Staffing Toolbox

1. Welcome
2. An introduction to NEAS
3. Why is staffing important?
4. The Employee Lifecycle
5. Staffing tools in the toolbox
6. Discussion and questions

Quality Assurance is all the **planned actions** made by an organisation to provide **confidence** that its products and/or services meet **quality goals**.

The NEAS Quality Assurance Framework:

A. Teaching, Learning and Assessment

B. The Student Experience

C. Resources and Facilities

D. Administration, Management and Staffing

E. Promotion and Student Recruitment

F. Welfare of Students Aged Under 18 Years

G. Strategy, Risk and Governance

H. Online Delivery

I. ELT Qualifications

Why is staffing important?

neas.org.au

The Employee Lifecycle

https://www.cciconsulting.com/building-engagement-at-every-stage-of-the-employee-lifecycle/

Attraction tips

1. Build the culture that you want
2. Participate in the industry through professional development forums and conferences
3. Use social media smartly, e.g. join and participate in LinkedIn
4. Be an ethical employer
5. Be transparent and articulate your expectations
6. Have policies and procedures
7. Align with the values of your centre

Recruitment

Recruitment tips

1. Ask your team for referrals
2. Contact TESOL course providers for star graduates
3. Use a range of recruitment platforms, e.g. SEEK, NEAS jobs board, Facebook, LinkedIn
4. Be specific in what/who you are looking for
5. Be transparent with details such as qualifications, rates of pay, hours of work, professional development
6. Check the CV and references. When in doubt, request a demo lesson
7. Respond to all applicants

Onboarding

Onboarding is the process of integrating a new employee into an organisation.

Onboarding tips

1. Job description
2. Outline the centre's values
3. Be transparent
4. Check in regularly

Onboarding tools

1. ELICOS Standards, P6
   - Qualifications
   - Verification
   - Induction
   - Professional Development

Teaching staff

P6.4   ELICOS teachers must have the following:

     a)   a degree or diploma of at least three years full-time or equivalent (teaching or other)

     b)   a suitable TESOL qualification or qualification that contains TESOL as a method

     c)   appropriate TESOL teaching experience or are formally mentored by a senior staff member with this experience.

P6.5   Where the registered ELICOS provider offers courses of preparation for entry to Australian state or territory secondary schools, an appropriate percentage of the TESOL teachers must be registered to teach in the Australian state or territory primary or secondary system as determined by state or territory legislation or policy.

P6.6   Teachers of students of 12 years old or less must hold a TESOL qualification and a nationally recognised primary teaching qualification.

P6.7   The registered provider must verify the qualifications of all its teachers.

P6.8   The registered provider:

     a)   must implement policies and procedures for the induction and ongoing professional development of its teaching staff

     b)   must implement a program of professional development each year.

Onboarding tools

2. NEAS Quality Assurance Framework, Quality Area D
- More information and guidance on
  - Qualifications
  - Induction
  - Professional Development

3. NEAS Quality Practice Guide, Quality Area D

Quality Principle D3
The Centre utilises effective systems for the dissemination of information to stakeholders.

Quality Drivers	Examples of Quality Practice	Action Guide
D3.1 Communication with stakeholders is considered and approved through formal guidelines.	1. The roles of external stakeholders are defined to support appropriate communication outcomes 2. Communication with external stakeholders via formalised channels and specified personnel 3. Clearly defined lines of communication within the Centre and wider organisation 4. Nominated person(s) responsible for keeping noticeboards up-to-date 5. Version control used in the development and review of publications	1. *What channels are used to achieve communication with various external stakeholders? Can these be improved / extended?* 2. *Who are the Centre's external stakeholders?* 3. *Who is responsible for communicating with each of these groups?* 4. *How are break downs in communications / miscommunications identified and rectified?*
D3.2 Staff and students receive information from the Centre through various channels.	1. A range of channels utilised for communicating with staff and students inside the Centre 2. Noticeboards or electronic bulletin boards (or similar) for staff and students 3. Regular information updates 4. Use of attention-seeking strategies to encourage focus on Centre communications 5. Linking of classroom based communication to electronic bulletin boards 6. Course-related information provided to students in print or electronic form at identified points of each course	1. *What are the various means that Centre management uses to communicate information to staff? Which are most effective?* 2. *How is information formally communicated from the wider organisation to Centre staff? How effective is this?* 3. *What appear to be the most effective means for communicating information to students?* 4. *How can communication between the Centre and these students be improved?* 5. *What are the most effective ways of providing students with course information, e.g. learning outcomes, assessment schedule?* 6. *How do students access ongoing information about student services and activities?*
D3.3 A formal induction process provides new staff with essential information about the Centre and its operations.	1. Process in place for induction of all new staff 2. Print and/or electronic information provided for ongoing reference 3. Relevant compliance information included in induction material 4. Workplace culture and expectations reflected in induction material 5. Appropriate workplace health and safety elements covered	1. *What information do new staff need about the Centre and its operations?* 2. *What information may staff need to refer to on an ongoing basis?* 3. *How can the induction process be used to promote the Centre's philosophy and culture?* 4. *How should the induction process differ for different types of staff?* 5. *Who is responsible for staff inductions?* 6. *Is the person responsible for staff inductions familiar with their legal responsibilities for workplace health and safety?*

Orientation and housekeeping:

- ☐ Introduce the new employee to other staff
- ☐ Show the new employee the kitchen/meal, toilet facilities and where to store personal items (bags, jackets etc.)

Ensure you have:

- ☐ given the employee copies of relevant business policies or procedures e.g. codes of conduct and work health and safety policies or procedures.
- ☐ discussed:
  - the history of the business and its role
  - who the employee reports to
  - the employee's duties and what training will be provided
  - performance expectations and when and how performance will be reviewed
  - hours of work and the procedure for recording hours of work
  - class/ meal breaks
  - the applicable award or enterprise agreement, and where to find a copy
  - the payment method, first pay date and how pay slips are distributed
  - any workplace policies and procedures including:
    - o uniform or dress code (if any)
    - o procedure if the employee is sick or running late
    - o procedure for applying for leave
    - o rules regarding personal calls, visitors and/or use of social media at work
    - o any bullying, harassment and anti-discrimination policies.
- ☐ completed a workplace health and safety induction (this means a campus tour, highlighting where the emergency exits are and the closest evacuation area/s, toilets, staff kitchen, etc.)|

You need to provide your employees with a safe workplace. This can include discussing evacuation plans, pointing out first aid officers and emergency wardens and briefing staff on safety procedures.

Development and retention tools

Quality Practice Guide, D4

Quality Principle D4
The Centre supports a performance and development culture for all staff.

Quality Drivers	Examples of Quality Practice	Action Guide
D4.1 Staff performance and development processes occur in a cycle which provides a structure for appraising performance, and developing and refining practice.	1. Continuous performance and review cycle in place for all full time / permanent staff 2. Designated person(s) responsible for development of a performance and development culture, as per position description(s) 3. Documented and regularly reviewed goals for all full-time and permanent staff, related to both performance and development 4. Staff goals, and ways of measuring progress towards them, agreed with relevant line manager . 5. Feedback provided to staff designed to develop and refine practice 6. Evidence of teacher performance drawn from a range of sources 7. Persistent underperformance recognised, documented and managed in accordance with HR policies and procedures 8. Staff development provided on workplace harassment and bullying; workplace health and safety; ethics and duty of care; chain of responsibility	1. *Which staff should be involved in a formal performance review and development process? Why?* 2. *What key performance indicators are required of teachers? Of other staff?* 3. *What are the most effective, valid and reliable means of obtaining information about staff performance? Impact of teaching on student outcomes? Direct observation of teaching? Student / peer feedback? Self-assessment?* 4. *What guides or underpins current practices for conducting performance reviews?* 5. *How should staff performance reviews be structured to contribute to ongoing quality improvement?* 6. *How should ongoing underperformance be managed by the Centre?* 7. *How should excellent performance be recognised by the Centre?* 8. *What strategies could be put in place to enhance the current performance and development culture in the Centre?* 9. *How can performance goals be linked to both individual and organisational needs?* 10. *What information is provided on the National Employment Standards?*
D4.2 An established culture of sharing contributes to innovation and best practice.	1. Teaching records reflecting cooperation between co-teachers 2. In-house print and/or electronic fora for sharing of ideas 3. Organised presentation to colleagues of professional reading or own research 4. Innovative teachers invited to present their work to colleagues 5. Selective timetabling to encourage collaboration	1. *How can organisation of staff accommodation encourage sharing of ideas and materials?* 2. *How can class timetabling be utilised to facilitate cooperation between teachers?* 3. *In what ways can sharing of innovative practice be encouraged and rewarded?* 4. *How can staff be encouraged to feel confident to share concerns and seek solutions?*

Quality Principle D4
The Centre supports a performance and development culture for all staff.

Quality Drivers	Examples of Quality Practice	Action Guide
D4.3 Staff are supported in working towards their professional goals through access to opportunities for development.	1. Professional development program aligned with Centre's (and wider organisation's) goals 2. Participation in industry conferences, seminars and workshops 3. Selection of staff to participate in external professional development linked to established goals 4. Aspects of the professional development program informed by the Centre's teacher reference resources 5. Purchase of some resources linked to specific professional development 6. Coaching and mentoring used to build performance 7. Employer financial support available, including time off for study	1. *What professional development is needed for staff to meet KPIs?* 2. *What opportunities are there for staff at the Centre to undertake professional development?* 3. *Could the current policy on funding for attendance of staff at professional development be made fairer or more accessible?* 4. *What other strategies could be put in place to develop and extend individuals professionally?* 5. *What should be the focus of professional development for teachers? Why?* 6. *How can more learning opportunities be created within the Centre?* 7. *What resources would support professional development or could be drawn on for it, e.g. ELT journals?* 8. *How could low-cost professional development be provided using staff skills and/or existing resources?* 9. *Who on the staff would benefit from mentoring and in what areas?*
D4.4 Professional development is aligned with the Centre's strategic goals.	1. Professional development built into the Centre's strategic plan 2. Professional development designed in response to stakeholder feedback 3. Skills gaps identified and addressed 4. Records of professional development associated with introduction of new courses 5. Records of professional development in the use of educational technologies available to teachers	1. *How can professional development further the Centre's philosophy and support its culture?* 2. *What areas of need are suggested by student feedback on courses and assessment?* 3. *How could use of technology be improved?* 4. *What professional development is needed to facilitate change, e.g. to meet student demands for use of technology?* 5. *How can the Centre's current skill base be extended through mentoring or through in-house professional development?*
D4.5 Innovation and best practice are recognised and captured through a structured process.	1. Instances of innovation and best practice actively sought out by Academic Manager 2. Records of semi-formal, group based development interactions such as quality circles; self-directed teams; innovation cells 3. Staff funded to present on innovation and good practice at industry conferences	1. *How are innovation and good practice identified and rewarded?* 2. *How can innovation and best practice be encouraged?* 3. *Which staff are recognised by colleagues as innovative or outstanding?* 4. *Which staff work well together to produce best practice?* 5. *How much time is available to pursue discretionary projects?* 6. *Does the Centre's culture reward risk taking?*

Professional Development Tools

- Engage your staff in creating and developing a PD framework at your centre
- Invite experienced teachers to be mentors and buddies
- Implement a peer observation program which is not linked to performance reviews
- Provide opportunities to share lessons and activities
- Engage in free or low cost PD through NEAS, English Australia, VELG, ITECA etc
- Build communities of practice
- Ask for suggestions from staff
- Schedule regular moderation and assessment validation activities as part of your PD program
- Share journals and websites with staff

Retention tips

- Build the team that is right for your centre
- Build and maintain positive relationships with your staff
- Openly communicate with your team
- Invite feedback
- Understand your team members' motivations

Discussion and questions

Thank you for listening. Now it's your turn.

Participant Survey

We value your feedback!

https://www.surveymonkey.com/r/L8NQKFJ