

STUDENT AND VOLUNTEER POLICY

Rationale and Policy Considerations

Our Service values the participation of students and volunteers. Having students and voluntary workers within the Service helps to inform the community about our program and the value of the work we do. Students and voluntary workers are welcome at the Service: However, the children's care and safety are our first priority.

Legislation and Government Requirements

- Education and Care Services National Law Act 2010 (SA)
- Education and Care Services National Regulations
- Privacy Act (1988) Commonwealth

National Quality Framework

Education and Care Services National Regulations 120, 145, 149, 168

National Quality Standard for Early Childhood Education Elements 7.1, 7.1.1, 7.1.2, 7.1.3, 7.2, 7.2.2, 7.2.3

Policy Statement

Our Service supports participation of work placement students (including work experience students) and volunteers wanting to develop professional skills and knowledge in their effort to become Early Childhood Professionals. We aim to build relationships with community members, providing appropriate learning opportunities for students and volunteers to contribute to our program. To ensure a professional and pleasurable learning experience, students and volunteers will be encouraged to participate in the centre's daily routine and assist in accordance with their qualification level to work with children under the National Quality Framework requirements.

Strategies for Policy implementation

MANAGEMENT/NOMINATED SUPERVISOR/ RESPONSIBLE PERSON WILL:

- Appoint an educator to be the 'Student Supervisor/mentor;' for the duration of the placement.
- Conduct an orientation for the student or volunteer including taking the student or volunteer on a tour of the Service, showing emergency exits, staff room and bathroom facilities.
- Provide the student/volunteer with a Work Placement Orientation Package.
- Negotiate with the student or volunteer the times/hours to be worked, and dates of the placement.
- Advise students or volunteer to bring in a poster with a photo introducing themselves and outlining the reason for their placement.
- Inform families, children, and Educators when work experience students and volunteers are present at the Service, including their role and hours they will be attending the Service.
- Ensure work placement students or volunteers are never left alone with children or included in the ratio of adult to children.

- Ensure students are aware that they must not discuss concerns, issues or complaints with parents, guardians and/or visitors.
- Introduce the student or volunteer to educators and their Lead Educator.
- Assist the student or volunteer to complete the Educator Acknowledgement Checklist.
- Show the student or volunteer where they can access the Service's policies.
- Ensure the student has signed a confidentiality agreement prior to commencing their placement.
- Discuss any relevant important information about specific children to the student or volunteer (i.e. court orders, additional needs, dietary needs) so that the student or volunteer is aware of potential issues.
- Liaise with learning institutions and accept suitable student placements under the institution's supervision.
- Assist learning institutions to place suitable students with individual Educators.
- Ensure student's/volunteer's paperwork and insurances are current.

EDUCATORS WILL

- Maintain open communication with work experience students and volunteers along with their practicum teachers about their performance.
- Support all student's and volunteer's practicum requirements to the best of their ability during the placement.
- Work as a team sharing appropriate skills and knowledge with each student and volunteer.
- Ensure all colleagues are provided with relevant information about tasks the student is required to complete in the service as part of their practicum.
- Be aware of student and volunteer expectations.
- Have the time and proficiencies to support each student and volunteer in their placement.
- Encourage students to seek help and advice as required.
- Be a positive role model, showing appropriate behaviour and conduct themselves in a professional manner.
- Guide the students throughout the day.
- Make the student or volunteer feel welcome and a valued member of the team.

THE LEAD EDUCATOR WILL

- Discuss the progress of written work and performance with the student or volunteer.
- Discuss any concerns raised by the student with the Student Supervisor.
- Ensure students or volunteers are directly supervised at all times during children's nappy change times.
- Encourage students to use their initiative.
- Ensure the student/volunteer remains up to date with their assessments/tasks to be completed.
- Discuss concerns with student/volunteer with management.
- Never leave the student alone with a child or children.
- Provide honest and accurate feedback to the student's training institution supervisor as required.

WORK EXPERIENCE STUDENTS AND VOLUNTEERS WILL

- Learn about the children through interaction and practical experience.
- Develop the skills and knowledge needed to care for and educate children.

- Learn about the importance of working as part of a team in the Early Childhood profession.
- Learn strategies for working in a team environment.
- Learn and accommodate the expectations of qualified educators in the Service.
- Inform their Lead Educator in writing of what will be expected of them by their training body, University or School, or any other training organisation, and provide time sheets and evaluation forms.
- Keep up to date with all written work requirements.
- Work a variety of shifts to gain knowledge of different aspects of Service operations.
- Bring in a poster introducing themselves that will include:
 - Name
 - Photo
 - Course they are studying
 - RTO/university they are studying with
 - Dates and times they will be at the Service
 - The focus of their study.
- Discuss any problems the student may be experiencing with their Lead Educator.
- Adhere to all Service policies and procedures.
- Never remove a child from direct staff supervision.

PROBITY CHECKS

- All students will supply identity details to the Nominated Supervisor.
- All students will complete a Working with Children Volunteer/student declaration.
- All students will have a meeting with the Nominated Supervisor to receive information regarding the following service policies:
 - a) Child protection
 - b) Record Keeping and Confidentiality
 - c) Complaints

STUDENTS AT RISK

If educators feel that the student is at risk of failing their practicum, the following steps will be taken:

1. The Lead Educator will alert the Student's training institution Supervisor of any concerns regarding the student.
2. Both the Student Supervisor and the Lead Educator will discuss concerns with the student.
3. The Lead Educator will arrange for the student's supervisor/assessor to visit the Service and discuss concerns that have ascended.
4. The student's educational institution and Nominated Supervisor will govern the outcome of the practicum.

TERMINATION OF PRACTICUM

Termination of student's placement will occur if the student:

- Harms or is at risk of harming a child in their care.
- Is under the influence of drugs or alcohol.
- Fails to notify the Service if they will not be attending the Service.
- Does not adhere to starting times or break times continuously.
- Is observed using repeated inappropriate behaviour at the Service.

- Does not comply with all policies and procedures addressed in the student package.
- Does not provide the photo with an introduction on commencement.
- Does not keep up to date with their work placement tasks.
- Removes any child or children from the direct supervision of an educator.

Links to other Policies

Code of conduct policy
 Staffing arrangements policy
 Privacy and confidentiality policy
 Family communication policy
 Supervision policy
 Interaction with children, family and staff policy
 Work, health and safety policy
 Bullying, discrimination and harassment policy
 Respect for children policy

Sourced from

Department of Education, Employment and Workplace Relations (DEEWR). (2009). *Belonging, being and becoming: The early years learning framework for Australia.*

Education and Care Services National Regulations. (2011).

Office of the Director of Equal Opportunity in Public Employment. (1996). *Dealing with employee work-related concerns and grievances: Policy and guidelines:*

https://arp.nsw.gov.au/sites/default/files/Dealing_with_Employee_Work-related_Concerns_and_Grievances.pdf

Fair Work Act 2009 (Cth).

Guide to the National Quality Standard. (2017).

Fair Work Commission: Anti-bullying jurisdiction.

Safe Work Australia. (2016). *Guide for preventing and responding to workplace bullying:*

<https://www.safeworkaustralia.gov.au/system/files/documents/1702/guide-preventing-responding-workplace-bullying.pdf>

Revised National Quality Standards. (2018).

Work Health and Safety Act, 2011.

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