



Grenfell Preschool
+ LONG DAY CARE CENTRE



Weddin Mobile
Preschool
Service

STUDENT AND VOLUNTEER POLICY

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.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service’s operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinations and educators members’ performance is regularly evaluated and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
120	Educators who are under the age of 18 to be supervised
145	Educators Records
149	Volunteers and Students
168	Policies and Procedures



Grenfell Preschool
+ LONG DAY CARE CENTRE



Weddin Mobile
Preschool
Service

170	Policies and procedures to be followed
172	Notification of change to policies or procedures

RELATED POLICIES

Code of Conduct Policy Child Protection Policy Child Safe Environment Policy Grievance Policy Staffing Arrangements Policy Privacy and Confidentiality Policy Family Communication Policy	Interactions with Children, Families and Educators Policy Work, Health and Safety Policy Bullying, Discrimination and Harassment policy Respect for Children Policy Supervision Policy Dealing with Complaints Policy
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PURPOSE

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.

SCOPE

This policy applies to children, families, educators, the Board of Directors, students and visitors of the Service.

IMPLEMENTATION

We have a strong commitment to provide a range of opportunities for volunteers and students to participate in programs and activities while adhering to clear guidelines regarding appropriate interactions and communication with staff, and other adults and children at the Service.

"In genuine partnerships families and educators' value each other's knowledge and roles, communicate freely and respectfully and engage in shared decision making" (Early Years Learning Framework, 2009).



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BOARD OF DIRECTORS/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, educators room and bathroom facilities including providing them with a *Student and Volunteer handbook*
- 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
- ensure work placement students or volunteers are never left alone with children or included in the ratio of adult to children
- ensure students and volunteers are aware that they must not discuss concerns, issues or complaints with families, guardians and/or visitors
- introduce the student or volunteer to educators
- assist the student or volunteer to complete the *Student and Volunteer Induction Checklist*
- show the student or volunteer where they can access the Service policies
- ensure the student or volunteer 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. ensure each student or volunteer holds a current Working with Children Check [or similar in each state/territory] prior to commencing their placement
- verify each student or volunteers Working with Children Check.



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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 positive role model, showing appropriate behaviour and conduct themselves in a professional manner
- guide the students or volunteers 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 and volunteers 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 or volunteer 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



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- learn strategies for working in a team environment
- learn and accommodate the expectations of qualified educators in the Service
- inform their room leader 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/school 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 room leader.
- adhere to all Service policies and procedures
- never remove a child from direct educators supervision.

PROBITY CHECKS

- All students and volunteers will supply identity details to the Nominated Supervisor
- All students and volunteers will complete a Working with Children Check [or similar in each state/territory prior to commencing their placement]
- All students and volunteers will have a meeting with the Nominated Supervisor to receive information regarding the following service policies:
 - Child protection
 - Privacy and Confidentiality
 - Dealing with Complaints
 - Grievance
 - Work, Health and Safety
 - Code of conduct
 - Safe Transportation
 - Photography



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- Social Media

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 STUDENT PRACTICUM OR VOLUNTEER PLACEMENT

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

- 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
- is observed using repeated inappropriate behaviour at the Service
- does not comply with all points in the *Student and Volunteer Handbook*
- 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.

RESOURCE

Childcare Centre Desktop- Human Resources

Student and Volunteer Handbook

SOURCE

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

Education and Care Services National Law Act 2010. (Amended 2018).

Education and Care Services National Regulations. (2011).



Grenfell Preschool
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Fair Work Act 2009 (Cth).

Fair Work Commission: Anti-bullying jurisdiction.

Guide to the National Quality Framework. (2018). (Amended 2020).

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

Revised National Quality Standards. (2018).

Safe Work Australia. (2016). [Guide for preventing and responding to workplace bullying](#)

TAFE NSW [Student responsibilities in work placement](#)

Work Health and Safety Act, 2011.

REVIEW

POLICY REVIEWED BY	Kim Durham	[POSITION]	14 th OCTOBER 2021
POLICY REVIEWED	OCTOBER 2021	NEXT REVIEW DATE	OCTOBER 2022
MODIFICATIONS	<ul style="list-style-type: none"> • edits to ensure consistency of student and volunteer throughout policy • additional policies added for student and volunteer checklist 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
OCTOBER 2020	<ul style="list-style-type: none"> • Supporting resource added- Student/Volunteer Handbook • Additional sources added and links edited/checked • Reviewed and attached Appendix 1: Student and Volunteer Acknowledgment Checklist 		OCTOBER 2021
OCTOBER 2019	Unnecessary capitalisation replaced with lower case for 'students' and 'volunteers' throughout document Sources checked and updated Minor punctuation and wording edited Related policies added		OCTOBER 2020
OCTOBER 2018	Introduction re-worded References corrected, added &/or updated Sources/references alphabetised Rearranged the order of points for better flow.		OCTOBER 2019
OCTOBER 2017	Updated references to comply with the revised National Quality Standard		OCTOBER 2018
AUGUST 2017	Terminology improvements made to support clearer understanding and implementation		OCTOBER 2018