

## **Staff Recruitment and Professional Learning Policy**

(Ratified by School Council September 2020)

### **PURPOSE AND RATIONALE:**

Glen Waverley Primary School is a much sought after and extremely popular Victorian Government School located in the suburb of Glen Waverley, Melbourne Victoria. As a high performing school, many professionals are drawn to the school as they seek to develop their professional practice, expertise and careers.

As a Victorian Government school, Glen Waverley Primary School must comply with the Department of Education and Training's (DET) human resources policies and practices.

The Department's Human Resources (HRWeb) website provides schools with access to a wide range of information and support services including:

- careers and recruitment including reference checking
- diversity and equity
- employment conditions
- professional development
- safety, health and wellbeing
- workforce management.

The Human Resource website can be accessed at:

<http://www.education.vic.gov.au/school/principals/spag/hr/pages/hr.aspx>

### **GUIDELINES AND IMPLEMENTATION:**

#### ***Internal Recruitment and Curriculum Ideals***

Research has demonstrated that the employment of appropriately qualified staff in schools is a key contributor to the delivery of quality programs and better learning outcomes for students. *“Those with higher qualification levels and standards of training are better equipped to provide improved learning environments and mentor educators in quality practices, leading to better outcomes for children”* (Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011).

The Victorian Government has acknowledged this by legislating minimum qualification requirements for all educators working in schools being four years of training, which can comprise of:

- Bachelor of Education (4 year degree) or
- An undergraduate degree (3 year degree) followed by a Diploma or Masters of Education.

Glen Waverley Primary School is committed to the ideals, values, beliefs and benefits of internationalising education. This includes a commitment to the UN Convention on the Rights of the Child. We are devoted to a curriculum that is challenging, innovative and provokes international mindedness, thinking and transfer. As such, we endeavour to recruit staff who also aspire to these beliefs and values and also model international experiences in the learning environment.

The school constantly includes a key selection criterion which encompasses the above ideals and potential candidates are made aware during school tours and are also strongly encouraged to outline these in their applications.

This recruitment model is applicable to all staff employed by the school, including those in the principal class, teachers and educational support staff.

### **Best Practice in Staff Recruitment**

Glen Waverley Primary School recommends the following are implemented in the recruitment of staff:

1. Provide all candidates with an in-depth Location Profile which clearly articulates the school's Guiding Statements, the CIS Code of Ethics and the position description
2. Indicate at least two days in which school tours will be conducted
3. Provide the opportunity for an individual school tour if the candidate/s are unable to attend the scheduled tours
4. Shortlisted applicants are to be selected on their suitability to the role and the DET Human Resources guidelines
5. Interview questions are to be behavioural in nature whilst reflecting the school's Guiding Statements, the CIS Code of Ethics and the position being filled
6. At least two referee checks are to be conducted for each applicant
7. Referee checks must to contain questions pertaining:
  - The applicant's adherence to the Child Safe Standards and
  - The applicant's ability to fulfil the school's Guiding Statements, the CIS Code of Ethics and the position description
8. Where applicable, at the interview stage, potential staff are to be made aware of the school's two-day intensive induction program
9. All new staff are to be provided with a mentor

### ***Staff Professional Learning:***

The development of Glen Waverley Primary School's staff is one of the guiding elements in our school philosophy – "Building staff capacity is paramount".

All staff are expected to hold a Level II First Aid Qualification (or higher) and undergo yearly Anaphylaxis and CPR training as part of the school's ongoing professional learning program.

Upon joining the school, staff undergo an induction program, which includes both curriculum and professional knowledge.

All staff are expected to complete the extensive professional learning provided by the school, undertake collegiate visits within and beyond the school and are strongly encouraged to continue professional reading and further study.

All members of the school Executive and Leadership Teams receive professional coaching and undertake an extensive leadership development program above the professional learning provided by the school.

All School Strategic Plan (curriculum) team leaders also receive professional coaching as a means of assisting the development of their portfolio and leadership skills.

### **Process to Access Professional Learning**

All staff are encouraged to seek additional professional learning beyond the school and also support the development of colleagues by requesting professional learning to be held within the school. The process to undertake this involves:

#### **Within the School:**

1. Meet with the Vertical Team leader and Assistant Principal (Curriculum) to discuss how the proposed professional learning aligns with the school's Guiding Statements, the CIS Code of Ethics and Annual Implementation Plan (AIP) and/or School Strategic Plan (SSP)
2. The Vertical Team leader and Assistant Principal (Curriculum) will discuss the proposed professional learning with the Principal
3. If approved, the value and purpose of the professional learning is discussed with the Executive Team and a plan is created to best meet the needs of the staff and school
4. The staff are made aware of the professional learning through the school's communication channels
5. The Executive Team meet with the consultant/presenter and determine the:
  - Content of the professional learning
  - How the professional learning will align with the school's Guiding Statements, the CIS Code of Ethics and Annual Implementation Plan (AIP) and/or School Strategic Plan (SSP)
  - Opportunities for staff feedback and trialling of concepts
  - Opportunities for school community presentations and
  - Duration of the partnership

#### **Beyond the school:**

1. The staff member/s is to self-evaluate the professional learning event against the school's Guiding Statements, CIS Code of Ethics, Annual Implementation Plan (AIP) and the staff member's Performance and Development Plan (P&DP)
2. If the staff member/s believe the professional learning correlates to the above documents, they are to meet with their Teaching and Learning Leader (TaLL) and Assistant Principal (Curriculum)
3. The TaLL and Assistant Principal (Curriculum) will determine the suitability of the professional learning event and make a recommendation to the principal.
4. The Principal approves or denies the request
  - If the request is approved, the staff member/s will be required to provide a verbal report upon returning from the professional learning event at the next available Staff Discussion

- If the request is denied, the staff member/s will be asked to work with the Teaching and Learning Leader (TaLL) and Assistant Principal (Curriculum) to find a more suitable professional learning opportunity.

Nb. Where possible, Glen Waverley Primary School recommends that at least two staff members attend external professional learning events.

***Registration of Teachers:***

A registration of all teachers employed by the school is kept on file, including VIT registration number and category of registration.

***Child Safe Practices:***

In accordance with [Clause 10- Ministerial Order No. 870- Child Safe Standards -Managing the risk of child abuse in Schools section 4.3.1\(6\)\(d\) of the Education and Training Reform Act 2006](#) all staff employed by the school are to adhere to Glen Waverley Primary School's:

- ***Child Safe Policy***
- ***Child Safe Code of Conduct***
- ***Commitment to Child Safety***

## ***Child Safe Training and Induction:***

Training and education is an important tool to help people understand that child safety is everyone's responsibility. Employees and volunteers (in addition to parents/guardians and children) need to be supported to discuss child protection issues and to detect signs of potential child abuse.

Staff at Glen Waverley Primary School receive induction and ongoing training. New staff will need support and information when they begin their new role, and existing staff might need to develop new skills and knowledge to meet the requirements of their positions and expand their career options.

Training and support also promotes an awareness of the appropriate standards of care required to be met by employees and volunteers to ensure that the organisation meets its duty of care when providing services to children.

It is essential that Glen Waverley Primary School staff commit to promoting the safety and wellbeing of children. Training should enhance the skills and knowledge of employees and volunteers, and reduce exposure to risks.

Employees and volunteers working with children should receive training in the following areas:

- identifying, assessing and reducing or removing child abuse risks
- the school's policies and procedures (including the code of conduct and child safe policy)
- legislative requirements, such as obligations to report child abuse<sup>1</sup>, reduce and remove known risks of child abuse<sup>2</sup>, and to hold Working with Children Checks<sup>3</sup> where required
- how to handle a disclosure or suspicion of abuse, including reporting guidelines
- professional learning aligning to the Council of International Schools

Training can be formal such as:

- higher education training and accreditation
- training offered by external organisations and consultants
- training developed and delivered internally
- on-the-job training meeting key objectives.

Training can also be informal such as:

- inviting other professionals to speak at meetings or functions
- inviting local Aboriginal Elders, Aboriginal community controlled organisations and community members to speak at meetings and events
- inviting local culturally and/or linguistically diverse community members to speak at meetings and events
- internal mentoring and coaching.

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<sup>1</sup> The failure to disclose criminal offence requires adults in Victoria to report to police a reasonable belief that a sexual offence has been committed against a child (unless they have a reasonable excuse for not doing so). More information about [failure to disclose](http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+disclose+offence) is available on the Department of Justice and Regulation website <[www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+disclose+offence](http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+disclose+offence)>.

Failure to disclose does not change mandatory reporting obligations. Certain professionals are mandatory reporters, meaning they are required to report to the Department of Health and Human Services if they believe on reasonable grounds that a child is in need of protection from physical and sexual abuse. More information about [mandatory reporting](http://www.dhs.vic.gov.au/cpmanual/intake/overview-of-intake-of-reports-under-the-children,-youth-and-families-act/1122-mandatory-and-other-required-reporting) is available in the *Child protection manual* <[www.dhs.vic.gov.au/cpmanual/intake/overview-of-intake-of-reports-under-the-children,-youth-and-families-act/1122-mandatory-and-other-required-reporting](http://www.dhs.vic.gov.au/cpmanual/intake/overview-of-intake-of-reports-under-the-children,-youth-and-families-act/1122-mandatory-and-other-required-reporting)>.

<sup>2</sup> The failure to protect criminal offence applies to people within organisations who knew of a substantial risk of child sexual abuse by someone in the organisation and had the authority to reduce or remove the risk, but negligently failed to do so. More information about [failure to protect](http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+protect+offence) is available on the Department of Justice and Regulation website <[www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+protect+offence](http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+protect+offence)>.

<sup>3</sup> For more information about [Working with Children checks](http://www.workingwithchildren.vic.gov.au) visit the working with children website <[www.workingwithchildren.vic.gov.au](http://www.workingwithchildren.vic.gov.au)>.

**RELATED LEGISLATION AND POLICIES:**

Working With Children Act 2005

[Clause 10- Ministerial Order No. 870- Child Safe Standards -Managing the risk of child abuse in Schools section 4.3.1\(6\)\(d\) of the Education and Training Reform Act 2006](#)

Child Safe Code of Conduct

Commitment to Child Safety

Student Engagement and Wellbeing Policy

Duty of Care Policy

Equal Opportunity, Discrimination and Harassment Policy

Mandatory Reporting Policy

Program for Students with Disabilities Policy

Raising Concerns or Complaints Policy

Volunteers and Visitors Policy

Working with Children Policy

**EVALUATION**

This policy will be reviewed every two years by the Policy Review (Education) Sub Committee of the School Council, more often if necessary due to changes in regulations or circumstances.

**DUE DATE FOR REVIEW:**

This policy is due to be reviewed in September 2022.