

Student and Volunteer Policy

Having students and voluntary workers within the Service helps to inform the community about our program and the value of the work we do. It is also a way of obtaining feedback and new ideas. Students and voluntary workers are welcomed to the Service however the children's care and safety are our first priority.

National Quality Standards (NQS)

| Quality Area 7: Leadership and service management | |
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| 7.1 | Effective leadership promotes a positive organisational culture and builds a professional learning community. |
| 7.2 | There is a commitment to continuous improvement |
| 7.3 | Administrative systems enable the effective management of a quality Service. |

Education and Care Services National Regulations

| Children (Education and Care Services) National Law NSW | |
|---|--|
| 120 | Educators who are under the age of 18 to be supervised |
| 145 | Staff Records |
| 149 | Volunteers and Students |
| 168 | Policies and Procedures |

PURPOSE

The service supports participation of work experience students and volunteers wanting to develop professional skills in knowledge in their effort to become Early Childhood Professionals. 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 necessary to work with children under the National Quality Framework. Students and Volunteers are not counted within the legal child to carer ratios within the service.

SCOPE

This policy applies to children, families, staff, management and visitors of the service.

IMPLEMENTATION

Management/Nominated Supervisor/ Certified Supervisor will:

- Appoint an educator to be the 'Student Supervisor,' for the duration of the placement. Management will assemble an orientation for the student or volunteer, informing Families, Children and Educators when Work Experience Students and Volunteers are present at the service, including their role and hours they will be spending at the Service.
- Ensure Work Placement students or volunteers are never left on their own with children or included in the ratio of adult to children.
- Ensure students do not discuss concerns, issues or complaints with parents, guardians and/or visitors
- Discuss the student or volunteer times/hours and dates of the placement.
- Give the student a Work Placement Orientation Package
- Take the student or volunteer on a tour of the Service, showing emergency exits, staff room and bathroom facilities

- Introduce the student or volunteer to educators and their Room Leader.
- Advise students or volunteer to bring in a poster with a photo outlining the reason for their placement.
- Go through with the student or volunteer completing the Educator Acknowledgement Checklist
- Show the student or volunteer where they can access the Service policies
- Complete 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.
- Will liaise with learning institutions and accept suitable student placements at the coordination unit office under the institutions supervision
- will assist learning institutions to place suitable students with individual Educators

Educators will:

- Preserve open communication with Work Experience Students and Volunteers along with their practicum teachers about their performance.
- Support all students and volunteers undertaking work experience needs during their placement.
- Work as a team deliberating appropriate skills and knowledge with each student and volunteer.
- Ensure all educators 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 ask seek help and advice.
- 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 Room Leader will:

- Discuss involvement of written work and performance with the student and 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

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 employed when working in a team environment.
- Learn expectation assimilated by qualified educators in the Service.
- Inform the Student Supervisor 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 and will include:
 - Name
 - Photo
 - Time they will be at the Service
 - What it is they are studying.

- Discuss with the Student Supervisor any problems they may be experiencing.

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 so that they will 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. Room Leader will alert the Student Supervisor of any concerns with the student.
2. Both the Student Supervisor and the Room Leader will discuss concerns with the Student.
3. The Student Supervisor will arrange for the students teacher 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
- 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.

Source

- Education and Care Services National Regulations
- National Quality Standard
- Early Years Learning Framework
- Work Health and Safety Act 2011
- Fair Work Act
- Dealing with Employee Work-related Concerns and Grievances Policy and Guidelines: NSW DPC
- Preventing and Responding to Workplace Bullying: Safe Work Australia Draft Code of Practice
- Anti-bullying jurisdiction: Fair Work Commission

Review

| Policy Review Date |
|--------------------|
| March 2019 |

Student and Volunteer Acknowledgement Checklist

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|-------------------------|
| Name: |
| Institution: |
| Placement Dates: |

| Orientation Pack | Included |
|--|---------------------|
| Student/Volunteer Policy | |
| Student/Volunteer Detail Form | |
| Working With Children Check Information | |
| Student/Volunteer Handbook | |
| Student/Volunteer Timesheet | |
| Centre Philosophy | |
| Orientation | Discussed Yes/No |
| The Service | |
| Student/Volunteer Detail Form | |
| Working with Children Check Number – WWCC | |
| Introduced to Educators | |
| Shown where & how to sign in/out | |
| Explained roster configuration | |
| Shown staff room & explained breaks | |
| Shown the staff toilet & Facilities | |
| Explained hand washing procedure – how and when. | |
| Shown all store rooms and sheds | |
| Shown around the indoor and outdoor environment | |
| Shown the meeting point and location of all evacuation procedures | |
| Shown how to use kitchen appliances. E.g. microwave, oven, kettle etc | |
| Reinforced dress policy | |
| Communicated room routines and shown where these are displayed in each room | |
| Gone through student handbook, underlining the Service philosophy and expectations | |

| | |
|---|--|
| Explained qualifications highlighting fundamental duties and responsibilities | |
| Clarified management structure within the Centre | |
| Reinforced the Service’s Confidentiality Agreement | |
| Explained opening procedure and closing procedures | |
| Shown where copies of the Centre Policies are situated for future access and referral | |
| Explained the role of Department of Education and Training (Licensing/Regulations) | |
| Explained the Assessment and Rating process and National Quality Standards | |
| Smoking In The Workplace | |
| Centre Policies and Procedures | |
| Grievance | |
| Supervision | |
| Child Protection | |
| Respect for Children | |
| Sun Safety | |
| Behaviour Guidance | |
| Code of Conduct | |
| Procedures: | |
| Sleep Procedure | |
| Nappy Change Procedure | |
| Toddler Nappy Change Procedure | |
| Toileting Procedure | |
| Cleaning Procedure | |
| Sick Leave | |
| Supervision | |

Your supervisor is: _____

I have read and agree to abide by the Service policies and procedures outlined in the acknowledgement checklist.

Students Name: _____

Students Signature: _____

Date: _____

Supervisor Name: _____

Supervisor Signature: _____

Date: _____

Student Evaluation

Students Name:

Date:

Student's Signature:

| Feedback | Rating - circle (1 – Unacceptable - 10- Exceptional) | | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|----|
| Interactions with children | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Participation with families | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Programming | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Children's experiences | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Ensuring children's safety | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Health and Hygiene expectations | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Collaboration as a team | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Showing initiative | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Ability to ask questions | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Personal Appearance | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Ability to follow policies and procedures | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strengths

Areas for improvement
