

RELIEF CARE INITIAL ORIENTATION



ORIENTATION

Educators complete together prior to initial instance of relief care.

Record notes / details of any items discussed

| ITEM | PRIMARY EDUCATOR name _____ | RELIEF EDUCATOR name _____ | COMMENT date/s _____ |
|--|--|---|--|
| Orientation to Primary Educator premises | <input type="checkbox"/> Open / lock-up processes <input type="checkbox"/> Security / alarm / keys <input type="checkbox"/> Water meter / power board (in case of emergency needing to isolate / turn off) Facilities <input type="checkbox"/> Areas used for FDC / areas to be inaccessible to children <input type="checkbox"/> How out-of-bounds areas are made inaccessible + demonstration <input type="checkbox"/> Typical routines/rituals <input type="checkbox"/> Food storage and preparation <input type="checkbox"/> Laundry facilities <input type="checkbox"/> Toilet/bathing facilities <input type="checkbox"/> Sleep areas + generalised safe sleep plan <input type="checkbox"/> Medication storage <input type="checkbox"/> Location Sunscreen / insect repellent / nappies / spare clothing etc <input type="checkbox"/> Program supplies and equipment location and storage Emergency preparedness <input type="checkbox"/> Emergency RA – any particular hazards/risks <input type="checkbox"/> Location of Emergency Response Plan + diagrams <input type="checkbox"/> Location of fire safety equipment <input type="checkbox"/> Location of First aid kit <input type="checkbox"/> Location of CPR charts <input type="checkbox"/> Garbage night (for longer term relief) | <input type="checkbox"/> Get copies of all Risk Assessments / Management Plans (or learn where these can be readily accessed) | Check on each occasion of relief if there have been any updates or changes |
| Familiarity with operational processes | Child needs / authorisations <input type="checkbox"/> Location of child Medical Plans <input type="checkbox"/> Location of child permissions/authorisations (creams and lotions, water activities, pet interaction, media consent, etc) Risk assessments <input type="checkbox"/> Pet Management plan <input type="checkbox"/> Excursions conducted and RA's <input type="checkbox"/> Any risky play/equipment RA's <input type="checkbox"/> Other: _____ | | |

| | | | |
|---------------------------------|--|--|---|
| | <p>Operating processes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cleaning procedures and schedule <input type="checkbox"/> Hygiene procedures <ul style="list-style-type: none"> <input type="checkbox"/> Management of children's bed linen / bedding – laundering and storage <input type="checkbox"/> Daily / weekly cleaning <input type="checkbox"/> Location of cleaning supplies and equipment <input type="checkbox"/> Children's program and developmental records <input type="checkbox"/> Communication with parents – care routines / daily program <input type="checkbox"/> Visitor book <input type="checkbox"/> Arrival / departure processes (entry/exit point, any precautions, etc) | | |
| Meeting children and families | <ul style="list-style-type: none"> <input type="checkbox"/> Opportunity for Relief to meet children and families prior to providing care | <ul style="list-style-type: none"> <input type="checkbox"/> Contact phone number given to parents | |
| Negotiating terms of engagement | <ul style="list-style-type: none"> <input type="checkbox"/> Full amount of parent gap-fee must be forwarded to Relief educator <input type="checkbox"/> Resource fee – justified and reasonable to resource use negotiated <ul style="list-style-type: none"> <input type="checkbox"/> To be invoiced to Relief Educator as a separate stand-alone charge <input type="checkbox"/> Payments to occur by electronic funds transfer (EFT) <input type="checkbox"/> revenue to be reported as income for taxation purposes <input type="checkbox"/> Access to areas of house – any limitations? <input type="checkbox"/> Task expectations and processes (please record) <input type="checkbox"/> Communication between educators – method / frequency <input type="checkbox"/> Sharing and exchanging information / feedback / resolving grievance | <ul style="list-style-type: none"> <input type="checkbox"/> Office will supply Relief Educator with <ul style="list-style-type: none"> - weekly Payment History Advice – showing CCS + gap fee owing - Payment summary at end of year These are assessed for Tax purposes <input type="checkbox"/> Invoice Primary Educator to claim parent gap-fee (so can off-set against parent payments) <input type="checkbox"/> Resource fee only to be paid on invoice <ul style="list-style-type: none"> <input type="checkbox"/> Payments to occur by electronic funds transfer (EFT) <input type="checkbox"/> can be claimed as business expense <input type="checkbox"/> May negotiate for own payment rates – to be invoiced to Primary educator | <p>Relief educator does not have to provide care if agreement is not reached</p> <p>Invoicing and payment for parent gap-fees, and resource fees (if applicable) MUST be treated and kept separately for transparency as one relates to the parent fees for childcare provided, and the other relates to business operations for both the Primary and the Relief educator (and must be accounted for appropriately).</p> |

Notes:

Step 2. Relief Care Preparation - on EVERY occasion of Relief Care

Step 3. Relief Care Handover – on EVERY occasion of Relief Care