

26.1 Students, Volunteers & Contractors Procedure

Quality Area 4: STAFFING ARRANGEMENTS

Standard 4.2.1 Professional standards guide practice, interactions and relationships

PURPOSE

Story House Early Learning values the contributions made by students, volunteers and external contractors who spend time at and contribute to our services and programs. Students, volunteers and external contractors assist with building connections with the community and supporting children and families.

We are committed to maintaining a safe and supportive environment for children, staff and all visitors. For this reason, it is vital that all students, volunteers and external contractors undertake a comprehensive induction and appropriate checks are completed before commencing working with children / undertaking duties.

SCOPE

This procedure applies to all children, educators, visitors and management of the Service

IMPLEMENTATION

Service Manager /Nominated Supervisor will:

- Ascertain the service’s ability to support having a student or volunteer as part of the program provision. This decision will be based on the service’s ability to effectively oversee, mentor and guide the practice of these external parties
- Consider the following:
 - Impact of additional adults within the program – implications for children and educators
 - Benefits of taking students from a variety of courses and training organisations, e.g. certificate III, diploma, degree
 - Allocation of students to different rooms and programs – the experience of educators (supervisors) should be considered as it may not be appropriate to allocate a student/volunteer to a new graduate or inexperienced educator
 - Allocation of placements across the year
 - Clarification regarding placement requirements for the student, supervisor and service
- Formalise the paperwork, such as insurance, prior to the placement
- Organise a visit by the student/ volunteer or contractor prior to the commencement date
- Upon accepting the student, volunteer or contractor, receive copies of the person’s Working with Children Check or Blue Card and personal information such as emergency contacts
- Develop an individual file for the student, volunteer or contractor containing all necessary personal information including their name, address and date of birth
- Provide the student, volunteer or contractor with a thorough induction and document this accordingly keeping a record on file at the service
- Appoint a member of staff to act as the supervisor of the student, volunteer or contractor who holds their Diploma

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- Notify all families in attendance at the service of the attendance of the student, volunteer or contractor, outlining the period of attendance, days, reasons for and other relevant information, and display a photograph in the foyer area for families to see
- Introduce the student, volunteer or contractor to families
- Ensure each day of attendance, the student, volunteer or contractor signs in and out of the visitors register
- Ensure the student, volunteer or contractor is never left alone with children or given sole responsibility for children – this includes feeding, toileting or putting children to sleep in a separate sleep room. They are not to be included in the child: staff ratios unless it is an excursion
- Provide opportunities for the student to liaise with their supervisor about their performance and their study requirements
- Liaise with the relevant Registered Training Organisation or University in regard to the student’s progression towards their qualification and their practicum experience
- Ensure that students are adequately supervised at all times, and that the health, safety and wellbeing of children at the service is protected at all times
- Ensure that students comply with the National Regulations and all service policies and procedures, including the *Code of Conduct Policy*, while attending the service

Educators will:

- Act as a supervisor and mentor to students, volunteers and contractors who are undertaking work at the service
- Supervise the student, volunteer or contractor at all times
- Support the learning of the student, volunteer or contractor by explaining key policies and procedures and demonstrating how they are implemented within the service
- Ensure they are never left alone with children or placed in charge of a group of children
- Provide clear instructions to the student, volunteer or contractor about how work is conducted with children and families
- Provide information about how things are carried out at the service and the reasoning behind it – providing the theory, legislation or philosophy behind our work with children is part of the peer mentoring process
- Providing regular feedback, including strategies to improve practice
- Role modelling the practices you want the students, volunteer or contractor to demonstrate and learn
- Clarifying study requirements and regularly checking on the student’s progress
- Set aside time to meet with the student and discuss their progress
- Complete relevant paperwork for the student’s RTO if required
- Organise a suitable time to meet with the student’s training supervisor if required – communicating honestly about the student’s skills and progress
- Understand the assessment requirements of the student and provide them with feedback and support along the way
- Contact the training organisation if further clarification is required about the placement or if you have concerns about the student

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