statement, this position involves a number of tasks that may be very different in the manner they are carried out. Tell us how you might go about learning all these tasks?

4. If a parent came into the reception area and was unable to explain what they wanted because they spoke little English, how might you assist them in ensuring their needs were met?

5. An adult approaches you complaining loudly that the staff are never available to talk with him/her. How would you deal with this situation?

6. Are there any questions you wish to ask us about this position?
SUPPORT WORKER
Children's Centre/Community House

Are you a good listener?
Enjoy working with people?
Typing/word processing skills are current?
Have experience in carrying out clerical duties?

Boogurlarri Children's Centre/Community House is seeking a person to perform typing, reception and clerical duties. The position is for [ ] hours per week. If you feel you have these skills, contact the Director of Child & Family Services on Tel: [ ] for your Application for Employment Package.

Closing date for applications is the [ ].

Boogurlarri Child & Family Services,
25-27 Brookman Avenue, Langford.

Boogurlarri is an equal opportunity employer.
3.6 Creche Worker (Community House): Duty Statement

Title          Creche Worker (Community House)
Purpose        To deliver developmentally appropriate care for children from birth to six years of age.
Duties         To plan, implement and evaluate the programme as part of a team;
                To implement the Centre’s philosophy, policies and procedures;
                To orientate children and parents to the Creche;
                To work as part of a team in a professional manner respecting confidentiality of records, other staff, the Co-ordinator and parents;
                To co-operate and participate in the overall services and activities of the Community House;
                To carry out general duties in accordance with the daily timetable;
                To attend staff meetings.

Responsibilities

To comply with all Local, State and Federal Laws relating to the Centre’s operation;
To attend professional development training;
To wear clothing appropriate to working with children.

Responsible to

The Community House Co-ordinator.

Salary and Conditions

In accordance with the [ ] Award.
A casual loading of [ ].
A medical examination and a chest X ray is required within fourteen (14) days of commencing employment as stated on Form DCS556.
The position is reviewed after three (3) months employment.
A “Self Professional Review” is carried out every twelve (12) months.
A Police clearance is required.
Position Classification: Creche Worker (Community House)

Qualifications
Introductory Child Care course, or similar, or an undertaking to enrol in such a course within 12 months.

Experience
Working with children between birth and six (6) years of age.

Skills
Good interpersonal skills;
Health and safety needs of children;
Beginning skills in managing children’s behaviour;
In relating to children and other adults;
Implementing developmentally appropriate learning experiences for children 0-6 years.

Knowledge
Basic understanding of the needs of children 0-6 years;
Basic understanding of creating developmentally appropriate learning environments for children 0-6 years;
Understanding of the Child Care Regulations 1988;
Understanding of the needs of the local community.

Hours
As required.
## Selection Criteria: Creche Worker (Community House)

1. Introduction to Child Care Certificate or similar. **DESIRABLE**

2. Good interpersonal skills. **ESSENTIAL**

3. Experience in working with children 0-6 years. **ESSENTIAL**

4. Senior First Aid Certificate. **DESIRABLE**

5. Knowledge of developmentally appropriate learning experiences for children 0-6 years. **DESIRABLE**

6. Knowledge of health and safety issues in working with children 0-6 years. **ESSENTIAL**

7. Experience in working in a community setting. **DESIRABLE**

8. Knowledge of ways of managing children's behaviours. **DESIRABLE**


10. Knowledge of the needs of the local community. **DESIRABLE**
Sample Selection Questions: Creche Worker (Community House)

1. In what ways do you feel your Certificate or any experience you have had, assists you in working with children between birth and six years of age?

2. What are the most important things you will need to think about and attend to when working with children of this age group?

3. What do you think makes an effective caregiver? Are there any particular qualities?

4. If the children are involved in an activity and are experiencing difficulties, what would you do as their caregiver?

5. A parent is attending a word processing course in the House. The course is demanding and requires the parent to concentrate whilst they are in the course. Their child is with you in the creche, becomes distressed and wants to go to its parent as it knows she/he is close by. How might you handle this situation?
CRECHE WORKER
Community House

Boogurlarri Community House invites a motivated person interested in working with children 0-6 years to apply for the position of creche worker. The person needs to have had some experience in working with children and needs to be able to work on a casual basis.

Want to know more?
Contact the Director of Child & Family Services on Tel [ ] for an Application for Employment Package.
Closing date for applications is [ ].

Boogurlarri Child & Family Services
25-27 Brookman Avenue, Langford.

Boogurlarri is an equal opportunity employer
3.7 Caregiver: Duty Statement

Title
Caregiver

Purpose
To work as part of a team to deliver developmentally appropriate care for children from birth to six years of age.

Duties
To plan, implement and evaluate the programme as part of a team; To implement the Centre’s philosophy, policies and procedures; To orientate children and parents to the Centre; To work as part of a team in a professional manner respecting confidentiality of records, child care staff, the Co-ordinator and parents; To co-operate and participate in the overall services and activities of the Child Care Centre; To carry out general duties in accordance with the daily timetable; To attend monthly staff meetings.

Responsibilities
To comply with all Local, State and Federal Laws relating to the Centre’s operation; To attend professional development training; To wear clothing appropriate to working with children.

Responsible to
The primary caregiver in the room and the Co-ordinator (Day care).

Salary and Conditions
In accordance with the [ ] Award. A medical examination and a chest X ray is required within fourteen (14) days of commencing employment as stated on Form DCS556. The position is reviewed after three (3) months employment. A “Self Professional Review” is carried out every twelve (12) months. Superannuation is paid through [ ]. A Police clearance is required.
Position Classification: Caregiver

| Qualifications | Minimum — Introductory Child Care course, or similar, or an undertaking to enrol in such a course within 12 months. |
| Experience | Working with children between birth and six (6) years of age. |
| Skills | Good interpersonal skills; Health and safety needs of children; Beginning skills in managing children’s behaviour; Able to relate to children and other adults; Implementing developmentally appropriate learning experiences for children 0-6 years. |
| Knowledge | Basic understanding of the needs of children 0-6 years; Basic understanding of creating developmentally appropriate learning environments for children 0-6 years; Understanding of the Child Care Regulations 1988; Understanding of the needs of the local community. |
| Hours | 37 1/2 hour week. |
Selection Criteria: Caregiver

1. Introduction to Child Care Certificate or similar. ESSENTIAL
2. Good interpersonal skills. ESSENTIAL
3. Experience in working with children 0-6 years. ESSENTIAL
4. Senior First Aid Certificate. DESIRABLE
5. Knowledge of developmentally appropriate learning experiences for children 0-6 years. DESIRABLE
6. Knowledge of health and safety issues in working with children 0-6 years. ESSENTIAL
7. Experience in working in a team with adults. DESIRABLE
8. Knowledge of ways of managing children’s behaviours. DESIRABLE
10. Knowledge of the needs of the local community. DESIRABLE
Sample Selection Questions: Caregiver

1. In what ways do you feel your Certificate or any experience you have had, assists you in working with children between birth and six years of age?

2. What are the most important things you will need to think about and attend to when working with children of this age group?

3. What do you think makes an effective caregiver? Are there any particular qualities?

4. If the children are involved in an activity and are experiencing difficulties, what would you do as their caregiver?

5. Tell us about your plans for further education/study in the children’s services field.
Sample Advertisement: Caregiver

CAREGIVER
Children’s Centre

Boogurlarri Children’s Centre invites motivated people interested in working with children 0-6 years to apply for the position of caregiver. The person needs to have completed an Introductory Child Care Course or be prepared to enrol in such a course upon commencement of employment.

Want to know more?
Contact the Director of Child & Family Services on Tel [ ] for an ‘Application for Employment Package’.

Closing date for applications is [ ].

Boogurlarri Child & Family Services
25-27 Brookman Avenue, Langford.

Boogurlarri is an equal opportunity employer
3.8 Caregiver Qualified (Day Care): Duty Statement

Title
Caregiver Qualified (Day Care)

Purpose
To work as part of a team to deliver developmentally appropriate care for children from birth to six years of age.

Duties
To implement the Centre’s philosophy, policies and procedures;
To plan, implement and evaluate a developmentally appropriate programme for children which meets the physical, socio-emotional and cognitive needs of the child;
To implement developmentally appropriate management practices with children;
To maintain written records of planning, evaluation, individual needs of the children and those required by the Centre’s policies;
To implement hygienic and safety practices in working with children;
To carry out general duties in accordance with the daily/weekly/annual timetable;
To establish and maintain resource materials and equipment;
To orientate and supervise students, volunteers and other caregivers as required;
To maintain confidentiality of all interactions with parents, children and other staff members;
To attend monthly staff meetings;
To work as part of a team;
To familiarise parents with the Centre and the roles they may play in the operation of the Centre.

Responsibilities
To comply with all Local, State and Federal Laws relating to the Centre’s operation;
To attend professional development training;
To wear clothing appropriate to working with children;
To participate in the overall operation of the Centre.

Responsible to
The Co-ordinator (Day Care).

Salary and Conditions
In accordance with the [ ] Award.
A medical examination and a chest X ray is required within fourteen (14) days of commencing employment as stated on Form DCS556.
The position is reviewed after three (3) months employment.
A “Self Professional Review” is carried out every twelve (12) months.
Superannuation is paid through [ ].
A Police clearance is required.
Position Classification: Caregiver Qualified (Day Care)

Qualifications

Associate Diploma of Social Science (Child Care), Mothercraft, NNEB, Associate Diploma of Social Science (Children Studies), Bachelor of Social Science (Children Studies) or as accredited by the Child Care Services Board.

Experience

Working with groups of children 0-6 years; Developing, implementing and evaluating developmentally appropriate programmes for children 0-6 years; In a supervisory role.

Skills

Good interpersonal skills; Developing, implementing and evaluating developmentally appropriate programmes for children 0-6 years; Creating developmentally appropriate learning environments for children 0-6 years; Maintenance of written records; Developing and maintaining resource materials; Implementing developmentally appropriate management practices; Supervising others (students, volunteers); Leadership techniques with other adults; Integrating the needs of the community with the Centre programme.

Knowledge

Understanding the needs of children 0-6 years; Understanding of the process of creating a balanced, developmentally appropriate programme for children 0-6 years; Understanding of the Child Care Regulations 1988; Understanding of the needs of the local community.

Hours

37 1/2 hour week.
Selection Criteria: Caregiver Qualified (Day Care)

1. Appropriate qualification in working with children in child care. ESSENTIAL
2. Senior First Aid Certificate. ESSENTIAL
3. Good interpersonal skills. ESSENTIAL
4. Experience in group care of children 0-6 years. ESSENTIAL
5. Developing, implementing and evaluating developmentally appropriate programmes for children 0-6 years. ESSENTIAL
6. Ability to work in a supervisory role. ESSENTIAL
7. Good record keeping and writing skills. ESSENTIAL
8. Ability to work as a member of a team. ESSENTIAL
9. Ability to identify the needs of children. ESSENTIAL
10. Understanding of the needs of the local community. DESIRABLE
11. Can demonstrate good leadership skills. DESIRABLE
12. Ability to apply child development knowledge in order to meet the needs of children. ESSENTIAL
1. In what ways do you feel that your professional qualifications and the experience you have had with working with children and their families, will assist you in working in this Centre?

2. Perhaps you could explain the arguments for and against multi-age/family grouping of children in day care.

3. What do you understand by the term “developmentally appropriate programming”. Provide some examples. Explain the relationship between the Centre philosophy, policies and procedures, and your team’s programming plans.

4. If you had a non-English speaking family enrol their child in the Centre, how would you orientate the child and their family into your programme? Provide examples.

5. What skills do you need to supervise other staff, students and volunteers? Provide some examples.

6. A child frequently arrives into your room (from home) with unexplained bruises and injuries and undergoes unexplained changes in behaviour. How would you handle this situation? What procedures might you follow?

7. Explain how you would handle the situation in which a committee member or other staff member criticised your work with children.
Sample Advertisement: Caregiver Qualified (Day Care)

CAREGIVER (QUALIFIED)
Children’s Centre (Day Care)

Feel motivated and energetic?

Like to work as part of a team?

Can create, implement and evaluate developmentally appropriate environments for children 0-6 years?

Hold either one of the following qualifications: Ass. Dip. (Child Care), Ass. Dip. (Children Studies), Bachelor Soc. Sc. (Children Studies), NNEB, Mothercraft or a qualification accredited by the Child Care Services Board?

If YES to all of the above, then Boogurlarri Children’s Centre is inviting you to apply for the position of Caregiver (qualified).

Contact the Director of Child & Family Services on tel [ ] for your ‘Application for Employment Package’.

Closing date for applications is [ ].

Boogurlarri Child & Family Services
25-27 Brookman Avenue, Langford.

Boogurlarri is an equal opportunity employer
3.9 Caregiver (Outside School Hours Care): Duty Statement

Title
Caregiver (Outside School Hours Care)

Purpose
To provide a quality outside school hours programme, with supervision, for children out of their home environment.

Duties
To understand and work within the Centre philosophy, policies and procedures;
To be punctual and give prompt notification of unavailability;
To develop, implement and evaluate programmes for the children;
To display the programme in a prominent place;
To understand and be able to implement basic administration duties;
To develop a good working relationship with parents and children attending the Centre;
To maintain the Centre in accordance with the agreement made with the owner or manager of the facility;
To assist with transportation requirements;
To keep accurate records of attendance, programming, transport, medical (plus use of first aid cabinet), accidents and incidents;
To provide a positive role model for the children;
To keep an inventory of equipment and ensure equipment is accessible and in a good condition;
To maintain open communication with other community agencies;
To participate in Centre fundraising activities;
Other duties as directed by the Supervisor.

Responsibilities

To attend staff, sub-committee and annual general meetings;
To participate in professional development training;
To pass on all information to the Supervisor (or the if the Supervisor is not available, to the Co-ordinator) regarding all aspects of the programme, children and parents;
To adhere to the “Outside School Hours Care Programmes: Standards of Operations Guidelines”.

Responsible to

The Co-ordinator (OSHC).
Salary and Conditions

In accordance with the [ ] Award.
Stress leave is negotiated with the Director of Child & Family Services.
A medical examination and a chest X ray is required within fourteen (14) days of commencing employment as stated on Form DCS556.
The position is reviewed after three (3) months employment.
A “Self Professional Review” is carried out every twelve (12) months.
Superannuation is paid through [ ].
A Police clearance is required.
Position Classification: Caregiver (Outside School Hours Care)

Qualifications
Certificate in Playleading, Teaching qualification, Bachelor of Social Science (Children Studies), or equivalent qualifications in working with children 5-12 years or enrolled in such a course; Senior First Aid Certificate; Accompanied Rescue Lifesaving Certificate; Current Drivers Licence.

Experience
Working with groups of children 5-12 years of age; Working as a team member.

Skills
Good interpersonal skills; Health and safety needs of children; Managing children’s behaviour; Developing, implementing and evaluating developmentally appropriate learning experiences for children 5-12 years of age.

Knowledge
Understanding of the needs of children 5-12 years of age; Understanding of creating developmentally appropriate environments for children 5-12 years of age; Understanding of the needs of the local community.

Hours
[ ] hours before school care, [ ] days per week;
[ ] hours after school care, [ ] days per week;
[ ] weeks during school vacation;
Or as negotiated with the Co-ordinator (OSHC).
Selection Criteria: Caregiver (Outside School Hours Care)

1. Appropriate qualification in working with children 5-12 years of age. **ESSENTIAL**

2. Good interpersonal skills. **ESSENTIAL**

3. Senior First Aid Certificate. **ESSENTIAL**

4. Knowledge of developmentally appropriate learning experiences for children 5-12 years of age. **ESSENTIAL**

5. Experience in working in a team with adults. **DESIRABLE**


7. Knowledge of safety issues when working with children 5-12 years of age. **ESSENTIAL**

8. Current Drivers Licence and reliable vehicle. **ESSENTIAL**

9. Accompanied Rescue Lifesaving Certificate. **DESIRABLE**

10. Knowledge of outside school hours care. **DESIRABLE**

11. Basic administration skills. **DESIRABLE**
Sample Selection Questions: Caregiver (Outside School Hours Care)

1. How do you think your qualification assists you in working with children 5-12 years of age?

2. Could you outline your recent experience in working with children 5-12 years of age, in groups and as individuals?

3. If a parent came to you and showed anger towards you as their child was covered in paint, how would you deal with this situation?

4. If a Management Committee member criticised your work, how would you deal with the criticism?

5. When a child continually disrupts the environment and others around them, what action would you take?

6. What strategies would you implement to develop good relationships with parents, children and staff?

7. Do you have any questions you wish to ask?
CAREGIVER
Outside School Hours Care
Children’s Centre

Caregivers to provide a quality outside school hours programme for children 5-12 years, are sought by Boogurlarri Children’s Centre.

Hours of employment: [before and after school]
[vacation care — month]

Applicants must hold an appropriate qualification in working with children 5-12 years.

Contact the Director of Child & Family Services on tel [ ] for your ‘Application for Employment Package’.

Closing date for applications is [ ].

Boogurlarri Child & Family Services
25-27 Brookman Avenue, Langford.

Boogurlarri is an equal opportunity employer
### 3.10 Supervisor (Outside School Hours Care):
#### Duty Statement

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Supervisor (Outside School Hours Care)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>To lead and supervise the provision of a quality outside school hours programme for children out of their home environment.</td>
</tr>
</tbody>
</table>
| **Duties** | To understand and work within the Centre philosophy, policies and procedures;  
To be punctual and give prompt notification of unavailability;  
To develop, implement and evaluate programmes for the children;  
To display the programme in a prominent place;  
To implement Centre administration procedures;  
To develop a good working relationship with parents and children attending the Centre and liaise with parents about their children's needs;  
To maintain the Centre in accordance with the agreement made with the owner or manager of the facility;  
To arrange and implement transportation requirements;  
To liaise with transport driver re attendance for pick-ups;  
To take responsibility to keep accurate records of attendance, programming, transport, medical (plus use of first aid cabinet), accidents and incidents;  
To provide a positive role model for children;  
To organise an inventory of equipment and ensure equipment is replaced when necessary;  
To keep up to date with all Local, State and Federal regulations concerning outside school hours care;  
Other duties as directed by the Co-ordinator (OSHC). |
| **Responsibilities** | To attend staff, sub-committee and annual general meetings;  
To participate in professional development training;  
To pass on all information to the Co-ordinator regarding all aspects of the programme, children and parents;  
Adhere to the "Outside School Hours Care Programmes: Standards of Operations Guidelines";  
Meet with the Co-ordinator (OSHC) on a weekly basis. |
| **Responsible to** | The Co-ordinator (OSHC) for the day-to-day programme. |
Salary and Conditions

In accordance with the [ ] Award.
Stress leave is negotiated with the Director of Child & Family Services.
A medical examination and a chest X ray is required within fourteen (14) days of commencing employment as stated on Form DCS556.
The position is reviewed after three (3) months employment.
A “Self Professional Review” is carried out every twelve (12) months.
Superannuation is paid through [ ].
A Police clearance is required.
Position Classification: Supervisor (Outside School Hours Care)

Qualifications
Certificate in Playleading, Teaching qualification, Bachelor of Social Science (Children Studies), or equivalent qualifications in working with children 5-12 years of age; Senior First Aid Certificate; Accompanied Rescue Lifesaving Certificate; A current Driver’s Licence.

Experience
Working with groups of children 5-12 years of age; Working as a team member; Supervising other adults; Developing, implementing and evaluating developmentally appropriate programmes for children 5-12 years of age.

Skills
Good interpersonal skills; Health and safety needs of children; Managing children’s behaviour; Developing, implementing and evaluating developmentally appropriate programmes for children 5-12 years; Maintenance of written records; Developing and maintaining resource materials; Leadership techniques with other adults; Co-ordinating and supervising others (students, volunteers).

Knowledge
Understanding the needs of children 5-12 years of age; Understanding the process of creating a balanced developmentally appropriate environment for children 5-12 years; Funding of outside school hours programmes; Working with communities.

Hours
Before school care: [ ] hours per week; After school care: [ ] hours per week; With [ ] hours non-contact for each programme per week; Vacation care: [ ] hours per week (includes [ ] hours non-contact per week); Or as negotiated with the Co-ordinator (OSHC).
Selection Criteria: Supervisor (Outside School Hours Care)

1. Appropriate qualification in working with children 5-12 years. ESSENTIAL

2. Good interpersonal skills. ESSENTIAL

3. Senior First Aid Certificate. ESSENTIAL

4. Knowledge of developmentally appropriate learning experiences for children 5-12 years of age. ESSENTIAL

5. Ability to apply child development knowledge in order to meet the needs of the children. ESSENTIAL

6. Experience in working in a team with adults. ESSENTIAL

7. Knowledge of ways of managing children's behaviour. ESSENTIAL

8. Current Driver's Licence and reliable vehicle. ESSENTIAL

9. Accompanied Rescue Lifesaving Certificate. ESSENTIAL

10. Knowledge of outside school hours care. ESSENTIAL

11. Knowledge of Local, State and Federal funding requirements and guidelines. ESSENTIAL

12. Ability to work in a supervisory role. ESSENTIAL

13. To show sound leadership skills. DESIRABLE
Sample Selection Questions: Supervisor (Outside School Hours Care)

1. How do you think your qualification assists you in working with children 5-12 years of age?

2. Could you outline your recent experience in working with children 5-12 years, in groups and as individuals?

3. You have 30 children in a vacation care programme and you are responsible for programming for the 2 weeks. How would you go about this task?

4. If a parent came to you and showed anger towards you as their child was covered in paint, how would you deal with this situation?

5. If a Management Committee member criticised your work, how would you deal with the criticism?

6. When a child continually disrupts the environment and others around them, what action would you take?

7. Tell us about your personal knowledge of the outside school care field, both locally and nationally.

8. Tell us about your knowledge of the current funding guidelines, both state and federal.

9. What strategies would you implement to develop good relationships with parents, children and staff?

10. Do you have any questions you wish to ask?
Sample Advertisement: Supervisor (Outside School Hours Care)

SUPERVISOR
Outside School Hours Care
Children's Centre

Are you an effective leader?
Do you have the skills to create a developmentally appropriate programme for children 5-12 years?
If YES to the above, then Boogurlarri Children's Centre is seeking your skills for the vacant position of Supervisor, outside school hours care.

Contact the: Director of Child & Family Services on tel [ ] for your 'Application for Employment Package'.

Closing date for applications is [ ].

Boogurlarri Child & Family Services
25-27 Brookman Avenue, Langford.

Boogurlarri is an equal opportunity employer
3.11 Coordinator (Outside School Hours Care):
Duty Statement

Title
Coordinator (Outside School Hours Care)

Purpose
To lead a team to deliver developmentally appropriate care for children from 5-12 years of age.

Duties
To implement the Centre’s philosophy, policies and procedures at all levels of operation;
To represent the Centre at external and internal meetings;
To have a working knowledge of health, safety and industrial issues;
To organise monthly staff meetings;
To ensure staff have opportunities for professional development that meets both their personal and the Centre’s needs;
To maintain and ensure all administration procedures are implemented effectively and efficiently;
To co-ordinate and supervise students and other workers in the Centre and provide professional guidance on their learning;
To implement evaluation processes for self and the staff;
Develop submissions in consultation with the Director for additional resources;
To prioritise the needs of the Centre and develop policies to meet those needs;
To work as part of a cohesive team throughout the Centre and develop teamwork amongst the staff in the Centre;
To prepare and maintain a handbook for staff, committee and parents;
To include the local community in Centre operations wherever possible;
Liaise with appropriate government departments, outside school hours organisations;
Ensure the planning, organisation, implementation and evaluation of the programme will meet the intellectual, physical, social and emotional needs of the children attending the Centre;
Ensure adequate records are maintained.

Responsibilities

To comply with all Local, State and Federal laws relating to the Centre’s operation;
To ensure the delivery of high quality children’s services to the community;
To participate in professional development training.
Responsible to

The Director for Child & Family Services.

Salary and Conditions

In accordance with the [ ] Award.
A medical examination and a chest X ray is required within fourteen (14) days of commencing employment as stated on Form DCS556. The position is reviewed after three (3) months employment during which time the suitability of the employee may be mutually reassessed.
A “Self Professional Review” is carried out every twelve (12) months. Subject to obtaining a St John's First Aid Certificate within three (3) months of commencement.
Superannuation is paid through [ ].
A Police clearance is required.
Position Classification: Coordinator (Outside School Hours Care)

Qualifications
Certificate in Playleading, Teaching qualification, Bachelor of Social Science (Children Studies) or equivalent qualifications in working with children 5-12 years of age;
Senior First Aid Certificate;
Accompanied Rescue Lifesaving Certificate;
A current Driver’s Licence;
Other qualifications and relevant experience in the fields of child development, administration and staff management may be accepted at the discretion of the Management Committee.

Experience
A minimum of three (3) years experience in the children’s services field including working as a supervisor of adults.

Skills
Sound communication skills;
Leadership and supervisory skills of adults;
Administration — financial management, submission writing, report preparation;
Implementing Federal government fee relief system;
Developing policies and procedures;
Developing handbooks;
Implementing evaluation processes;
Liaising with parents and others in the community;
Networking with other agencies;
Working with management committees;
Lobbying skills;
Developing, operating and evaluating a children’s services Centre that meets the needs of children and families in a local community.

Knowledge
Understanding Local, State and Federal laws relating to the operation of a children’s services centre;
Financial management practices;
Local community needs.

Hours
[ ] per week.
Selection Criteria: Coordinator (Outside School Hours Care)

1. Appropriate qualification in working with children in child care. ESSENTIAL

2. Experience in developing, operating and evaluating a children's services Centre. DESIRABLE

3. Sound communication skills. ESSENTIAL

4. Experience in leadership and supervisory processes. ESSENTIAL

5. Experience in general administration skills. ESSENTIAL

6. Knowledge of financial management practices. DESIRABLE

7. A working knowledge of Local, State and Federal regulations for children's services. ESSENTIAL

8. Experience in developing handbooks, policies and procedures. DESIRABLE

9. Experience in developing networks with other agencies in the children's services field. DESIRABLE

10. Experience in working with Management Committees. DESIRABLE

11. Developing submissions and writing reports for others. DESIRABLE

12. Experience in working within a broad community service. DESIRABLE
Sample Selection Questions: Coordinator (Outside School Hours Care)

1. Tell us about your knowledge of current policies and trends in the children’s services field at the local, state and national levels. What particular roles do each of these play in the provision of children’s services?

2. In what ways do you feel your professional qualifications and experience will assist you in this position of Co-ordinator?

3. What processes would you use to evaluate the Centre’s operations, both at a programme level and at a community level?

4. What do you consider to be the most important skills to be an effective co-ordinator of staff and a children’s agency? Provide some examples.

5. In running an outside school hours care programme, what administrative functions would you expect to perform as part of your duties? Explain your past experiences and the level of responsibility you held in any of these administrative areas.

6. In what ways do the roles of the Management Committee and the Co-ordinator interrelate? Provide examples.

7. Tell us about any creative/innovative programmes in which you have been involved in the children’s services community.
CO-ORDINATOR
(OUTSIDE SCHOOL HOURS CARE)
Children's Centre

Need a challenging position?
Have a good sense of humour?
Boogurlarri Children's Centre is seeking a person to co­ordinate a range of programmes for children 5-12 years of age. Applicants must have at least 3 years experience in children’s services, including working as a supervisor of adults. Sound leadership skills, financial management and general administration skills are essential. The applicant must have a working knowledge of local, state and federal regulations for children’s services. Qual­ifications relevant to working with school aged children are essential along with experience in administration and staff management. Contact: the Director of Child & Family Services on tel [ ] for your ‘Application for Employment Package’.

Closing date for applications is [ ].

Boogurlarri Child & Family Services
25-27 Brookman Avenue, Langford.

Boogurlarri is an equal opportunity employer
### 3.12 Coordinator (Day Care): Duty Statement

#### Title
Coordinator (Day Care)

#### Purpose
To lead a team to deliver developmentally appropriate care for children from birth to six years of age.

#### Duties
- To implement the Centre’s philosophy, policies and procedures at all levels of operation;
- To represent the Centre at external and internal meetings;
- To have a working knowledge of health, safety and industrial issues;
- To organise monthly staff meetings;
- To ensure staff have opportunities for professional development that meets both their personal and the Centre’s needs;
- To maintain and ensure all administration procedures are implemented effectively and efficiently;
- To co-ordinate and supervise students and other workers in the Centre and provide professional guidance on their learning;
- To implement evaluation processes for self and the staff;
- Develop submissions in consultation with the Director for additional resources;
- To prioritise the needs of the Centre and develop policies to meet those needs;
- To work as part of a cohesive team throughout the Centre and develop teamwork amongst the staff in the Centre;
- To prepare and maintain a handbook for staff, committee and parents;
- To include the local community in Centre operations wherever possible;
- Liaise with appropriate government departments and early childhood organisations;
- Ensure the planning, organisation, implementation and evaluation of the programme will meet the intellectual, physical, social and emotional needs of the children attending the Centre;
- Ensure adequate records are maintained.

#### Responsibilities
- To comply with all Local, State and Federal laws relating to the Centre’s operation;
- To ensure the delivery of high quality children’s services to the community;
- To participate in professional development training.
Responsible to

The Director for Child & Family Services.

Salary and Conditions

In accordance with the [ ] Award.
A medical examination and a chest X ray is required within fourteen (14) days of commencing employment as stated on Form DCS556. The position is reviewed after three (3) months employment during which time the suitability of the employee may be mutually reassessed.
A “Self Professional Review” is carried out every twelve (12) months. Subject to obtaining a St John's First Aid Certificate within three (3) months of commencement.
Superannuation is paid through [ ].
A Police clearance is required.
Position Classification: Coordinator (Day Care)

Qualifications
A degree or diploma in Children Studies or Early Childhood Education, a two year Certificate/Associate Diploma in Child Care Studies or Mothercraft;
Other qualifications and relevant experience in the fields of child development, administration and staff management, may be accepted at the discretion of the Child Care Services Board.

Experience
A minimum of three (3) years experience in the children's services field including working as a supervisor of adults.

Skills
Sound communication skills;
Leadership and supervisory skills of adults;
Administration — financial management, submission writing, report preparation;
Implementing Federal Government fee relief system;
Developing policies and procedures;
Developing handbooks;
Implementing evaluation processes;
Liaising with parents and others in the community;
Networking with other agencies;
Working with management committees;
Lobbying skills;
Developing, operating and evaluating a children's services Centre that meets the needs of children and families in a Local community.

Knowledge
Understanding Local, State and Federal laws relating to the operation of a children’s services Centre;
The Child Care Regulations 1988;
Financial management practices;
Local community needs.

Hours
37 1/2 hour week.
Selection Criteria: Coordinator (Day Care)

1. Appropriate qualification in working with children in child care. ESSENTIAL

2. Experience in developing, operating and evaluating a children's services Centre. DESIRABLE

3. Sound communication skills. ESSENTIAL

4. Experience in leadership and supervisory processes. ESSENTIAL

5. Experience in general administration skills. ESSENTIAL

6. Knowledge of financial management practices. DESIRABLE

7. A working knowledge of Local, State and Federal regulations for children's services. ESSENTIAL

8. Experience in developing handbooks, policies and procedures. DESIRABLE

9. Experience in developing networks with other agencies in the children's services field. DESIRABLE

10. Experience in working with Management Committees. DESIRABLE

11. Developing submissions and writing reports for others. DESIRABLE

12. Experience in working within a broad community service. DESIRABLE
Sample Selection Questions: Co-ordinator (Day Care)

1. Tell us about your knowledge of current policies and trends in the children’s services field at the local, state and national level. What particular roles do each of these play in the provision of children’s services?

2. In what ways do you feel your professional qualifications and experience will assist you in this position of Co-ordinator?

4. What processes would you use to evaluate the Centre’s operations, both at a programme level and at a community level?

5. What do you consider to be the most important skills to be an effective co-ordinator of staff and a children’s agency? Provide some examples.

6. In running a children’s services Centre, what administrative functions would you expect to perform as part of your duties? Explain your past experiences and the level of responsibility you held in any of these administrative areas.

7. In what ways do the roles of the Management Committee and the Co-ordinator interrelate? Provide examples.

8. Tell us about any creative/innovative programmes in which you have been involved in the children’s services community.
CO-ORDINATOR (DAY CARE)
Children’s Centre

Need a challenging position?
Have a good sense of humour?
Boogurlarri Children’s Centre is seeking a person to co­ordinate a range of programmes for children 0-6 years of age. Applicants must have at least 3 years of experience in children’s services, including working as a supervisor of adults. Sound leadership skills, financial management and general administration skills are essential. The applicant must have a working knowledge of local, state and federal regulations for children’s services. One of the following qualifications are essential: a degree or diploma in Children Studies or Early Childhood Education; a two year Certificate/Associate Diploma in Child Care Studies or Mothercraft; or other relevant experience in child development, administration and staff management.

Contact the Director of Child & Family Services on tel [ ] for your ‘Application for Employment Package’.
Closing date for applications is [ ].

Boogurlarri Child & Family Services
25-27 Brookman Avenue, Langford.

Boogurlarri is an equal opportunity employer
### 3.13 Co-ordinator (Community House): Duty Statement

<table>
<thead>
<tr>
<th>Title</th>
<th>Co-ordinator (Community House)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>To lead a team to deliver services from the Community House to meet the needs of members of the community.</td>
</tr>
<tr>
<td>Duties</td>
<td>To implement the House philosophy, policies and procedures at all levels of operation;</td>
</tr>
<tr>
<td></td>
<td>To represent the House at external and internal meetings;</td>
</tr>
<tr>
<td></td>
<td>To have a working knowledge of health, safety and industrial issues;</td>
</tr>
<tr>
<td></td>
<td>To organise monthly staff meetings;</td>
</tr>
<tr>
<td></td>
<td>To ensure staff have opportunities for professional development that meet both their personal and the House needs;</td>
</tr>
<tr>
<td></td>
<td>To maintain and ensure all administration procedures are implemented effectively and efficiently;</td>
</tr>
<tr>
<td></td>
<td>To co-ordinate and supervise students and other workers in the Centre and provide professional guidance on their learning;</td>
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<td></td>
<td>To implement evaluation processes for self and the staff;</td>
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<td></td>
<td>Develop submissions in consultation with the Director for additional resources;</td>
</tr>
<tr>
<td></td>
<td>To prioritise the needs of the House and develop policies to meet those needs;</td>
</tr>
<tr>
<td></td>
<td>To work as part of a cohesive team throughout the House and develop teamwork amongst the staff in the House;</td>
</tr>
<tr>
<td></td>
<td>To prepare and maintain a handbook for staff, committee and parents;</td>
</tr>
<tr>
<td></td>
<td>To include the local community in Centre operations wherever possible;</td>
</tr>
<tr>
<td></td>
<td>To liaise with appropriate government departments;</td>
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<tr>
<td></td>
<td>To ensure the planning, organisation, implementation and evaluation of programmes run from the House meet the needs of community members attending the House;</td>
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<td></td>
<td>To ensure adequate records are maintained;</td>
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<tr>
<td></td>
<td>To maintain cash payments, cash receipts and Debtors Books for all funded programmes in the House;</td>
</tr>
<tr>
<td></td>
<td>To reconcile accounts payable invoices and prepare cheques for signature;</td>
</tr>
<tr>
<td></td>
<td>To prepare monthly Financial Statements for the Management Committee;</td>
</tr>
<tr>
<td></td>
<td>To prepare quarterly Financial Statements for funding bodies.</td>
</tr>
</tbody>
</table>
Responsibilities

To comply with all Local, State and Federal laws relating to the House’s operation;
To ensure the delivery of high quality services to the community;
To participate in professional development training.

Responsible to

The Director for Child & Family Services.

Salary and Conditions

The salary is negotiable depending upon qualifications and experience. The position is on a twelve month contract. A medical examination and a chest X ray is required within fourteen (14) days of commencing employment as stated on Form DCS556. The position is reviewed after three (3) months employment during which time the suitability of the employee may be mutually re-assessed. A “Self Professional Review” is carried out every twelve (12) months. Superannuation is paid through [ ] A Police clearance is required.
Position Classification: Co-ordinator (Community House)

Qualifications
An Associate Diploma or degree in a relevant area.

Experience
Experience in community work, staff management and administration are preferred.

Skills
Sound communication skills;
Leadership and supervisory skills of adults;
Administration — financial management, submission writing, report preparation;
Introducing new programmes to the community;
Developing policies and procedures;
Developing handbooks;
Implementing evaluation processes;
Liaising with parents and others in the community;
Networking with other agencies;
Working with Management Committees;
Lobbying skills;
Developing, operating and evaluating services that meet the needs of families in the local community.

Knowledge
Understanding of Local, State and Federal guidelines;
Understanding of non Government and Government agencies and relevant services;
Understanding of financial management practices;
Understanding of local community needs.

Hours
37 1/2 hour week.
Selection Criteria: Co-ordinator (Community House)

1. Appropriate qualification/experience in working with communities. ESSENTIAL

2. Experience in developing, operating and evaluating programmes for members of the community. ESSENTIAL

3. Sound communication skills. ESSENTIAL

4. Experience in leadership and supervisory processes. ESSENTIAL

5. Experience in general administration skills. ESSENTIAL

6. Knowledge of budget procedures. ESSENTIAL

7. A demonstrated record of initiative, creativity and flexibility in working with the community. ESSENTIAL

8. Experience in developing handbooks, policies and procedures. DESIRABLE

9. Experience in developing networks with other agencies in the children’s services field. DESIRABLE

10. Experience in working with Management Committees. DESIRABLE

11. Developing submissions and writing reports for others. ESSENTIAL

12. Experience in working within a broad community service. DESIRABLE

13. A knowledge of non-government and government agencies and relevant services. DESIRABLE

14. A knowledge of the local area and its needs. DESIRABLE
Sample Selection Questions: Co-ordinator (Community House)

1. In what ways do you feel your professional qualifications and experience will assist you in this position of Co-ordinator of a Community House programme?

2. What processes would you use to evaluate the effectiveness of the Centre's operations to meet the needs of its community, both at a programme level and at a community level?

3. What do you consider are the most important skills necessary to be an effective co-ordinator of staff and a community agency? Provide some examples.

4. In the day to day operation of a Community House, what administrative functions would you expect to perform as part of your duties? Explain your past experiences and the level of responsibility you held in any of these administrative areas.

5. In what ways do the roles of the Management Committee and the Co-ordinator interrelate? Provide examples.

6. Tell us about any creative/innovative programmes in which you have been involved or have developed that have successfully responded to local community needs.

7. From your perspective, what is the role of a Community House programme and how do you see yourself facilitating this role?
Co-ordinator (Community House)

Are you an experienced community worker seeking a challenge?
Boogurlarri Child & Family Services is seeking a person to co-ordinate the Community House programmes. Applicants must be experienced community workers who have been involved in developing, operating and evaluating programmes that meet the needs of the local community. Sound leadership skills, financial management and general administration skills are essential. An Associate diploma or degree in a relevant area is required.

Contact the Director of Child & Family Services on tel [ ] for your 'Application for Employment Package'.

Closing date for applications is [ ].

Boogurlarri Child & Family Services
25-27 Brookman Avenue, Langford.

Boogurlarri is an equal opportunity employer
### 3.14 Director of Child and Family Services: Duty Statement

<table>
<thead>
<tr>
<th>Title</th>
<th>Director of Child and Family Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>To manage and lead a team of professionals and community members in the delivery of a range of programmes that meet the needs of children and families in the local community.</td>
</tr>
<tr>
<td>Duties</td>
<td>To develop, promote and evaluate all programmes run by Boogurlarri Child &amp; Family Services;</td>
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<tr>
<td></td>
<td>To liaise with other local community agencies and agency representatives from both the Government and the non-Government sectors;</td>
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<td></td>
<td>To identify local community needs;</td>
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<td></td>
<td>To develop, implement and evaluate programmes that meet the identified community needs;</td>
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<td></td>
<td>To take responsibility for the all the programme’s financial arrangements;</td>
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<td></td>
<td>To develop submissions for programmes identified by community members in order to obtain funding that meets their required needs;</td>
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<td>To develop a monthly report on each programme for the Management Committee;</td>
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<td>To develop policies and procedures for services;</td>
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<td></td>
<td>To meet weekly with all Programme Co-ordinators;</td>
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<td>To meet monthly with all staff;</td>
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<td></td>
<td>To represent Boogurlarri Child &amp; Family Services at meetings, events and community gatherings.</td>
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</tbody>
</table>

#### Responsibilities

To ensure all the services under Boogurlarri’s umbrella comply with the Local, State and Federal laws relating to their operations; Through leadership and facilitation, to ensure that each programme delivers high quality services to the community; To participate in discussions at Local, State and Federal level on matters that effect the effective operation of Boogurlarri Child & Family Services.

#### Responsible to

The Boogurlarri Child & Family Services Management Committee.
Salary and Conditions

In accordance with the [ ] Award.
The working hours of this position are flexible to meet the needs of the services provided but fit within the award requirements.
A medical examination and a chest X ray is required within fourteen (14) days of commencing employment as stated on Form DCS556.
The position is reviewed after three (3) months employment during which time the suitability of the employee may be mutually reassessed.
A “Self Professional Review” is carried out every twelve (12) months
Superannuation is paid through [ ]
A Police clearance is required.
Position Classification: Director of Child and Family Services

Qualifications
A degree in the social sciences, behavioural sciences, management, social work or an equivalent qualification.

Experience
A minimum of three (3) years experience in working in a range of community programmes including working as a co-ordinator of a programme and as a supervisor of adults.

Skills
Sound communication skills;
Leadership and supervisory skills pertaining to adults;
Identifying community needs;
Networking with government and non-government agencies;
Lobbying skills;
Developing, promoting, and evaluating programmes that respond to community needs;
Developing policies and procedures;
Administration skills — financial management, submission writing, report writing, staff support.

Knowledge
A thorough understanding of Federal, State and local government guidelines pertaining to Child & Family Services;
Financial management practices;
Human resource management practices;
Non-government and government agencies and relevant services.

Hours
This position has a 37 1/2 hour week which is flexible to meet the needs of the programmes provided by Boogurlarri. The hours are to be negotiated with the Management Committee.
Selection Criteria: Director of Child and Family Services

1. Appropriate experience/qualifications in co-ordinating non-profit programmes. ESSENTIAL

2. Experience in developing, promoting and evaluating programmes that respond to community needs. ESSENTIAL

3. Sound communication skills. ESSENTIAL

4. Experience in developing policies and procedures. ESSENTIAL

5. Experience in financial management practices. ESSENTIAL

6. Experience in human resource management practices. ESSENTIAL

7. Experience in developing submissions and writing reports. ESSENTIAL

8. Knowledge of government and non-government guidelines for child and family services. ESSENTIAL

9. Experience in networking and lobbying for quality services. DESIRABLE

10. Knowledge of community development practices. DESIRABLE

11. Experience in working within a range of community programmes. DESIRABLE

12. Knowledge of the local community and its needs. DESIRABLE
Sample Selection Questions: Director of Child and Family Services

1. In what ways do you feel your experience and qualifications have prepared you for a position of Director of Child and Family Services in a community organisation?

2. This position requires sound human resource management practices as you will be supervising, leading and motivating a range of people from different specialist areas. What strategies might you undertake to ensure that all staff in all the programmes implement the Boogurlarri philosophy and work together as a team?

3. Boogurlarri Child & Family Services always seeks to provide quality programmes that meet community needs. What evaluation strategies might you draw upon to ensure that:
   (a) quality programmes are delivered;
   (b) community needs are being met.

4. In what way do you see the role of the Management Committee and the Director interrelating?

5. Tell us about your knowledge of current policies and trends in the child and family services areas at both State and Federal levels.
Sample Advertisement: Director of Child and Family Services

DIRECTOR
BOOGURLARRI CHILD & FAMILY SERVICES

BOOGURLARRI is a community agency involved in the delivery of long day care, outside school hours care & community programmes for families in the Langford area. For position of Director, Boogurlarri seeks a motivated professional, with experience in working in community funded programmes, to co-ordinate and promote its activities.

A degree in social/behavioural sciences, management, social work or an equivalent qualification is required.

Contact the Chairperson, Management Committee on tel [ ] for your 'Application for Employment Package'.

Closing date for applications is [ ].

Boogurlarri Child & Family Services

Boogurlarri is an equal opportunity employer
Most new employees arrive for the first day of work full of enthusiasm and excitement. This initial interest can either be put to positive use, or destroyed, depending on how it is nurtured. (Cadwell, 1988, p3)

This section outlines the process for orientating new staff to the service. Indeed, Principle 49 of the Quality Improvement and Accreditation System states, in part, that:

*New staff members should be introduced to other staff and to parents. Existing staff should welcome new staff members, and time needs to be made available for them to discuss the children and program so that continuity can be provided.* (Putting Children First, 1993, p103)

Orientation is an important process in human resource management and is indeed a critical time. It is when the new staff or student develops their perceptions about the service. Not only do they see if they are made to feel welcome but also, they see how well organised the service is. Documentation needs to be provided to new staff to review during the orientation period.

Our orientation process commenced with the development of a policy that would ensure all staff received an orientation that would provide them with an understanding of the service and their role within the service. Procedures that would implement this policy were then created.
4.1 Orientation for Staff

Policy

All staff will receive an orientation to enable them to commence their duties with an understanding of Boogurlarri Child & Family Services programmes, philosophy, policies and procedures.

Procedure

A Management Committee representative will meet with all staff at their orientation or before they commence their duties.

<table>
<thead>
<tr>
<th>A. Day Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Co-ordinator (Day Care) and a representative of the Management Committee will meet with the Caregiver on the day of commencement.</td>
</tr>
<tr>
<td>2. The Caregiver will be introduced to the Director of Child &amp; Family Services;</td>
</tr>
<tr>
<td>3. The Caregiver will be taken around the premises and introduced to all staff members.</td>
</tr>
<tr>
<td>4. The Caregiver will be given a copy of the Staff Handbook and the Policy and Procedures Document.</td>
</tr>
<tr>
<td>5. Information, Taxation, Superannuation and Union forms will be completed.</td>
</tr>
<tr>
<td>6. Information in regard to opening an account for payment of salary will be provided.</td>
</tr>
<tr>
<td>7. The “Staff Record Form” (See Appendix 9) will be completed with the Co-ordinator.</td>
</tr>
<tr>
<td>8. The operation of the telephone system and the work alarm system will be demonstrated and an opportunity for practise will be given.</td>
</tr>
<tr>
<td>9. The Caregiver will then be given time to study the Staff Handbook and the Policies and Procedures Document.</td>
</tr>
<tr>
<td>10. After a final discussion with the Co-ordinator, the Caregiver will be placed in her/his designated work area with another Caregiver.</td>
</tr>
<tr>
<td>11. The Caregiver will then be introduced to children and parents on their arrival and departure.</td>
</tr>
</tbody>
</table>
Procedure

B. Out of School Hours Care

1. The Co-ordinator (OSHC) and a representative of the Management Committee will meet with the Caregiver on the day of commencement.

2. The Caregiver will be introduced to the Director of Child & Family Services.

3. The Caregiver will be taken around the premises and introduced to all staff members.

4. The Caregiver will be given a copy of the Staff Handbook and the Policy and Procedures Document.

5. Information, Taxation, Superannuation and Union forms will be completed.

6. Information in regard to opening an account for payment of salaries will be provided.

7. The "Staff Record Form" (See Appendix 9) will be completed with the Co-ordinator.

8. The operation of the telephone system and the work alarm system will be demonstrated and an opportunity for practise will be given.

9. The Caregiver will then be given time to study the Staff Handbook and the Policies and Procedures Document.

10. After a final discussion with the Co-ordinator, the Caregiver will be placed in her/his designated work area with another Caregiver.

11. The Caregiver will then be introduced to children and parents on their arrival and departure.
Procedure

C. Community House

1. The Co-ordinator (Community House) and a representative of the Management Committee will meet with the staff member on the day of commencement.

2. The staff member will be introduced to the Director of Child & Family Services.

3. The staff member will be taken around the premises and introduced to all Community House members.

4. The staff member will be given a copy of the Staff Handbook and the Policy and Procedures Document.

5. Information, Taxation, Superannuation and Union forms will be completed.

6. Information in regard to opening an account for payment of salaries will be provided.

7. The “Staff Record Form” (See Appendix 9) will be completed with the Co-ordinator.

8. The operation of the telephone system and the work alarm system will be demonstrated and an opportunity for practise will be given.

9. The staff member will then be given time to study the Staff Handbook and the Policies and Procedures Document.

10. After a final discussion with the Co-ordinator, the staff member will be allocated to her/his designated work area.
Procedure

D. Co-ordinators of Programmes

1. The Director and a representative of the Management Committee will meet with the Co-ordinator on the day of commencement.

2. The Co-ordinator will be taken around the premises and introduced to all staff and community members.

3. The Co-ordinator will be given a copy of the Staff Handbook and the Policy and Procedures Document.

4. The Co-ordinator will be introduced to the Human Resource Manual and other documents pertinent to this position.

5. Information, Taxation, Superannuation and Union forms will be completed.

6. Information in regard to opening an account for payment of salaries will be provided.

7. The “Staff Record Form” (See Appendix 9) will be completed with the Director.

8. The operation of the telephone system and the work alarm system will be demonstrated and an opportunity for practice will be given.

9. The Co-ordinator will then be given time to study the Staff Handbook, Policies and Procedures Document and any additional documents and systems.

10. The Co-ordinator will then meet with the Director to discuss any additional issues/concerns/questions that have arisen.
Procedure

E. The Director

1. The Chairperson (or nominee) of the Management Committee will meet the Director on the day of commencement.

2. The Director will meet with all Co-ordinators of programmes.

3. The Director will be shown over the programmes by each Co-ordinator and introduced to the staff in each programme.

4. The Director will be introduced to all documentation relating to the operation of all of the services run by Boogurlarri.

5. Information, Taxation, Superannuation and Union forms will be completed.

6. Information in regard to opening an account for payment of salaries will be provided.

7. The “Staff Record Form” (See Appendix 9) will be completed with the Chairperson (or nominee).

8. The operation of the telephone system and the work alarm system will be demonstrated and an opportunity for practise will be given.

9. The Director will then meet with the Chairperson (or nominee) to discuss any additional issues/concerns/questions that have arisen.
Research reflects that more than half the professional and clerical employees working today do not understand how their work is evaluated. (Maddux, 1987, p10)

The Professional Review process provides the staff member with an opportunity to self assess their work with the guidance of their supervisor, within well defined guidelines, that are clear to both the staff member and the supervisor.

The Professional Review process operates from two perspectives. Firstly, there is the management perspective, as outlined in Figure 5.1, and secondly, there is the individual perspective, as outlined in Figure 5.2. Both perspectives have their beginnings in the development of the staffing documentation. (Refer to Section 3)

Figure 5.1 Management Perspective — Professional Review Process
Management is responsible for the implementation of the Professional Review process. Management provides in-servicing to assist staff in understanding the process and using it to enhance their personal development. All written records resulting from this process are signed by both parties and copies are provided to the individual staff involved in the process. Through this process, management encourages the self development of their staff which, in turn, produces greater job satisfaction and a feeling of control by the staff member.

Figure 5.2 Individual Staff Perspective — Professional Review Process

The Professional Review process is designed for the individual to assess their own performance against the criteria stated for the position they hold. Through discussion with their Reviewer, who also assesses their performance against the same criteria, the individual is able to create a Personal Development Plan that states the goals they set for themselves that will enhance their own personal performance. They then request the support of management to assist them to meet all or some of those goals.

The policy and the procedures for implementing our Professional Review process are set out below. The forms designed to meet the requirements of the process are attached in the Appendices 11 and 12.

Remember, Professional Reviews are an essential communication link between two people with a common purpose. (Maddux, 1987, p6)
5.1 Professional Review Process

Policy

Each staff member employed by Boogurlarri Child & Family Services will participate in an annual Professional Review to assist them in enhancing their performance, both professional and personal, in working with children, families and the community.

Procedure

1. All staff members are “in serviced” on the procedure for undertaking their professional review to ensure they feel comfortable with and understand the procedure.

2. The review is at least annually from time of commencement or by negotiation with the Reviewee and management.

3. One month before the review interview:
   The Reviewee is notified of their Reviewer;
   The Reviewee is given the Professional Review forms to read and begin to fill out (See Appendix 11);
   The Reviewee’s Reviewer is also given similar Professional Review forms to fill out (See Appendix 12).

4. A date is arranged at this time for the Review interview between the Reviewee and their Reviewer to ensure all parties are aware of the time-line.

5. Both the parties complete the Professional Review forms.

6. At the Review interview, each party discusses their responses to each section in the Review. Any disagreements are discussed and recorded on the forms as “disagreements”.

7. Both parties sign and date the Professional Review form.

8. A Personal Development Plan for the Reviewee is created through discussion between the Reviewee and the Reviewer as an outcome of the Review (See Appendix 11).

9. Both parties decide on the next review time.

10. Both parties sign and date the Personal Development Plan.

11. Both parties receive a copy of the Professional Review forms and the Personal Development Plan.

12. The Centre Management Committee is notified that the Professional Review has taken place.
Section 6

The In-Service Process

The in-service process is designed to ensure that the skills, knowledge and tasks of people in the service keep in line with those in their profession.

The Duty Statements clearly indicate that each person has the responsibility to attend professional development training. By including this in the Duty Statement, the staff are aware that in-service training is not an “add on” to their normal tasks but is “inclusive”. This also meets the requirements of Principle 50 in the Quality Improvement and Accreditation System which states:

The quality of the program in any centre depends on staff having up-to-date knowledge and understanding about the development of children. Pre-service and in-service courses provide the necessary training, and participation in these courses should not only be permitted but encouraged. Research has indicated that trained staff deliver care that better enhances the development of children than does the care delivered by untrained staff. (Putting Children First, 1993, p104)

The in-service process is developed from two perspectives. Firstly, from the perspective of the individual staff member, as part of their Professional Review Process (Section 5) and secondly, from the perspective of management, as part of the Co-ordinator's/Director's observations of needs in the management and operation of the Centre.

Before developing their Personal Development Plan (see Section 5), an individual staff member decides on ways in which they intend to enhance or further develop their performance before the next review (See Appendix 11). This is done by asking them to identify future training needed to improve their performance on the criteria stated for their position. In order to assist the staff member in locating their desired in-service training needs, management needs to provide the necessary information. This becomes part of the management perspective. Firstly,
management assists in meeting the desired training goals of the staff and secondly, through observation, suggests training needs that will enhance the performance of the total centre in providing an effective service that meets the needs of families and children. These two perspectives are intertwined throughout the process as no one perspective is more important than the other as shown in Figure 6.1

Figure 6.1 The Outcome of the Two In-Service Perspectives

![Venn Diagram](image)

The Policy and Procedures for developing an in-service process is now outlined with examples of documentation in Appendices 13 and 14.
6.1 The In-Service Process

In-service programmes can take many forms: meetings of the entire staff; individual attendance at organised programmes outside the service; in-house skill development; and conference attendance.

Policy

Each Staff member employed by Boogurlarri Child & Family Services will participate in professional development/in-service programmes to keep them up to date in their professional field and enhance their performance (both professional and personal).

Procedure

1. All staff in each programme will have access, via handouts or the notice board, to training schedules developed by the training agencies.

2. The Director/Co-ordinator will inform all staff of any additional training available.

3. Each programme will discuss the type and content of in-service that it may require to enhance its performance. This is to be recorded on a six monthly or annual planner.

4. Each staff member will record the type and content of in-service they require as a result of their professional review process on the planner.

5. The Co-ordinators will devise an in-service programme based on the needs of the programme and the needs of the individual staff members. (See Appendix 13)

6. The Co-ordinators will present their in-service programme, with funding implications, to the Director.

7. The Director will co-ordinate all in-service programmes to avoid duplication across programmes and ensure the in-service policy is being implemented effectively.

8. Once approved, the in-service schedule for all programmes will be given to each staff member and placed on the notice board. (See Appendix 14)

9. After attendance at an in-service programme, staff will report the main issues/strategies and new knowledge presented at the in-service, to other staff members in their programme’s staff meeting.
Section 7

The Staffing Handbook

_new staff should receive a staff handbook outlining the centre's beliefs and values (philosophy) and its goals. The handbook should detail policies relating to enrolment, guidance and discipline, health matters, fees, staff holidays and centre management. It should also include the names of management committee members if appropriate. (Putting Children First, 1993, p103)_

The Staff Handbook is an important document that must be made available to each staff member on the commencement of their employment. It sets out in detail, their responsibilities, tasks and commitment required to performing their job in an effective and productive manner. You may find, as we did, that much of the information required for producing the handbook is already available in other documents within the Centre. In such cases, this information just needs to be collated. However, if time to carry out such a task is not immediately available, a Handbook noting where staff can have ready access to this information can be developed as an interim measure. For example, Policies and Procedures can be obtained from the Centre Policies and Procedures File available at the front desk or the Centre Philosophy is available from the Parents' Handbook and the chart in the entrance of the Centre. Access to this information is essential for effective and productive performance.
7.1 Staff Handbook

Policy

All staff are to have access to information that directly relates to their employment and conditions, so as to enable them to successfully implement their responsibilities as members of the Centre team.

Procedures

The Staff Handbook contains the following.

1. The Centre Philosophy.

2. The Centre Goals.

   (These have been developed in a separate document entitled “Policies and Procedures”)

   (Refer to Section 2 of this document)

5. Staff Conditions.
   (Refer to the appropriate award)
   These include Duty Statement, Position Classifications. (Refer to Section 3 of this document)

4. Orientation of Staff.
   (Refer to Section 4 of this document)

   (Refer to Section 5 of this document)

8. Professional Training and Personal Development.
   (Refer to Section 6 of this document)

Volunteer persons and students, from a range of early childhood training institutions, are valuable assets who provide considerable amounts of human capital to children’s services each year. Students, through their professional placement programmes, gain valuable ‘hands on’ knowledge working with experienced staff in realistic settings. As members of the community, they have needs that must be met if they are to achieve their goals. In return, centres receive input from the students on current practices and research in their professional field. Children’s services centres must decide whether they have the ability to support students and volunteers in their programmes. Carefully thought through policies can ensure that the experiences, both for the centre and the students or volunteers, are positive and pleasurable.

Volunteers [and students] must be recognised and given positive feedback. Because they receive no money, which is part of the positive feedback for staff members, giving volunteers [and students] plenty of praise and recognition is essential... (Hildebrand, 1993, p140) Parenthesis added.

This section examines policy and procedures for including students and volunteers in the Centre programmes with additional documents in Appendices 8 and 10.
8.1 Students Attending the Programmes

Policy

Students training in working with children and work experience students will be accommodated in programmes at the discretion of the Director of Child & Family Services.

Procedure

<table>
<thead>
<tr>
<th>A. Students from Training Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Co-ordinator (Day care) or the Co-ordinator (OSHC) are responsible for all students in their areas.</td>
</tr>
<tr>
<td>2. The potential student reports to the relevant Co-ordinator before placement commences to discuss student and centre needs and objectives for the placement.</td>
</tr>
<tr>
<td>3. The student completes the STUDENT RECORD FORM. (See Appendix 8)</td>
</tr>
<tr>
<td>4. The Co-ordinator allocates students according to their needs.</td>
</tr>
<tr>
<td>5. The student is orientated with a Centre handbook, policies and procedures;</td>
</tr>
<tr>
<td>6. The student is introduced to all staff in the Centre.</td>
</tr>
<tr>
<td>7. The Co-ordinator completes all administration tasks and hands them to the primary caregiver directly supervising the student.</td>
</tr>
<tr>
<td>7. The student commences their placement.</td>
</tr>
<tr>
<td>8. The student is provided with support from the caregivers and the Co-ordinator.</td>
</tr>
<tr>
<td>9. At the end of the placement, the Co-ordinator liaises with the appropriate institution and the student.</td>
</tr>
</tbody>
</table>
B. Work Experience Students

1. The Co-ordinator (Day care) or the Co-ordinator (OSHC) are responsible for all students.

2. The student contacts the Co-ordinator by telephone and makes an appointment to visit the Centre.

3. The student completes the STUDENT RECORD FORM. (See Appendix 8)

4. The Co-ordinator allocates students according to their needs.

5. The student is orientated with a Centre handbook, policies and procedures and provided with their duties and expectations of their stay at the Centre.

6. The student is introduced to all staff in the Centre.

7. The Co-ordinator completes all administration tasks and hands them to the primary caregiver directly supervising the student.

8. The student commences their placement.

9. The student is provided with support from the Caregivers and the Co-ordinator.

10. At the end of the placement the Co-ordinator liaises with the appropriate institution and the student.
Tasks for Work Experience Students Attending the Centre

Child Care

Duties

1. To assist and participate in the daily operations of the Centre in both babies and family groups.

2. To interact and play with the children.

3. To learn the procedures used to:
   3.1 change nappies;
   3.2 sterilise bottles;
   3.3 spoon and bottle feed babies;
   3.4 administer basic first aid to an injured child.

4. To work with the caregivers as part of a team.

Expectations

At the end of the placement the student will be able to:

1. carry out the above duties confidently and efficiently;

2. have an understanding of the needs of children in a child care centre;

3. have a basic knowledge of the tasks and responsibilities of a child care worker.

Evaluation

At the end of the placement, an evaluation will be carried out by the primary caregiver of the group in which the student was working. A written reference will be provided upon request by the student.
Tasks for Work Experience Students Attending the Centre

Outside School Hours Care

Duties

1. To assist and participate in the daily timetable and operations of the Centre.
2. To interact and play with the children.
3. To implement a number of small groups experiences with the children.
4. To learn the procedures used:
   4.1 in basic administration tasks (eg. attendance records);
   4.2 in ensuring knowledge of the movement of the children around the Centre;
   4.3 in maintaining appropriate attendance procedures.
5. To relate guidelines in the Centre to creating a developmentally appropriate environment for the children.
6. To work with the caregivers as part of a team.

Expectations

At the end of the placement the student will be able to:

1. carry out the above duties confidently and efficiently;
2. have an understanding of the needs of children in a outside school hours care;
3. have a basic knowledge of the tasks of an outside school hours care worker.

Evaluation

At the end of the placement an evaluation will be carried out by the primary caregiver of the group within which the student was working. A written reference will be provided upon request by the student.
8.2 Orientation for Students

Policy

Students undergoing training in children’s services will receive support and information upon their commencement so as to provide clear guidelines about the operation of the Centre.

Procedure

1. The student attends a pre-arranged meeting with the Co-ordinator (Day Care, OSHC, Community House) to discuss student needs and placement objectives.

2. The STUDENT RECORD FORM is completed. (See Appendix 8)

3. The student will be allocated to the appropriate area according to the needs of their placement objectives.

4. The student is given a Centre handbook, policies and procedures to study.

5. On the day of commencement the student is introduced to all staff members.

6. After a final discussion with the Co-ordinator (Day Care OSHC, Community House) the student is handed over to the person directly supervising the student. This person also receives all the paper work (from the Co-ordinator) required for the placement.
8.3 Volunteers Attending the Programmes

Policy

Volunteers will be accommodated in programmes at the discretion of the Director of Child & Family Services. They will be supported and provided with tasks that are worthwhile and challenging depending upon their knowledge, skills and abilities.

Procedure

1. The Co-ordinator (Day care) or the Co-ordinator (OSHC) are responsible for all volunteers in their programmes.

2. The volunteer contacts the Co-ordinator by telephone and makes an appointment to visit the Centre.

3. The Volunteer completes the VOLUNTEER RECORD FORM. (See Appendix 10)

4. The Co-ordinator discusses with the volunteer skills, knowledge and experiences they would like to share with the Centre.

5. The Co-ordinator allocates the volunteer according to their needs, skills, knowledge and experience.

6. The volunteer is orientated with a Centre handbook, policies and procedures.

7. The volunteer is introduced to all staff in the Centre.

8. The volunteer commences with the Centre.

9. The volunteer is provided with support from the Caregivers and the Co-ordinator.
8.4 Orientation for Volunteers

Policy

Volunteers offering their skills, knowledge and experiences to the Centre programmes will receive support and information upon their commencement so as to provide clear guidelines about the operation of the Centre.

Procedure

1. The volunteer attends a pre-arranged meeting with the Co-ordinator (Day Care, OSHC, Community House) to discuss the times they can attend the programmes.

2. The "Volunteer Record Form" is completed. (See Appendix 10)

3. The volunteer will be allocated to the appropriate area or provided with appropriate tasks according to their skills, knowledge and experiences.

4. The volunteer is given a Centre Handbook and Policies and Procedures document to read/discuss with the Co-ordinator.

5. On the day of their commencement, the volunteer is introduced to all members in the programmes.

6. The senior staff member/s with whom the volunteer is working is provided with (from the Co-ordinator) the times the volunteer can attend and areas of their expertise.
Appendices and References

Appendix 1  "Application for Employment" Package
Appendix 2  Sample Application Selection Form
Appendix 3  Sample of Notification to Unsuccessful Applicants after Short Listing
Appendix 4  Sample of Form for Recording Information from Applicant's Referee/s
Appendix 5  Sample of Letter to Offer Employment
Appendix 6  Sample of Letter for Unsuccessful Applicants after an Interview
Appendix 7  Relief Staff
Appendix 8  Student Record Form
Appendix 9  Staff Record Form
Appendix 10  Volunteer Record Form
Appendix 11  Professional Review Form — Reviewee
Appendix 12  Professional Review Form — Reviewer
Appendix 13  Yearly/Six Monthly In-Service Planner
Appendix 14  Boogurlarri Child & Family Services In-Service Planner
References
Notes
Appendix 1: “Application for Employment” Package

This package will be sent to all persons applying for positions advertised.

The package includes:

1. an Introductory Letter which thanks the person for interest in the position and explains the “Application for Employment” package;

2. the Application Process which provides the person with an outline of the process that will be followed to select the most suitable person;

3. the Application Format which provides clear direction for the person on how to prepare their application;

4. the Position Classification;

5. the Selection Criteria.

Examples of an Introductory Letter, Application Process and an Application Format follow. The Position Classification and the Selection Criteria will depend upon the position being advertised.
Sample Introductory Letter

[Date]

[Name & Address]

Dear ................,

Thank you for your interest in the position of [ ] at Boogurlarri Child and Family Services Centre, advertised recently.

All applicants for positions at the Centre receive an “Application for Employment” package to assist them in the writing of their application. We hope the information in the package provides you with a detailed outline of the position for which you intend applying.

The material in the package includes the following.

1. The Application Process
   The Application Process provides you with an outline of the process involved in the selection of the most suitable person for the position.

2. The Application Format
   The Application Format sets out the way in which you need to structure your application. By using this format, all applicants can be assessed equally on the requirements for the position.

3. The Position Classification
   The Position Classification identifies the Qualifications, Experience, Skills, Knowledge and Hours required for this particular position. It is these criteria that will be used to select the most suitable person for the position. Please address these criteria in your application.

4. The Selection Criteria
   The Selection Criteria state the essential and desirable skills required for the position. These elaborate on the skills identified in the Position Classification. Please address these skills in your application.

It is important to read all this documentation carefully before preparing and submitting your application.

We hope that the “Application for Employment” package assists you in the preparation of your application.

Yours sincerely,
Application Process

In order that applicants will have an understanding of how the selection process operates, the following chart outlines the process that will be used.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Applications are received and recorded.</td>
</tr>
<tr>
<td>2.</td>
<td>A Selection Committee is created.</td>
</tr>
<tr>
<td>3.</td>
<td>Each application is evaluated in accordance with the Position Classification and the Selection Criteria.</td>
</tr>
<tr>
<td>4.</td>
<td>All applicants who meet the criteria in these two documents are short listed.</td>
</tr>
<tr>
<td>5.</td>
<td>Those applicants not short listed are advised they have been unsuccessful.</td>
</tr>
<tr>
<td>6.</td>
<td>All short listed applicants’ referees are checked and recorded.</td>
</tr>
<tr>
<td>7.</td>
<td>All short listed applicants are notified of an interview time and venue.</td>
</tr>
<tr>
<td>8.</td>
<td>Applicants are interviewed.</td>
</tr>
<tr>
<td>9.</td>
<td>The successful applicant is notified by letter and is requested to notify the Centre of their acceptance or non-acceptance of the position offered.</td>
</tr>
<tr>
<td>10.</td>
<td>Once the acceptance letter is received by the Centre, all other applicants are notified that they have been unsuccessful.</td>
</tr>
</tbody>
</table>
Application Format

Please use the following format when preparing your application.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Name</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>Address</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>Contact number</strong>&lt;br&gt;If currently not connected on the telephone, then provide a telephone number to leave a message.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Date of birth</strong></td>
</tr>
<tr>
<td>5</td>
<td><strong>Qualifications</strong>&lt;br&gt;See Position Classification document.&lt;br&gt;Provide documentation of your qualifications.</td>
</tr>
<tr>
<td>6</td>
<td><strong>Additional training/or inservice programmes attended</strong>&lt;br&gt;Provide documentation if possible.</td>
</tr>
<tr>
<td>7</td>
<td><strong>Experience/Skills</strong>&lt;br&gt;See Position Classification document.&lt;br&gt;See Selection Criteria document.&lt;br&gt;In this section, match your skills and experience with those required for the position, as stated in the above two documents.</td>
</tr>
<tr>
<td>8</td>
<td><strong>Professional contributions to the field</strong>&lt;br&gt;In this section provide information on any innovative programmes you established or were significantly involved in and, or any other ways in which you feel you have significantly contributed to your particular field.</td>
</tr>
<tr>
<td>9</td>
<td><strong>Other information</strong>&lt;br&gt;If there is any other information relevant to the position that has not been included in the above sections, include it here.</td>
</tr>
<tr>
<td>10</td>
<td><strong>Referees</strong>&lt;br&gt;Provide the name, position and contact number (telephone and addresses) of 2 persons who would be your referees.</td>
</tr>
<tr>
<td>11</td>
<td><strong>Personal philosophy on how a child develops</strong>&lt;br&gt;This is required ONLY for the positions of Creche Worker, Caregivers (day care and outside school hours care), Supervisor, Co-ordinators and the Director.</td>
</tr>
<tr>
<td>12</td>
<td><strong>Signature</strong>&lt;br&gt;On completion, please sign and date your application.</td>
</tr>
</tbody>
</table>
Appendix 2: Sample Application Selection Form

Position: ________________________________

<table>
<thead>
<tr>
<th>Name of applicant</th>
<th>Selection criteria 1</th>
<th>Selection criteria 2</th>
<th>Selection criteria 3</th>
<th>Selection criteria 4</th>
<th>Selection criteria 5</th>
<th>Selection criteria 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Bloggs</td>
<td>comments</td>
<td>comments</td>
<td>comments</td>
<td>comments</td>
<td>comments</td>
<td>comments</td>
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<tr>
<td>P. Jones</td>
<td>comments</td>
<td>comments</td>
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<tr>
<td>A. Brown</td>
<td>comments</td>
<td>comments</td>
<td>comments</td>
<td>comments</td>
<td>comments</td>
<td>comments</td>
</tr>
</tbody>
</table>

Applicants Short Listed:

1. ______________________________________
2. ______________________________________
3. ______________________________________

Signed: [members of the short list committee]

Date:
Appendix 3: Sample of Notification to Unsuccessful Applicants after Short Listing

[date]

[name and address]

Dear [ ],

We thank you for your application for the position of [ ]. We realise that you have put time and effort into the application but unfortunately, it does not satisfactorily meet all the selection criteria outlined for this position.

We wish you well in your future endeavours to seek employment.

Yours sincerely,

[ ]
Appendix 4: Sample of Form for Recording Information from Applicant's Referee/s

Name of applicant: ________________________________________________

Name of referee: _________________________________________________

Address and Contact number of referee: _____________________________

Position referee currently holds: ___________________________________

Date of contact: ____________________

Referee's comments according to selection criteria:

<table>
<thead>
<tr>
<th>Selection criteria 1</th>
<th>Selection criteria 2</th>
<th>Selection criteria 3</th>
<th>Selection criteria 4</th>
<th>Selection criteria 5</th>
<th>Selection criteria 6</th>
</tr>
</thead>
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</tbody>
</table>

Additional comments:

Signed:
Appendix 5: Sample of Letter to Offer Employment

[date]
[name and address]

Dear [ ],

The Management Committee of Boogurlarri Child & Family Services is pleased to advise you that your appointment to the position of [........................] has been approved.

The conditions of employment are as follows:

[All conditions including reference to the award, Duty Statement and Position Classification are noted here].

Should all the above matters be acceptable to you and you wish to accept this position, please sign and return both copies of this letter.
If however, you intend to decline this offer, please contact [ ] by the [ ].

The Management Committee and staff look forward to working with you and to a mutually satisfying future.

Welcome to the team.

Yours sincerely,

[ ]
Appendix 6: Sample of Letter for Unsuccessful Applicants after an Interview

[date]

[name and address]

Dear [ ],

We thank you for your application and attendance at an interview for the position of [ ] in the Boogurlarri Child and Family Services Centre.

Unfortunately, in this instance your application has been unsuccessful. However, we would encourage you to continue seeking employment in this field.

We wish you well in your future endeavours.

Yours sincerely,

[ ]
Appendix 7: Relief Staff

A. Day Care Programme

Relief Staff List

In the case of an emergency or staff illness, it is a good idea to have a list of relief caregivers who can be called upon to work at the Centre at short notice.

RELIEF STAFF FOR ___________________________ CENTRE

DATE __________________________

NAME: ____________________________________________

ADDRESS: _________________________________________

CONTACT NUMBER: ________________________________

DATE OF BIRTH: ___________________________

QUALIFICATIONS:
Name of Qualification: ________________________________________

Rating under the Child Care Board
(A, A*, B, B*) ___________________________

Date Obtained: ___________________________

Place Obtained: _______________________________________

EMERGENCY CONTACT:
Name: ___________________ Telephone ______

Relationship __________________________________

Name of Doctor: _________________________ Telephone ______
B. Outside School Hours Programme

Relief Staff List

In the case of an emergency or staff illness, it is a good idea to have at least one relief Caregiver who can be called upon to work at the Centre at short notice.

RELIEF STAFF FOR ............................................. CENTRE

1. NAME:
   .................................................................
   ADDRESS:
   .................................................................
   .................................................................
   TELEPHONE NUMBER: ..........................................
   DAYS AVAILABLE: ............................................

2. NAME:
   .................................................................
   ADDRESS:
   .................................................................
   .................................................................
   TELEPHONE NUMBER: ..........................................
   DAYS AVAILABLE: ............................................

   137
Appendix 8: Student Record Form

DATE: _________________

NAME: ____________________________________________

ADDRESS: ____________________________________________

TELEPHONE: __________________________

DATE OF BIRTH: __________________________

INSTITUTION: ____________________________________________

YEAR OF STUDY: __________________________

COURSE OF STUDY: ____________________________________________

SUPERVISOR: ____________________________________________

CONTACT NUMBER: _________________

LANGUAGES SPOKEN: ____________________________________________

EMERGENCY CONTACT:
Name: __________________________ Phone:__________
Relationship: __________________________

MEDICAL CONTACT:
Name of doctor: __________________________ Phone:__________

COMMENCEMENT DATE: __________ UNTIL __________

DOCUMENTATION SEEN: YES NO Date: __________
## Attendance Record

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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139
Appendix 9: Staff Record Form

| DATE: | ______________________ |
| NAME: | ______________________ |
| ADDRESS: | ______________________ |
| TELEPHONE: | ______________________ | DOB: | ______________________ |
| LANGUAGES SPOKEN: | ______________________ |
| DRIVERS LICENCE: | Yes: | ________ | No: | | |
| If Yes, Licence Number: | | ______________________ |
| Sighted By: | | ______________________ |
| OWN VEHICLE: | Yes: | ________ | No: | | |
| VEHICLE INSURANCE POLICY NUMBER: | | ______________________ |
| VEHICLE INSURANCE COMPANY: | | ______________________ |

| QUALIFICATIONS: | | ______________________ |
| Name of Qualification: | | ______________________ |
| Institution: | | ______________________ |
| Date Awarded: | | ______________________ |

| WORK EXPERIENCE: | | ______________________ |
| Year | Duration of | Position held | Place of |
| Employment | | Employment | | |

| PRESENT STUDY: | | ______________________ |
| Award: | | ______________________ |
| Subjects: | | ______________________ |
| Institution: | | ______________________ |
| Study times: | | ______________________ |

| MEDICAL EXAMINATION: | Date Received | | | |
| CHEST X RAY: | Date Received | | | |
| FORWARDED TO DCD: | Date Forwarded | | | |

| EMERGENCY CONTACT: | | ______________________ |
| Name: | | ______________________ |
| Relationship: | | ______________________ | Telephone: | | |
| Name of Doctor: | | ______________________ | Telephone: | | |

<p>| EMPLOYMENT COMMENCEMENT DATE: | | | | |
| POLICE CLEARANCE. DATE RECEIVED: | | | | |</p>
<table>
<thead>
<tr>
<th>SICK LEAVE</th>
<th>HOLIDAYS</th>
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<tr>
<td>Date</td>
<td>Hours</td>
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<tr>
<th>IN-SERVICE ATTENDANCE</th>
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<tbody>
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<td>Date</td>
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<td>30.</td>
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</tbody>
</table>
Appendix 10: Volunteer Record Form

DATE: _______________________

NAME: __________________________________________________________

ADDRESS: _______________________________________________________

TELEPHONE: _______________________

LANGUAGES SPOKEN: _____________________________________________

AREAS OF EXPERTISE/SKILLS/KNOWLEDGE:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

EMERGENCY CONTACT:
Name: ___________________________ Phone: ______
Relationship: _____________________

MEDICAL CONTACT:
Name of doctor: ____________________ Phone: ______

COMMENCEMENT DATE: ____________

DOCUMENTATION SEEN:   YES   NO Date: ______

Signature of the Volunteer:
Times available to attend the Centre

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
Appendix 11: Boogurlarri Child and Family Services

Professional Review Form  Reviewee

NAME: _______________________________________

POSITION: _______________________________________

REVIEWER: _______________________________________

DATE COMPLETED: _______________________________________

SIGNATURE: _______________________________________

This Booklet must be completed by you before you meet with your Reviewer.

The booklet is designed to enable you to work at your own pace in assessing how you feel you have performed on the stated criteria for your current position. Take your time working through each section until you feel it matches your current performance in this position.

When you feel comfortable with your own assessment of the criteria, sign the booklet and take it with you when you meet with your reviewer.

The Reviewer has also completed a similar Booklet. Together you will discuss each section and come to an agreement on your current level of performance on the stated criteria. The Booklet will then be signed and dated by yourself and your reviewer.

Then, together you will develop a Personal Development Plan which sets out ways in which you intend to enhance or further develop your performance over the next year. This Plan is developed from your responses to Questions 2 to 4 in the Booklet. At the conclusion of the Personal Development Plan, a time is set for the next Professional Review. The Plan is then signed by you and your Reviewer. A copy needs to be kept by management as it contains ways in which they are required to assist you to meet your goals.
### Professional Review Form

**Reviewee**

**Position:**

1. **Self-Evaluation of Performance Criteria as Stated in the Duty Statement and the Position Classification**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Needs further work</th>
<th>Unsatisfactory</th>
<th>Explain level of performance selected by providing examples from current practice in this position</th>
</tr>
</thead>
</table>

**Skills**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Needs further work</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Needs further work</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

**Knowledge**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Needs further work</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Needs further work</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td>Outstanding</td>
<td>Satisfactory</td>
<td>Needs further work</td>
<td>Unsatisfactory</td>
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</tbody>
</table>

**Duties**
2. Identification of Accomplishments in Performance of Criteria

Every person in the performance of their duties produces outcomes of which they feel proud. It may be something you have been working on over a period of time or it may be a particular criteria that you feel you performed well. Record these criteria with examples from your current practice in this position.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXAMPLE</th>
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<tbody>
<tr>
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</tbody>
</table>

3. Identification of Criteria that need further work to improve your Performance

There are always criteria that you feel require further work to improve your performance. List these criteria and suggest possible ways you intend working on them to upgrade your performance in this area.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>POSSIBLE WAYS TO IMPROVE YOUR PERFORMANCE IN THIS AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
4. Identification of Future Training needed to improve my Performance on the Criteria

Often, to improve performance, additional or supplementary training is required.

Record what training you feel would assist you in enhancing your performance of the criteria. Also record the timeline in which you would envisage this training occurring (ie. within the month, 3 months, 1 year..)

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>TRAINING SOUGHT</th>
<th>TIMELINE FOR TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

5. Goals/Future Plans/Directions I have set to be developed before my next Professional Review

This is an opportunity to think ahead. What directions or plans do you have for the future? Would you like to set yourself some goals to work towards before the next professional review?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

148
6. Additional Information Sought

Before you attend your professional review are there any issues/questions you would like to raise with your reviewer about your professional review. Record them here so you will not forget when the interview occurs.


7. Criteria Level of Performance not Agreed Upon

After the discussion has occurred between you and your Reviewer of all the sections in this Booklet, record any criteria upon which you both could not reach agreement on the level of performance.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>REASON/S FOR DISAGREEMENT</th>
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<tbody>
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</table>

SIGNATURE OF REVIEWEE ___________________ DATE ___________________

SIGNATURE OF REVIEWER ___________________ DATE ___________________
# Professional Development Plan

**NAME:**

**POSITION:**

<table>
<thead>
<tr>
<th>MY GOALS</th>
<th>WHAT I NEED TO DO TO MEET THESE GOALS</th>
<th>WHAT MANAGEMENT NEEDS TO DO TO ASSIST ME TO MEET THESE GOALS</th>
<th>TIMELINE TO MEET THESE GOALS</th>
</tr>
</thead>
<tbody>
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</table>

MY NEXT PROFESSIONAL REVIEW WILL BE ON: ____________

SIGNATURE OF REVIEWEE ___________________________ DATE ____________

SIGNATURE OF REVIEWER ___________________________ DATE ____________
An Example of Section 1

Professional Review Form  Reviewee

Position: Cleaner

1. Self Evaluation of Performance Criteria as Stated in the Duty Statement and the Position Classification

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Needs further work</th>
<th>Unsatisfactory</th>
<th>Explain level of performance selected by providing examples from current practice in this position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use and maintenance of cleaning equipment.</td>
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<tr>
<td>Use and maintenance of polishing equipment.</td>
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<tr>
<td>Use of cleaning solutions.</td>
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<td>Organisation of time in developing daily scheduling of the cleaning requirements of the Centre.</td>
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<td>Organisation of time in developing weekly scheduling of the cleaning requirements of the Centre.</td>
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<td>Organisation of time in developing monthly scheduling of the cleaning requirements of the Centre.</td>
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</table>

Skills

| Use and maintenance of cleaning equipment.   |             |              |                    |                |                                                                                               |
| Use and maintenance of polishing equipment.  |             |              |                    |                |                                                                                               |
| Use of cleaning solutions.                   |             |              |                    |                |                                                                                               |
| Organisation of time in developing daily scheduling of the cleaning requirements of the Centre. |             |              |                    |                |                                                                                               |
| Organisation of time in developing weekly scheduling of the cleaning requirements of the Centre. |             |              |                    |                |                                                                                               |
| Organisation of time in developing monthly scheduling of the cleaning requirements of the Centre. |             |              |                    |                |                                                                                               |

Knowledge

| Safety aspects of working in an environment with children. |             |              |                    |                |                                                                                               |
| Safety with use of cleaning solutions. |             |              |                    |                |                                                                                               |
### Duties

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Needs further work</th>
<th>Unsatisfactory</th>
<th>Explain level of performance selected by providing examples from current practice in this position</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAILY:</strong></td>
<td></td>
<td></td>
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<tr>
<td>Clean the bathrooms</td>
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<tr>
<td>Vacuum all carpet areas</td>
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<tr>
<td>Mop all wet areas</td>
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<tr>
<td>Wipe marks off doors and walls</td>
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<tr>
<td>Empty all rubbish bins</td>
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</tr>
<tr>
<td>Dust the offices</td>
<td></td>
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<tr>
<td>Sweep the outside front foyer</td>
<td></td>
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<tr>
<td>Put away all cleaning materials in designated locked cupboards</td>
<td></td>
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<tr>
<td><strong>WEEKLY:</strong></td>
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<tr>
<td>Polish the office furniture</td>
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<tr>
<td>Clean the glass doors and windows</td>
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<tr>
<td>Puts out the rubbish bins for collection</td>
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<tr>
<td><strong>MONTHLY</strong></td>
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<tr>
<td>Wax all the floors</td>
<td></td>
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<tr>
<td><strong>GENERAL</strong></td>
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<tr>
<td>Leave the building secure at all times</td>
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<tr>
<td>Inform the Co-ordinator of cleaning needs</td>
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<tr>
<td>Work within the Centre philosophy</td>
<td></td>
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</tr>
<tr>
<td>Work within the Centre policies &amp; procedures</td>
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</tbody>
</table>
Appendix 12: Boogurlarri Child and Family Services

Professional Review Form  Reviewer

NAME: ____________________________________________

POSITION: ____________________________________________

REVIEWEE: ____________________________________________

DATE COMPLETED: _______________________________________

SIGNATURE: ____________________________________________

This Booklet must be completed by you before you meet with your Reviewee.

The Booklet is designed to enable you to work at your own pace in observing the Reviewee's level of performance on the stated criteria for their current position. Take your time working through each section to ensure your observations clearly identify the Reviewee’s current performance in their position.

When you feel comfortable with your own assessment of the criteria, sign the booklet and take it with you when you meet with your Reviewee.

The Reviewee has also completed a similar Booklet. Together you will discuss each section and come to an agreement on the Reviewee’s current level of performance on the stated criteria. Criteria that result in disagreement on the level of performance are identified. The Reviewee’s Booklet will then be signed and dated by yourself and your Reviewee.

Then, together you will develop a Personal Development Plan which sets out ways in which the Reviewee intends to enhance or further develop their performance over the next year. At the conclusion of the Personal Development Plan, a time is set for the next Professional Review. The Plan is then signed by you and your Reviewee.
Professional Review Form  Reviewer

Position: Reviewee:

1. Observation of Performance Criteria as Stated in the Duty Statement and the Position Classification

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Needs further work</th>
<th>Unsatisfactory</th>
<th>Explain level of performance selected by providing examples from current practice in this position</th>
</tr>
</thead>
</table>

Skills

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Needs further work</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

Knowledge

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Needs further work</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td>Outstanding</td>
<td>Satisfactory</td>
<td>Needs further work</td>
<td>Unsatisfactory</td>
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</tbody>
</table>

**Duties**
2. **Identification of Accomplishments in Performance of Criteria**

Every person in the performance of their duties produces outcomes of which they feel proud. It may be something they have been working on over a period of time or it may be a particular criteria that you feel they have performed well. Record such accomplishments that you have either observed or previously recorded. Provide an example.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXAMPLE</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

3. **Identification of Criteria that need further work to improve the Reviewee’s Performance**

There are always criteria that you feel require further work to improve performance. List these criteria and record possible alternatives for the reviewee that may assist them in upgrading their performance in this area.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>POSSIBLE WAYS TO IMPROVE PERFORMANCE IN THIS AREA</th>
</tr>
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<tbody>
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</tbody>
</table>

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4. **Identification of Future Training Needed to improve Performance on the Criteria**

Often, to improve performance, additional or supplementary training is required.

Record what training you feel would assist the Reviewee in enhancing their performance of the criteria. Also record a timeline in which you would suggest this training occurring (ie. within the month, 3 months, 1 year..)

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>TRAINING SOUGHT</th>
<th>TIMELINE FOR TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

5. **Additional Information Sought**

Before you meet with your Reviewee, are there any issues/questions you would like to raise with them about this process. Record any such issues/questions here so you will not forget when the interview occurs.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
7. Criteria Level of Performance not Agreed Upon

After the discussion has occurred between you and the Reviewee of all the sections in this Booklet, record any criteria upon which you both could not reach agreement on the level of performance.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>REASON/S FOR DISAGREEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

7. Personal Development Plan

The Reviewee Booklet contains a Personal Development Plan. Complete this Plan with the Reviewee and then sign and date the Plan. Management will need to keep a copy of this Plan as it has directions in which management can assist the Reviewee to meet their goals.

SIGNATURE OF REVIEWEE

DATE

SIGNATURE OF REVIEWER

DATE
## Appendix 13: Yearly/Six Monthly In-Service Planner

**PROGRAMME:**

**FROM:** ____________________________

**TO:** ____________________________

<table>
<thead>
<tr>
<th>MONTH</th>
<th>TYPE OF IN-SERVICE</th>
<th>CONTENT OF IN-SERVICE</th>
<th>DELIVERY OF IN-SERVICE</th>
<th>FACILITATOR OF IN-SERVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Group - Nursery</td>
<td>Reviewing policies &amp; procedures</td>
<td>In-house</td>
<td>Director</td>
</tr>
<tr>
<td></td>
<td>Individual - Jenny</td>
<td>Stress in children</td>
<td>Lady Gowrie Centre</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>March</td>
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<td>April</td>
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<td>May</td>
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<td>October</td>
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<td>November</td>
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<td>December</td>
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</tbody>
</table>

**Signature of the Co-ordinator** ____________________________

**Date** ____________________________
### Appendix 14: Boogurlarri Child and Family Services In-Service Planner

<table>
<thead>
<tr>
<th>DATE</th>
<th>TYPE</th>
<th>CONTENT</th>
<th>TRAINER/ FACILITATOR</th>
<th>CONFIRMED</th>
<th>STAFF ATTENDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Feb</td>
<td>A</td>
<td>Policy &amp; Procedures</td>
<td>Director</td>
<td>YES</td>
<td>ALL</td>
</tr>
<tr>
<td>10th Feb</td>
<td>C</td>
<td>Stress in children</td>
<td>Lady Gowrie</td>
<td>YES</td>
<td>Jennifer</td>
</tr>
</tbody>
</table>

Key for TYPE of in-service:
A = All staff
B = Specific group/programme
C = Individual
References


