

WODEN EARLY CHILDHOOD CENTRE

VOLUNTEERS, RELIEF STAFF AND STUDENTS POLICY

POLICY STATEMENT: *Woden Early Childhood Centre is a high quality community based long day care centre which provides care for 61 children on any given day. At Woden Early Childhood Centre we welcome students and new relief staff and volunteers to our centre. We like to offer these people the opportunity to experience high quality centre based care. We expect relief staff and students placed at the Centre to strive to become part of the team. The Centre has aims which may assist volunteers, students and relief staff in their time at the centre.*

This policy supports inclusive practices at Woden Early Childhood Centre. Please refer to the inclusion Policy.

RATIONALE: The Code of Ethics states that : “In relation to my colleagues I will: 1.

Encourage my colleagues to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours.

2. Build collaborative relationships based on trust, respect and honesty.
3. Acknowledge and support the personal strengths, professional experience and diversity which my colleagues bring to their 4. work.
4. Make every effort to use constructive methods to manage differences of opinion in the spirit of collegiality.
5. Share and build knowledge, experiences and resources with my colleagues.
6. Collaborate with my colleagues to generate a culture of continual reflection and renewal of high quality practices in early childhood.

In relation to students I will

1. Afford professional opportunities and resources for students to demonstrate their 2. competencies.
2. Acknowledge and support the personal strengths, professional knowledge, diversity and experience which students bring to the learning environment.
3. Model high-quality professional practices.
4. Know the requirements of the students’ individual institutions and communicate openly with the representatives of that institution.
5. Provide ongoing constructive feedback and assessment that is fair and equitable.
6. Implement strategies that will empower students to make positive contributions to the workplace.
7. Maintain confidentiality in relation to students.”

SCOPE: This policy applies to all families with children attending the Centre and all Staff including students and volunteers.

RELEVANT LEGISLATION: *ACT centre based Children’s Services conditions 2000, 1.18, Section 3 (staffing)*

QUALITY ASSURANCE SYSTEM: *Quality Improvement and Accreditation System – Practices Guide PRINCIPLES 1.6, 5.2, 7.1, 7.2*

LOCATION OF INFORMATION: This information is made available to all families and staff during the orientation process. It is included in the CD Policy given to each family and staff member on orientation as well as being mentioned in the family handbook and staff handbook. Printed copies can be made available on request for those families without computer access.

Source Documents:

Early Childhood Australia, The Code of Ethics 2006, retrieved from www.earlychildhoodaustralia.org.au on 3 December 2008

POLICY REVIEW

This policy is reviewed on a biannual basis both by the Centre's staff and then by families. Once the Policy has been reviewed and changes are made it goes to the management committee for ratification. Please refer to the Policy development and review policy

Date endorsed by Committee: 24.3.09

Date to be reviewed: 24.3.10

Who is a volunteer?

A Volunteer is a person who assists with the centre's routine and activities without being remunerated for their assistance.

Who is a relief worker?

A relief worker is a person who is employed by the centre on a casual basis to cover for permanent staff who are unwell, on holidays or on training. These staff are paid award rates for time worked.

Who is a student?

A student is someone who has been placed within our centre by an education facility.

An on-duty staff member always needs to be present when volunteers or students are in attendance.

Procedure for volunteer applicants

The Director is to arrange an interview to discuss the roles and responsibilities inherent in volunteering. On review, if a person is found to be "unsuitable" by the majority of staff and the director, the person will be notified.

A guide for relief staff, students and volunteers

The staff at Woden Early Childhood Centre aim for the following and we ask that students, volunteer and relief staff aim for these too.

- Provide opportunities for the children to express their creativity freely;
- Provide an educational environment where the children can develop physically, intellectually, emotionally and socially through informal and formal planned experiences;
- Provide a warm, caring, safe and stable environment;
- Help develop the child's self esteem and self confidence;
- Support the development of language skills and to extend them;
- Encourage the child to try out new activities and experiences;
- Teach the children to accept and respect limits and "rules";
- Help the child to respect differences in others;
- Learn through sharing experiences with other children;
- Instill trust in staff at the centre;

- Instill a sense of security in children whilst in the child care setting and
- Equip the child with skills necessary to function in later school experiences.

Expectations of Students

Woden Early Childhood Centre believes that prac placements are vital in developing work based skills for students. The staff support and assist students during their placement. We aim to provide students with the opportunity to experience first hand the unique nature of child care and to provide a supportive environment so that the students will gain and develop skills needed to provide centre based care to children.

- It is the responsibility of the student to ensure all appropriate paperwork is given to the Room Leader/Work Place Supervisor in their room;
- Be guided by the staff in the room regarding routines, behaviour management and appropriate activities;
- Sit on the floor or at a table to be at the children's level;
- Communicate calmly and quietly, and where needed use constructive methods when dealing with behaviour management;
- Let the children create freely. Don't model art work for them;
- Get down to the children's level, enjoy their company. Extend and involve yourself in their play;
- We expect the student to act in a way which stimulates the children's curiosity and desire to learn;
- Encourage children to solve their own problems, but provide encouragement and help when needed;
- Encourage children to develop pride in themselves, their abilities and their accomplishment, no matter how big or little;
- Encourage children to make their own choices regarding activities and equipment, within the rooms program;
- Help children to share equipment and space;
- Give children opportunities to play cooperatively with peers; promote child centered play;
- Listen to individual children;
- Foster children's enthusiasm in communicating with peers and staff;

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- Ask open end questions that encourage creative, thoughtful or imaginative answers and
- Enjoy the children's creations; assist with activities and experiences which give fun and pleasure;

GUIDE FOR RELIEF STAFF, VOLUNTEERS AND STUDENTS

DO'S

- Show initiative and ask questions. We are here to help, and are always looking for new ideas;
- You need to have 360' vision at all times and take responsibility for the children you are with;
- We want you to join in with the children and have fun; this should be a happy and rewarding time for you.
- Report any accidents you witness to a room leader/staff member immediately;
- Maintain confidentiality about the centre's clients;
- If parents pass any information on to you, please redirect them to a permanent staff member;
- Wear appropriate clothing and foot wear, backless shoes are not appropriate.

DON'TS

- Attach yourself to a specific child to the exclusion of others;
- Stay in one area with your back to the majority of the children;
- Be a clock watcher. Child care is presumably your chosen field, be happy in it. Children respond to "givers";
- Raise your voice unnecessarily. If you need to say "No" to a child, give a reason "why not";
- Use **any** physical punishment as a form of behaviour management;
- Sit on tables;
- Call children "kids", please call them "children", it shows we respect them.

We expect volunteers, relief staff and students placed at the Centre to strive to become part of the team.

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National Childcare Accreditation Council Source Book Quality Area 1
Principle 1.6
Human Rights ~ Equal Opportunities Commission

Update 17/09/06