**Induction Employees – Staff Returning from Extended Leave**

Returning educators will initial each section as the orientation is given. It may not be possible to accomplish the full orientation process in one day, but a maximum time of one week should be allowed for all areas to be covered.

This Procedure assumes there have been no physical changes to premises and equipment etc has not changed.

Give new staff member a copy of this document, and file original completed and signed document in their personal file.

| **Location** | **Activity** | **NS/RL Initials** | **Staff Initials** | **N/A** |
| --- | --- | --- | --- | --- |
| **Office** **Nominated Supervisor or delegate** | officially introduces returning educator to all educators  |  |  |  |
| checks Staff File checklist to ensure all employment forms obtained |  |  |  |
| checks Working with Children Check current |  |  |  |
| uses position description give clear instructions/expectations about duties/responsibilities and how performance will be reviewed |  |  |  |
| for room leaders, reviews aspects of expected duties preferably using documented checklist |  |  |  |
| discusses arrangements/timing of staff meetings and expectations about attendance including staff in-service training |  |  |  |
| arranges for new Nominated Supervisor and Person in day to day charge to accept position in writing (if relevant) |  |  |  |
| notifies ACECQA of new Nominated Supervisor (if relevant) |  |  |  |
| advises next payment date |  |  |  |
| advises what must never happen eg leave children alone, use personal phone or camera in room, stand around not interacting with children, ignore a parent, discuss the service in negative way, or discuss a child with other families |  |  |  |
| introduces employee to all families and children  |  |  |  |
| advises employee management structure/reporting relationships and who they will work with/report to  |  |  |  |
| advises employee who they will supervise and who their direct reports are if appropriate |  |  |  |
| advises employee about mentoring arrangements if relevant |  |  |  |
| advises employee who is qualified in first aid, asthma and anaphylaxis management |  |  |  |
| advises employee staff who have WHS/OHS responsibilities |  |  |  |
| discusses rosters, meal breaks and non-contact (programming time) |  |  |  |
| discusses opening and closing (unlocking/locking up) procedures if appropriate  |  |  |  |
| discusses staff immunisation recommendations. Updates Immunisation Register if needed |  |  |  |
| discusses family law/parenting orders with employee |  |  |  |
| advises ratio requirements |  |  |  |
| discusses specific medical management plans and risk minimisation plans and location, including allergy and anaphylaxis information and special food requirements/practices |  |  |  |
| discusses changes to service policies, procedures, philosophy and code of conduct since employee last attended eg policies and procedures about children’s immunisation requirements, infectious disease, emergency practices, daily safety checks, tobacco, drugs and alcohol, photography, social media and technology, CCTV, bullying, harassment and anti-discrimination transport procedures etc  |  |  |  |
| provides new Employee Handbook if needed or content changed |  |  |  |
| discusses change to service management eg completing/contributing to QIP, leave applications, rules regarding personal calls, visitors, procedure if employee is running late or sick |  |  |  |
| discusses timing of performance review and training needs and records on training plan |  |  |  |
| checks employee signed all staff acknowledgements in ‘Staff Acknowledgements and Agreements’ template |  |  |  |
| If following changed since last attendance or a significant amount of time has passed, take employee on tour of service and show:* kitchen/meal, toilet facilities, staffroom/programming room and where to store personal items
 |  |  |  |
| * location of resources (eg craft supplies) and equipment
 |  |  |  |
| * location of policies, procedures, code of conduct, philosophy, Law and Regs, NQS, EYLF/MTOP and how to access these electronically
 |  |  |  |
| * location of blank/original forms eg Incident forms, Curriculum Sheets
 |  |  |  |
| * location of fire extinguishers, fire blankets etc and how to use these
 |  |  |  |
| * location of first aid kits, emergency asthma kits and Epi-pens
 |  |  |  |
| * where children’s medication is stored and need to ensure children can’t access
 |  |  |  |
| * location of hazardous substances including cleaning products and disinfectants and Material Safety Data Sheets and need to ensure children can’t access
 |  |  |  |
| * location of emergency whistle, alarm
 |  |  |  |
| * location of storerooms and storage practices to reduce risk of injury
 |  |  |  |
| * where to sign on and off
 |  |  |  |
| * staff mail pockets, lockers and/or communication journals if relevant
 |  |  |  |
| * location of a noticeboard and library (advise also communication arrangements with families eg newsletters)
 |  |  |  |
| * location evacuation diagram and emergency phone numbers
 |  |  |  |
| * location of electricity fuse box, gas and water mains
 |  |  |  |
| shows employee how to operate new essential equipment eg microwave, bottle warmer, washing machine/dryer |  |  |  |
|  | discusses expectations about appearance of service and how cleaning duties are implemented, rostered/shared and signed off including:* laundry duties/routines
* kitchen duties/routines
* spills including procedure for cleaning spills of bodily fluids
 |  |  |  |
| discusses procedure for managing and reporting broken resources and equipment and other hazards |  |  |  |
| discusses manual handling (eg lifting) techniques that minimise risk of injury |  |  |  |
| **Room** **Room Leader/ Educational Leader** | discusses room routines with employee and shows where these are displayed |  |  |  |
| introduces employee to families as children arrive and depart  |  |  |  |
| discusses expectations for greeting children and families eg greet by name, get down low to child’s level |  |  |  |
| discusses service rules with employee (eg no running inside)  |  |  |  |
| discusses supervision plan/diagrams, and supervision requirements including during transitions |  |  |  |
| discusses curriculum planning with employee |  |  |  |
| If following changed since last attendance or a significant amount of time has passed, show employee |  |  |  |
| * location of food/bottles/water cups
 |  |  |  |
| * bed/sheet storage arrangements
 |  |  |  |
| * location of children’s learning documentation and portfolios
 |  |  |  |
| * location of children’s lockers/pockets
 |  |  |  |
| * where parents sign in/out
 |  |  |  |
| discusses nappy changing, toileting and handwashing procedures with employee |  |  |  |
| discusses delivery and collection of children procedure with employee |  |  |  |

* Observe employee’s practices and review policies and procedures you think need to be reinforced.

The Induction program was successfully completed by <Insert Employee’s name> \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on / / .

Signed by employee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed Nominated Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_