

(Revised September 2025)

## **Policy Statement:**

The Mueller College Outside School Hours Care (OSHC) Service assumes the responsibility to ensure that all educators receive appropriate orientation and induction which prepares, supports and facilitates their working performance and ongoing capacity for employment within the Service.

## **Background:**

Under the Education and Care Services National Regulations, services are required to ensure that all educators are appropriately trained, supported, and informed about their roles and responsibilities before commencing work with children. A structured induction process ensures that all new staff members understand the Service's philosophy, policies, procedures, and expectations. The Service recognises that effective induction and mentoring support not only strengthen the quality of education and care provided but also contribute to educator confidence, safety, and long-term professional growth. Through clear guidance, consistent communication, and collaborative mentoring, all staff are empowered to uphold the National Quality Standards and deliver high-quality outcomes for children, young people and families.

## **Important terms:**

<b>Children and young people</b>	Refers to the children and young people present in the care environment.
<b>Educator</b>	Refers to the staff employed by the Service to provide care for children and young people attending.
<b>Parent/guardian</b>	Refers to the primary carer/s of the child or young person attending the Service.
<b>Family</b>	Refers to the group of people, including the primary carer, who engage daily with the child or young person in the home environment.
<b>Approved Provider</b>	The organisation that holds Service approval and ensures all safety and emergency management requirements are met.
<b>Nominated Supervisor</b>	The person responsible for daily Service operations and ensuring that this policy is implemented.
<b>Induction</b>	The structured process of introducing new staff to the Service, its policies, procedures, values, and work expectations prior to and during the commencement of their employment.
<b>Orientation</b>	The period following induction during which new staff become familiar with daily operations, routines, and their specific roles within the Service.
<b>Probationary period</b>	The initial period of employment during which a new staff member's performance and suitability for their role are reviewed and assessed against Service expectations.

## **Legislation:**

### **National Quality Standard (NQS)**

**Quality Area 4: Staffing arrangements**  
**6: Collaborative partnerships with families and communities**  
**7: Governance and Leadership**

<b>4.2</b>	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
<b>6.2</b>	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community engagement	The service builds relationships and engages with its community.
<b>7.1</b>	Governance	Governance supports the operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
<b>7.2</b>	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

## Education and Care Services National Regulations

83	<p><b>Staff members and family day care educators not to be affected by alcohol or drugs</b></p> <p>(1) The approved provider of an education and care service must ensure that a nominated supervisor or a staff member of, or volunteer at, the service is not affected by alcohol or drugs (including prescription medication) so as to impair the person's capacity to supervise or provide education and care to children being educated and cared for by the service. Penalty: \$2200.</p> <p>(2) A nominated supervisor of an education and care service must not, while educating and caring for children for the service—</p> <ul style="list-style-type: none"> <li>(a) consume alcohol; or</li> <li>(b) be affected by alcohol or drugs (including prescription medication) so as to impair the supervisor's capacity to supervise or provide education and care to the children.</li> </ul> <p>Penalty: \$2200.</p> <p>(3) A family day care educator must not, while providing education and care for children as part of a family day care service—</p> <ul style="list-style-type: none"> <li>(a) consume alcohol; or</li> <li>(b) be affected by alcohol or drugs (including prescription medication) so as to impair the educator's capacity to provide education and care to the children.</li> </ul> <p>Penalty: \$2200.</p> <p><b>Note—</b> A compliance direction may be issued for failure to comply with subregulation (1).</p>
143	<p><b>Certification of documents</b></p> <p>The documents set out in regulations 140 and 141 that are required to be provided with the application or otherwise to the National Authority must be certified as a copy of the original by—</p> <ul style="list-style-type: none"> <li>(a) the institution that originally issued the documents; or</li> <li>(b) a justice of the peace; or</li> <li>(c) a person authorised under the legislation of the participating jurisdiction to witness or take statutory declarations; or</li> <li>(d) a person accredited as a translator who is employed by an Australian overseas diplomatic mission; or</li> <li>(e) a person accredited as a translator and interpreter by the National Accreditation Authority for Translators and Interpreters Limited A.C.N. 008 596 996.</li> </ul>
170	<p><b>Policies and procedures to be followed</b></p> <p>(1) The approved provider of a centre-based service must take reasonable steps to ensure that nominated supervisors and staff members of, and volunteers at, the service follow the policies and procedures required under regulation 168. Penalty: \$1100.</p> <p>(2) The approved provider of a family day care service must take reasonable steps to ensure that nominated supervisors and staff members of, and family day care educators engaged by or registered with, the service follow the policies and procedures required under regulations 168 and 169. Penalty: \$1100.</p> <p><b>Note—</b> A compliance direction may be issued for failure to comply with subregulation (1) or (2).</p>
171	<p><b>Policies and procedures to be kept available</b></p> <p>(1) The approved provider of an education and care service must ensure that copies of the current policies and procedures required under regulation 168 and, in the case of a family day care service, regulation 169 are readily accessible to nominated supervisors and staff members of, volunteers at, and family day care educators engaged by or registered with, the service. Penalty: \$1100.</p> <p>(2) The approved provider of an education and care service must ensure that copies of the current policies and procedures required under regulation 168 and, in the case of a family day care service, regulation 169 are available for inspection at the education and care service premises at all times that the service is educating and caring for children or otherwise on request. Penalty: \$1100.</p> <p><b>Note—</b> A compliance direction may be issued for failure to comply with subregulation (1) or (2).</p>

## Education and Care Services National Law

171	<p>Offence relating to direction to exclude inappropriate persons from education and care service premises</p> <p>(1) The Regulatory Authority may direct an approved provider, a nominated supervisor or a family day care educator to exclude a person whom the Authority is satisfied is an inappropriate person from the education and care service premises while children are being educated and cared for at the premises for such time as the Authority considers appropriate.</p> <p>(2) A person to whom a direction is given under subsection (1) must comply with the direction. Penalty: \$10 000, in the case of an individual. \$50 000, in any other case.</p> <p>(3) In this section— <i>inappropriate person</i> means a person—</p> <ul style="list-style-type: none"> <li>(a) who may pose a risk to the safety, health or wellbeing of any child or children being educated and cared for by the education and care service; or</li> <li>(b) whose behaviour or state of mind or whose pattern of behaviour or common state of mind is such that it would be inappropriate for him or her to be on the education and care service premises while children are being educated and cared for by the education and care service.</li> </ul> <p><b>Example</b> A person who is under the influence of drugs or alcohol.</p>
301(3, h, l&m)	<p>(3) Without limiting subsection (1), the national regulations may provide for the following— Sch. s. 301(3)(a) amended by No. 9/2017 s. 53(6).</p>

	<p>(h) requirements and standards for the staffing of education and care services including the recruitment (and conduct of criminal history or other security checks) and the appointment of staff, performance improvement, professional standards, professional development, numbers and qualifications of educators (including minimum age and requirements concerning groups of children of different ages and composition) and staffing rosters and arrangements;</p> <p>(l) the records, policies and procedures to be kept by approved providers and family day care educators including enrolment and attendance information;</p> <p>(m) requirements and standards about first aid and management of children's medical conditions including—</p> <ul style="list-style-type: none"> <li>(i) the training of educators and staff members; and</li> <li>(ii) plans, policies and procedures used to manage medical conditions and first aid; and</li> <li>(iii) the keeping and storage of first aid kits and medications;</li> </ul>
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## **Principles:**

The Service values thorough and consistent orientation processes to ensure all staff are equipped to effectively conduct all tasks necessary for their position while feeling supported and welcomed as part of the team.

## **Procedure:**

### **Educators will:**

- Attend an induction meeting prior to commencing work to complete all employment paperwork and provide documentation verifying their Blue Card.
- Read and understand the contents of the staff information package, including key aspects of their role, Service expectations, and relevant policies and procedures.
- Participate in the Induction and Orientation process with the Nominated Supervisor, including induction modules and sign the Induction Checklist upon completion.
- Engage actively in the mentoring program with their assigned mentor to learn essential procedures including:
  - Escorting children and young people to and from school
  - Conducting accurate headcounts and maintaining ratios
  - Following rostered duties
  - Cleaning and hygiene responsibilities
  - Completing incident reports
  - Implementing child protection procedures
- Attend scheduled meetings with their mentor once a week for the first two months, and quarterly check-ins thereafter.
- Complete mandatory training modules during the induction period, including:
  - Medication Administration and Medical Conditions (Epilepsy, Diabetes, and Anaphylaxis)
  - Supervision and Safety Awareness
  - Behaviour Guidance and Managing Parental Grievances

### **Lead Educators will:**

- Act as mentors to new educators, supporting them to understand and confidently apply Service procedures.
- Be intentionally rostered alongside new educators during the induction and mentoring period to provide direct support and supervision.
- Ensure new staff are consistently following supervision expectations, behaviour guidance strategies, and correct documentation processes.
- Provide ongoing feedback, guidance, and encouragement to help new staff build competence and confidence.
- Conduct quarterly follow-ups with new staff to review progress, identify any gaps in training, and recommend additional professional development if needed.
- Inform the Nominated Supervisor of any training or performance concerns identified during the mentoring period.

## Nominated Supervisor and Approved Provider will:

- Take overall responsibility for coordinating and implementing the induction and orientation process for all new staff.
- Meet with each new educator prior to their commencement to complete employment suitability checks and validate Blue Cards.
- Check all prospective employees against the prohibited persons and suspended educators register through the NQAITS portal before engaging them in work.
- Provide each new employee with a Staff Information Package and ensure they understand the key elements of their role and responsibilities.
- Partner new employees with an experienced Lead Educator (mentor) for the duration of the mentoring period.
- Facilitate and monitor completion of the Induction and Orientation Checklist, ensuring it is signed by both parties upon completion.
- Oversee the implementation of all mandatory induction training modules, including:
  - Medication Administration and Medical Conditions Training (Epilepsy, Diabetes, Anaphylaxis)
  - Supervision Standards and Behaviour Guidance
  - Managing Parental Concerns and Communication Strategies
- Review induction progress after two months, then again at 3–6 months to determine if the staff member is ready to exit their probationary period.
- Sign off on the staff member's induction completion and record all documentation in accordance with the Recruitment, Employment and Probationary Periods Policy.
- Share the 'Staff Orientation, Induction & Mentoring Policy and Procedure' with all employees upon their induction and ensure that copies of the policy and procedures are readily accessible to nominated supervisors, co-ordinators, educators and staff, and available for inspection.
- Additional professional development will be provided as needed and during review processes.
- All Service policy will be reviewed annually through consultation with all stakeholders or sooner should there be identified changes or updates to legislative requirement.

## See also:

- Mueller OSHC Code of Conduct Policy & Procedure
- Mueller OSHC Child Safe Code of Conduct Policy & Procedure
- Mueller OSHC Staff Performance Monitoring and Professional Development Policy & Procedure
- Mueller OSHC Recruitment, Employment & Probationary Periods Policy & Procedure

## REFERENCES:

- Education and Care Services National Law Act 2010, Current as at October 2024
- Education and Care Services National Regulations, Current as at September 2025
- My Time, Our Place – Framework for School Age Care in Australia – Produced by the Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments. Ver2.0, Revised 2022
- Guide to the National Quality Framework, Revised September 2025
- National Quality Standard, Revised 1 February 2018
- Guide to the National Quality Standard, Revised May 2022
- The Code of Ethics - Early Childhood Australia Inc. (2025 update)



# STAFF ORIENTATION, INDUCTION & MENTORING POLICY & PROCEDURE



## REVIEW

POLICY REVIEWED BY:	Rachel Rose	OSHC Director	12/09/25
POLICY REVIEWED	SEPT 2025	NEXT REVIEW DATE	JAN 2026
VERSION NUMBER	V2.2		
MODIFICATIONS	<ul style="list-style-type: none"><li>legislation</li></ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		PAST REVIEW DATE
	<ul style="list-style-type: none"><li>Updated references</li><li>Addition of review table</li></ul>		JAN 2025