

STUDENT & VOLUNTEER HANDBOOK

GLEN DHU



**CHILDREN'S
SERVICES**

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'GlenDhu Childrens Services Our Journey

The backbone of any Service is the statement of philosophy; this document guides educators on practices, families, our goals and standards, and the greater community that makes our Service unique.

We know what matters – we are connected with and have an understanding of our children, families, community, environment, and each other. Combined this creates a strong foundation and provides us with a focus for our work. We know what matters, and this makes our place unique and is unable to be replicated elsewhere.

- GlenDhu Children's Services is a unique education and care service, committed to attaining quality outcomes and maximising potentials for children, families, educators, and the community.
- The rights and best interest of the holistic child underpin our pedagogy. We advocate for and empower them to express their voice, personality, motivations, interest, strengths, and abilities.
- We maintain high expectations of each child and acknowledge that children are successful, competent, and capable learners with autonomy, agency, cultural and linguistic rights.
- We promote integrity, partnerships and powerful connections between children, families, educators, and community.
- We place an emphasis on developing children's sense of identity, belonging and wellbeing in a safe, inclusive equitable and diverse environment.
- We trust children to exercise their independence and responsibilities, testing out their individual limits and capabilities and building their problem solving, self-regulation and resilience skills. Educators actively listen and respond to children's needs, using dynamic intentional teaching practices and provocations that are deliberate, consistent, and purposeful.

Our people matter – and are the cornerstone of quality. A commitment to honouring their skills, providing growth opportunities, and capitalizing on their wisdom and knowledge at our place. Our collective commitment to remaining informed by existing and emerging research supports our everyday work and journeying towards transformative practices.

- Our dedicated responsive Educators foster and promote strong attitudes and dispositions for lifelong learning, supporting children to build solid foundations.
- Our Educators share the same vision for children, working collaboratively and sensitively with children to develop respectful, nurturing and trusting relationships that allow children to feel safe, secure, supported and acknowledged. Continuity of learning and transitions are paramount.

Learning never ends – through our ongoing commitment and growth both personally and collectively, supported by reflective thinking, a mind defined as curious and a belief that success is in part attributed to persistence when encountering an intellectual challenge.

- We promote learning in a social context, fostering a learning community that values the process of learning through collaborative play, discovery, child led inquiry and research
- Children are able to construct their own theories and understanding of the evolving world in which they live, with the space and time to engage, explore, consider, and revisit learning.
- Educators continuously reflect on their role in children's learning and assessment, drawing on their own views and understandings of early childhood theory, research and practice to develop a cycle of ongoing learning. Educators ensure children's learning is valued and made visible through meaningful documentation.
- Our Educators acknowledge the importance of professional development and ongoing learning opportunities. We engage in ongoing reflective practice that informs and enriches decision making about children's learning, educator practice and pedagogy. We offer opportunities for leadership and mentorship within our service and the wider community and celebrate our collective achievements and successes.

We become who we are through others – and these relationships are defined as democratic and respectful. Our relationships weave us to aboriginal histories, the story of the land and environments we are located on, family cultures and individual stories and journeys. In working in this way, we commit to working and walking in solidarity with each other as we journey together into the future.

- We support parents and/ families in their role as the first and foremost influential caregivers and teachers, with the right to make decisions about their child. We develop and maintain respectful and genuine relationships with families and collaborate in shared decision making, in order to ensure that all children’s learning and experiences are progressive and meaningful.
- We are dedicated to developing cultural competence, acknowledging, and celebrating our connection to place and promoting a respectful understanding of the richness of cultures in our local community
- We incorporate Aboriginal perspectives throughout our program, working respectfully with the culture, language, stories, and truths of Australia’s First Peoples.

We honour Mother Nature as a source of life – she provides us with the oxygen we need to survive, and we give back to her through how we work. This honouring is done through a commitment to nature, cultivating a nature-based pedagogy and a growing consciousness of the impact we have on this life source.

- We provide opportunities for children to build meaningful connections unique to our community context, to ensure that they have opportunities to exercise their roles as active global citizens with shared responsibilities to their environment and community.
- We are conscious of our carbon footprint and continually support and adopt practices that minimise our effect on the environment. We model respect, care and appreciation for the natural environment and use evolving knowledge to cultivate our own nature pedagogy, which aims to strengthen our community’s connection to nature.

Beauty is a right – and as such our children deserve a space of beauty, spaces which induce the human spirit with wonderment, and a space which challenges and stretches our physical and intellectual capacity. Beauty is a necessary companion for a child in their early childhood experience.

- We believe the environment is the third teacher. Children deserve indoor and outdoor environments and natural play spaces and materials, that are intentionally beautiful, authentic and interesting, which evoke curiosity, imagination, creativity, wonder and inspiration. Elements of appropriate challenge and risk-taking are interwoven in our environments, emphasising the important acquisition of life skills.

Child Safe Organisation

Glendhu Children’s Services aims to support the active participation of children in our service. We support and respect our children, their families and our employees. We promote a child safe environment that is inclusive, transparent and promotes children’s participation. Children’s safety is paramount, and we aim to take all practical steps to protect children from all types of abuse, harm and neglect. We understand our responsibilities and statutory duty of care to comply with both the Child Safe Standards and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.

All staff, students and volunteers, carry out their responsibilities as mandatory reporters as required by law under the Children and Young Persons (Care and Protection Act 1998) and maintain up to date with knowledge of child protection law and the Child Safe Standards.

Our staff are recruited through a rigorous and consistent screening and selection process to ensure they display the right personal qualities and experiences to provide high quality supervision and care to children. All staff are required to provide a current Working With Children Check before beginning employment.

Code of Ethics

IN RELATION TO CHILDREN, I WILL:

- act in the best interests of all children
- create and maintain safe, healthy, inclusive environments that support children’s agency and enhance their learning
- provide a meaningful curriculum to enrich children’s learning, balancing child and educator-initiated experiences

- understand and be able to explain to others how play and leisure enhance children’s learning, development and wellbeing
- ensure childhood is a time for being in the here and now and not solely about preparation for the future
- collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity
- value the relationship between children and their families and enhance these relationships through my practice
- ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin
- negotiate children’s participation in research, by taking into account their safety, privacy, levels of fatigue and interest
- respect children as capable learners by including their perspectives in teaching, learning and assessment
- safeguard the security of information and documentation about children, particularly when shared on digital platforms.

IN RELATION TO FAMILIES, I WILL:

- support families as children’s first and most important teacher and respect their right to make decisions about their children
- listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children’s learning, development and wellbeing
- develop respectful relationships based on open communication with the aim of encouraging families’ engagement and to build a strong sense of belonging
- learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship system
- respect families’ right to privacy and maintain confidentiality.

IN RELATION TO COLLEAGUES, I WILL:

- encourage others to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours
- build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect and honesty
- acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills
- use constructive processes to address differences of opinion in order to negotiate shared perspectives and actions
- participate in a ‘lively culture of professional inquiry’ to support continuous improvement
- implement strategies that support and mentor colleagues to make positive contributions to the profession
- maintain ethical relationships in my online interactions.

IN RELATION TO COMMUNITIES AND SOCIETY, I WILL:

- learn about local community contexts and aspirations in order to create responsive programs to enhance children’s learning, development and wellbeing
- collaborate with people, services and agencies to develop shared understandings and actions that support children and families
- use research and practice-based evidence to advocate for a society where all children have access to quality education and care
- promote the value of children’s contribution as citizens to the development of strong communities
- work to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children
- advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.

IN RELATION TO MYSELF AS A PROFESSIONAL, I WILL:

- base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work
- take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society

- engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession
- work within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications
- encourage qualities and practices of ethical leadership within the profession
- model quality practice and provide constructive feedback and assessment for students as aspiring professionals
- mentor new graduates by supporting their induction into the profession
- advocate for my profession and the provision of quality education and care.

source: ECA Code of Ethics, Early Childhood Australia

Service Details

Our Service operates 52 weeks of each year between the hours 7.30am – 6.00pm Monday to Friday. The Service is privately owned and was established in 1993 The owner’s names are: M & A Reid/Prewer Family Trust A/T GlenDhu Children’s Service Pty Ltd,

Mel Reid
APPROVED PROVIDER/Nominated

Melissa Vanderzwan
EDUCATIONAL LEADER

Licensing Details

We are licensed for 40 children per day within our Service allocated as follows:

Blue Gums 0-16 months	Banksia 16 months – 3 years	Waratah -
6	14	20

(Ratios are maintained as per the Education and Care Services National Regulations at all times.)

Rosters are dictated by many influences; one important consideration is the arrival and departure times of children.

Governing Bodies

Our industry’s national body that ensures high quality early childhood education and care is ACECQA (Australian Children’s Education and Care Quality Authority). They facilitate the National Quality Framework that is underpinned by the National Quality Standards, Education and Care Services National Law, Education and Care Services National Regulations, the Early Years Learning Framework

Education and Care Services National Law and National Regulations

This set of regulations guides our practices when considering and developing our policies, practices and procedures. It is vital that you are aware of the Regulations and Amendment Regulations. There are copies available in our office or online:

Education and Care Services National Law Act 2010. (Amended 2018). [Education and Care Services National Regulations.](#) (2011)

National Quality Standard

The National Quality Standard was informed by research about best practice and the way in which high quality education and care contributes to positive outcomes for children. It comprises quality areas, standards and elements. The seven quality areas in the National Quality Standard are:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance and leadership

Within these quality areas sit Standards and elements that guide our practice. We will be assessed by this document and rated with:

- Significant improvement required
- Working towards National Quality Standard
- Meeting National Quality Standard
- Exceeding National Quality Standard
- Exceeding National Quality Standard

The quality rating we receive must be displayed at our Service and is published on the national registers on the ACECQA website.

To achieve our expected level of quality in our Service, you must be aware of the National Quality Framework and Standards. There is a copy of the Guide to the National Quality Framework in our office or online:

https://www.acecqa.gov.au/sites/default/files/2020-01/Guide-to-the-NQF_2.pdf

The Early Years Learning Framework

The Early Years Learning Framework is the first National learning framework that recognises children learn from birth. In all our interactions, we must be mindful of *Belonging, Being and Becoming*, including the principles, practices and learning outcomes. All of our programming, observations, planning, and reflection is based on this framework. There is a copy in each room, staff room, and office. It is also available online: [Belonging, Being and Becoming The Early Years Learning Framework For Australia.](#)

This holistic approach in our learning environment allows educators and families to work together in planning and reflecting on each child and seeing their development as an ongoing journey that ebbs and flows naturally, supported by intentional teaching practices that is documented, scaffolded and nurtured to cultivate the best potential outcomes.

We share this information with families in a number of ways including observations, daybook entries, project workbooks, verbally, in newsletters, information sheets and formal family meetings. We view information sharing as one of the most critical strengths of our service supported by a professional approach and strict confidentiality.

Curriculum, Learning and Development

Team Leaders program for a variety of experiences in both the indoor and outdoor environment, giving children the opportunity to practice and challenge their development, whilst catering for individual interests, strengths, and developmental needs. Information is gathered from families upon enrolment and updated at regular intervals, regarding the child's needs, interest and family background. This information is treated confidentially and allows Educators to provide experiences that interest and extends children's current development.

Documentation is carried out by the educators on the children, of their learning. This information is used to program suitable experiences that scaffold on previous observations. The programs are displayed within the Service for parents and visitors to view.

The learning environments are set up with designated areas, which remain the same for consistency, only changing to support children's interests or safety. The children are provided with a large range of choices of activities and are responsible for packing away these activities when they are finished, with the support of educators. We wish to instil in children care and respect for their equipment.

Daily Rhythm/Flow of the Day

We are influenced by the work of the Steiner program and use a 'rhythm/flo of the day to guide us through our routines and transactions. This is displayed in each room to ensure consistency and ensuring the children's needs are being met: however, the children and their needs and interests dictate us. Progressive meal times enable us to support children with their dietary requirements and not effect the whole group's learning. We do not withhold food for a child who is hungry or insist that a child separates from an activity that they are engaged in. Likewise, we may spend more time outdoors in fine weather if the children are engaged in the experiences.. Our day, like our approach, is open ended; there are no predetermined outcomes, expectations or limitations (except in regards to safety & supervision).

Professional Growth and Development

Glendhu Children's Services has a responsibility to our stakeholders to ensure that all of our students and volunteers are kept up to date with changes and advancements in the early childhood industry. Our responsibility is to ensure you are properly trained to embrace the role you are expected to undertake once your education has been completed. The service's Educational Leader will work with you to outline work placement requirements.

Your responsibility is to take the opportunity to extend your knowledge, reflect on your pedagogy and look for ways to improve your practice. Additionally, it is expected that you will ask questions when unsure and remain up to date with all required tasks.

Induction and Orientation

An Induction and Orientation will occur prior to your placement. This includes an explanation about our service, policies, familiarisation with programming and documentation, and an introduction to the children. Continuity and security in the service environment for the children is always protected.

Your induction will also include Child Protection information, a WHS induction, and an Emergency and Evacuation induction.

Working with Children Check

Anyone in child-related work, including student placements and volunteers, must have a current Working with Children Check In TAS a minimum payment is required for students and volunteers. It is your responsibility to ensure you have a valid card before your begin your placement.

Mentor / Service Supervisor

Each student / volunteer will be allocated a mentor/Service supervisor who will guide and provide information required. If the student or volunteer requires assistance they are to first go to their Service supervisor before going to management.

Confidentiality

Students and Volunteers are to use discretion and to maintain confidentiality. Any breach of this confidentiality could result in a charge of misconduct. However, confidentiality cannot be guaranteed in the following situations: if it is considered that someone is in danger, if disciplinary action or criminal investigation might be necessary; or if employer liability might be involved. All staff members, including volunteers and students have an obligation to report relevant allegations of a child protection nature as part of the Reportable Conduct Scheme.

No action will be taken against the person about whom a formal complaint is lodged until they are made aware of any allegations so that they may respond.

Duty Responsibilities

You have general responsibilities that relate to the administration side of the Service. You must:

- Sign in on arrival and out on departure
- Report any hazards promptly
- Report an accident you are involved in (the forms are available in the office). It must be completed on the day unless there is a medical reason preventing you to do so plus it must be co-signed by another staff member who witnessed the accident. This is to be given to the Nominated Supervisor who will be directed by Work Cover legislation on what action needs to follow.
- Follow our Sun Safety requirements
- Be actively supervising children at all times

Work Placement Guidelines

We operate and maintain a high-quality service and we expect you will conduct yourself in a professional manner at all times. Failure to do so may result in your placement being terminated.

RESPECTFUL AND AUTHENTIC RELATIONSHIPS WITH FAMILIES AND COLLEAGUES

GlenDhu is renowned for its warm, friendly and professional approach by our employees. The Service strives for a happy working environment among all colleagues. Please treat our Educators, children and families with the respect and courtesy you would like to receive yourself. Please do not use obscene or offensive language within the workplace. GlenDhu offers an equal opportunity workplace free from discrimination or harassment. Those found using obscene or offensive language, practicing discrimination, harassment, or vilification based on gender, race or religion will have their placement terminated.

VISITORS

Friends or family are not permitted to visit you at the Service whilst you are in attendance, unless Management has given prior permission. Your attention to the children and the required work placement tasks should not be compromised.

CLOTHING AND APPEARANCE

It is your responsibility to ensure that you look professional when presenting yourself at work. Please adhere to the following standards:

- You will be expected to wear clothing which is clean and in good condition
- Shoes must be enclosed with flat soles for safety (no high heels or wedges)
- Clothes must be suitable for movement, active play and messy play

- Skirts and dresses are not permitted unless leggings are worn underneath and shorts must not be any shorter than knee length
- No clothing with offensive logos or political statements are to be worn.
- Jewellery – one (1) earring per ear (small studs). No earrings for male staff
- Long hair is to be clean and neatly tied back. Ensure hair does not hang in your eyes
- Makeup is to be light and natural
- Fingernails are to be clean and well groomed
- Good oral hygiene and grooming is essential

PERSONAL TELEPHONE CALLS/MAIL

Students/volunteers are not authorised to use the Service’s phones for personal reasons unless in the case of an emergency. No personal mobile phones are to be used or carried during working hours. No personal mail or deliveries should be directed to the service.

USING THE INTERNET AND OTHER EXTERNAL ON-LINE SERVICES

Access to external on-line services, including the Internet as provided by the Service, is for authorised company use only.

Users of external on-line services are expected to maintain the highest ethical and professional standards in all communication transmitted or downloaded over each such service and will require permission from management.

SOCIAL MEDIA RESPONSIBILITY

The Service offers a Facebook page to its current families and staff as a communication tool. The administrator of the account is Management.

Students and Volunteers that have a personal Facebook account are not permitted to post any negative comments relating to the service, children, colleagues or families. If you choose to ‘like’ the Service’s page you have a responsibility to ensure that your profile picture is always an appropriate representation of an early childhood Educator. If it is not, please do not ‘like’ the page.

Students and Volunteers are advised that it is not recommend adding families, educators or staff of the Service as they will be seen still as a representative of the Service and held to the Service’s Code of Conduct on all posts on their private ‘wall’ if families have access.

Students and Volunteers are not permitted to request the ‘friendship’ of families from the Service.

Under no circumstances are students or volunteers permitted to post photos of the Service or any staff, children, or families of the Service on their social media.

SMOKING

Smoking is NOT permitted in or on surrounding areas of the Service. It is expected that at all times your clothes will be smoke free. If, after adequate warning a student/volunteer is found smoking their placement at the Service may be withdrawn. **GlenDhu Childrens Services** supports the Smoke Free Act 2000. The company and its employees will follow all conditions outlined in this act.

ALCOHOL AND DRUGS

GlenDhu Childrens Services is bound by the Education and Care National Regulations. As such, alcohol, drugs, or other substance abuse by employees can have serious adverse effects on their own health and the safety of others. As such, all students/volunteers must not:

- consume alcohol nor be under the influence of alcohol while working
- use or possess illegal drugs at any workplace
- drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances
- bring alcohol or any illegal drugs onto the premises

If an educator suspects a student or volunteer to be affected by drugs or alcohol, they will inform the Nominated Supervisor immediately, who will notify the student's RTO. No student/volunteer will be allowed to attend the Service under the influence of drugs or alcohol.

Students and Volunteers undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report this to the Nominated Supervisor. All issues pertaining to these matters shall be kept strictly confidential.

A breach of this policy may initiate appropriate action including the cancellation of employment.

CALLING IN SICK

If you are sick you must contact Management first thing in the morning before the commencement of your shift. Under no circumstances are messages to be left with other staff members. If you do not notify the Management and do not attend for your shift, it will be considered that you have abandoned your responsibilities and your placement may be withdrawn.

You must also follow your RTO's procedures and notify the nominated person of your absence. If your RTO requires you to 'make up' absent days, it is your responsibility to negotiate dates and times with Management.

IMMUNISATIONS

It is a condition of placement that we have a full record of your immunisation history and that we are kept updated throughout your placement.

MEALS AND SNACKS

If bringing your own food to the service, all students and volunteers must strictly adhere to the same rules as the children. That is, no 'junk food', take-away food, or soft drinks. Unless eating with the children, all food should be consumed on breaks in the designated lunch and morning tearoom, rather than in front of the children.

Before bringing food, please check with your Service Supervisor or the Nominated Supervisor regarding prohibited food due to children's allergies.

Student Expectations

Depending on the qualification and stage of qualification you are studying, you may already have knowledge of the following. However to ensure the smooth running of the room you are placed in, it is important that the following requirements are adhered to:

ASSESSMENT TASKS

As a student it is likely that you will have many assessment tasks to complete. It is your responsibility to negotiate a time with your Service Supervisor to discuss your assessment requirements. As educators are very busy this may mean these discussions can only take place early in the day or during the less frantic times such as rest time. Please show consideration to the children and program when approaching your Supervisor with questions.

If planning an experience or the weekly program, your Supervisor must view your documentation at least 24 hours in advance of implementation. This allows time for feedback and corrections to be made if required to ensure your ideas are appropriate for the children in your group. Likewise, if planning the program, your Supervisor may require you to include their own experiences, or experiences from another student.

Please also remember that we never force a child to participate in an experience. If your focus child does not wish to participate in an activity you have specifically planned for them, reflect on why this may have happened. Were you not following their interests? Did the experience not look attractive? Was it too easy or too hard for the child? Remember that we often learn more by evaluating what *didn't* work!

PERMISSIONS

It is likely that you will have to observe one or more focus children during your Work Placement. It is your responsibility to gain the parents' permission to observe their child/children. This may mean that you have to arrive at the Service earlier, or depart later in order to request permission in person. Educators and staff will not be responsible for giving parents permission forms, or 'chasing up' unreturned forms. Under no circumstances must observations be commenced without this permission. If your RTO has not provided you with an Observation Permission form, please speak to your Service Supervisor.

OBSERVATIONS

A normal part of each day in early childhood includes documenting observations of children. As you will undoubtedly have to observe children and/or focus children we remind you that this should occur subtly. As with our educators in the service, we expect you to take brief reminder notes throughout the day, and then write the observations up in full during breaks or of an evening at home. At no time is it acceptable to sit either with the children, or removed from the children (or room) writing extensive observations. As with everything, writing observations is something that takes time and practice to master, but this should not be at the expense of the children or program. If you have a specific type of observation to write that does require you to 'sit and write', please discuss this with your Service Supervisor.

We also ask that you keep your observations and notes in a safe place where parents or visitors are not able to see them. Remember that the children's and families confidentiality is of utmost importance at all times.

INTERACTIONS WITH CHILDREN

Whilst you are on Work Placement, our expectation is that you will spend the majority of your time interacting with the children. This means talking to children and joining them in their play and activities as appropriate. We do not expect to see you sitting away from the children just watching, or having personal conversations with other students. Please use your time with us to develop relationships with the children through your consistent interactions with them.

Additionally, you may find yourself becoming quite attached to a specific child; this could most likely be a focus child. However we ask that you treat all children equally, and do not devote excessive amounts of time to one child in particular. Each day, attempt to have at least one positive interaction with each and every child present in your room. Likewise, when joining in at group times, sit with the children, but do not allow or encourage a child to sit in your lap. Whilst we want you to create a bond with the children, it can be very difficult if a student gives a particular child 100% of their attention whilst on Work Placement, as when the student leaves, we frequently face the challenge of 're-settling' the child into care as they have become used to the constant One-on-one attention.

SUPERVISION

As a student you are not counted as part of the staff: child ratio so will never be left alone with a child or group of children. However, supervision is an important part of being an educator so we would like you to practice the skills you learnt regarding supervision. In particular:

- always place yourself where you can see the majority of the room or area. Sit or stand with your back to a wall or other boundary to ensure you see as much of the room/playground as possible.
- whilst interacting with children, still remember to frequently look up and around to scan the room. This is a skill that it is imperative to master for when you gain employment in the early childhood sector, so if you do this constantly it becomes habit.
- practice 'listening' to the children and sounds around you. For example, if a group of children go into a bathroom and then you can hear absolutely nothing, it isn't usually a good sign!

INAPPROPRIATE LANGUAGE

When communicating with the children think about your choice of words. While it is unlikely that you will purposely swear, there are some words that are best not to use. For example, many children and their families perceive words such as 'bum' and 'sexy' as 'swear words' so these words should be replaced with 'bottom' and 'pretty' (for example). If unsure, please consult your Service Supervisor.

COMMUNICATING WITH FAMILIES

We expect that you will greet the families of the service when they arrive and depart. However please ensure that your conversations remain professional and positive. For example you may tell the parents about positive aspects of

their child's day (e.g. He/she built a fantastic sand castle today, or he/she had a lovely time playing in our pretend supermarket).

However as a student, it is never acceptable for you to:

- tell parents about negative aspects of their child's day
- tell parents about the child's behavioural issues experienced during the day
- talk to a parent about a child that is not their own
- discuss the child's medical condition (unless authorised to do so by the Nominated Supervisor for an additional needs focus child)
- discuss the child's development
- provide details of any child to another parent. For example, if they ask you for a list of their child's friends and contact details to invite to a party, refer them to your Room Leader.
- give advice of any sort. For example, if a parent asks you if you think their child is ready for school, explain politely that you are a student and they need to speak to the Room Leader / Nominated Supervisor etc.

Relationship Management with Children

Please be familiar with our *Behaviour Guidance Policy* and procedures. While we do not expect you to take a leading role in guiding the children's behaviour there may be times when you are in a position to influence a child's behaviour. The main thing to remember is to tell children what to do, rather than what not to do. For example, "*remember, we walk inside*", rather than "*stop running*".

Creative experiences

Each day **children are** provided with a variety of creative experiences for the children. Expectations of students regarding arts and crafts experiences include:

- students will not participate in arts and crafts experiences. These experiences are provided for the children; it is therefore expected that students will interact appropriately with children as they are engaged in these activities.
- students are not to model arts and crafts experiences. This means that if you are interacting (for example) at the playdough table, you will not make models (e.g. figures) that the children could copy. This can have negative consequences as the children will want to copy what you have made (completely eliminating any creativity), but are unlikely to have the skills and dexterity to copy your model, and will either give up and go to another activity, or ask you to make the model for them. Either way, valuable learning opportunities for the child will be lost. If you feel you need to do 'something', demonstrate to the children how to roll the dough into balls, or how to make a 'snake' by rolling dough on the table. These are skills that can then be adapted by the children for a creative outcome.
- when writing children's names on artwork ensure that:
 - names are spelt correctly (if unsure ask an educator). Children's names are part of their identity so incorrectly spelt names are unacceptable.
 - ensure that the first letter of the name is written in a capital letter and all other letters are written in lower case, preferably in *Foundation style* handwriting.
 - always write the child's name in the top left-hand corner of the paper: In English we read from top-to-bottom and left-to-right, so this is one of the first steps in 'training' the child's eye to start reading from the top left corner.

INITIATIVE

Gone are the days when various tasks within a service were delegated to the 'assistant'. All staff members share the responsibility of maintaining the room in a presentable fashion. We therefore ask that if you notice something that needs doing, you use initiative and perform the task. For example, tidying craft tables (perhaps rolling playdough back into balls) when children have left the table, placing a new sheet of paper on the painting easels in preparation for the next child, or picking up a stray toy from the floor if you notice it. When everyone contributes to these matters without being asked, it makes for a much more pleasant day for both children and Educators.

General Responsibilities

- Do not become involved with politics or internal bickering, and treat all you see and hear as STRICTLY CONFIDENTIAL.

- All information shared with families and professionals is STRICTLY CONFIDENTIAL.
- Adhere to Early Childhood Australia’s Code of Ethics, which is a standard that you will be held to.
- Be aware of WHS policies and procedures. Safety is not negotiable.
- Know your responsibilities as a Mandatory Reporter; immediately report any child protection concerns to your Service Supervisor or the Nominated Supervisor.
- Always represent the Service in the manner that is reflected in this handbook.
- Be involved and an active contributor to the revising of policies and procedures and the Quality Improvement Planning workbook whenever possible.

Equal Employment Opportunity

GlenDhu Childrens Services is an Equal Opportunity Employer, and as such does not tolerate discrimination towards members of staff, children, or families under any circumstances.

Compliance

You are required to adhere to all Service policies and policies, and all requirements outlined in this handbook.

In particular we would like you to read and be familiar with the following Policies and Procedures:

- Code of Conduct Policy
- Grievance Policy
- Work Health and Safety Policy
- Child Protection Policy
- Child Safe Environment Policy
- Administration of first aid Policy

We maintain a genuine ‘Open Door’ policy at all times. If there are any problems at work, please do not hesitate to discuss them with the Nominated Supervisor if there is a conflict of interest.

General Policies and Procedures

The following policies are to be read and understood in conjunction with the contents of the Student and Volunteer Handbook:

- Control of Infectious Diseases Policy
- Hand Washing Policy
- Arrival and Departure Policy
- Anti-bias and Inclusion Policy
- Communication
- Relationship Management with Children
- Health and Safety Policy
- Student and Volunteers Policy
- Sun Safe Policy
- Privacy and Confidentiality Policy

GENERAL SAFETY REQUIREMENTS

(Use this information as a general guide only)

- Always work with safety in mind
- Be aware of any hazards and report them immediately
- Hallways and doors must always be kept completely clear. If something is left there, even for a moment, there may be a need to do an emergency evacuation and they could become a hazard.
- Walk, do not run (particularly up and down stairs)
- Do not stand on chairs or furniture – you may fall
- Open doors slowly – someone may be on the other side

- Do not leave your room without telling your Service Supervisor / Room Leader. This is for safety and security reasons
- Never remove a child from the group without the permission of your Service Supervisor / Room Leader
- Report all accidents immediately, no matter how small they might appear
- Practice good hand washing techniques
- Know the evacuation procedures for emergencies

CLEANING

- Improper use of Chemicals can be dangerous. Always read the directions on the packaging.
- Always adhere to the cleaning schedule in the Service. Do not introduce new products to the Service without approval from the Nominated Supervisor
- Never mix chemicals together
- Never put chemicals into unmarked containers
- Always follow manufacturer's directions (see Safety Data Sheets – they are available on site).
- Replace lids firmly on containers after use to stop accidental spills
- Do not sniff or taste the chemical
- Wash your hands immediately if you spill chemicals on them
- If in doubt, speak to the Nominated Supervisor about what you are handling and its correct use. By doing this, you will help prevent accidents from happening
- In the event of a chemical spill, isolate the area and advise the Nominated Supervisor.

ELECTRICAL

- Always check the equipment, particularly for frayed cords and plugs. If the cord is damaged do not use it and report.
- Always keep electrical leads and plugs out of water and away from dampness, to avoid an electrical accident (if you receive a minor shock, immediately stop using the equipment and have it checked).
- Keep power cords out of the way so that you do not accidentally trip on them
- Turn the power off before removing the power lead from the socket
- Hold the plug in your hand when disconnecting the lead. Pulling the plug out from a distance may cause damage to the equipment or the wall socket
- Do not use faulty equipment. Report it immediately to your supervisor.
- Do not attempt to fix anything electrical
- Do not tamper with any electrical installation
- Replace child safety sockets in the power point as soon as you are finished with the socket

SLIPS AND TRIPS

- Wear covered in shoes with slip resistant soles and heels. This will help to prevent falls and provide protection for your feet.
- Look for objects that could trip you
- Pick up objects and cover any item sticking up from the floor so as not to cause injury
- When using mops or brooms, leave standing in an upright position out of children's reach. If left lying down, they can be stepped on and cause injury
- It is critical that warning signs must be displayed on wet and slippery floors, where others may walk
- It is critical that you clean up spills immediately to avoid slips and falls. If you witness a slip and fall whilst on duty, whether it is a work colleague or visitor the appropriate paper work must be filled out immediately.

IMPORTANT: Safety is everyone's' responsibility – that includes you. **Think safety, work safely.** Report all accidents no matter how small and make your workplace a safe workplace.

Termination of Work Placement

TERMINATION WILL OCCUR FOR THE FOLLOWING BREACHES OF DISCIPLINE:

- reporting to the service under the influence of alcohol or drugs
- possessing or selling drugs at the Service
- immoral, immature, or indecent conduct while at the Service
- inappropriate use of company equipment and/or resources
- refusing to complete required tasks as directed
- possessing a dangerous weapon whilst at the Service
- bringing disrepute to the Service
- bringing disrepute to the relationship between a family and the Service
- disclosure of confidential information
- falsifying documentation
- fraternising with families
- taking, abusing or destroying company property
- interfering with work schedules, falsification of reports, documents or wages information
- failure to report for your placement
- walking away from your shift/responsibilities
- failure to follow policies and procedures, requirements of this handbook, and/or the Code of Conduct
- vulgarity, disrespectful conduct to families, management or colleagues
- making or publishing false, vicious, or malicious statements about any client, employee, supervisor, the company, or its services
- failure to hand in lost property is regarded as stealing and dismissal will follow. Lost property is to be handed to the Nominated Supervisor.

Please note that some of the above breaches may also result in the Service referring your details to the police or relevant authority.

Acknowledgement Form – next page

Acknowledgement Form

BY SIGNING THIS PAGE YOU ACKNOWLEDGE:

1. That you have read and will abide by the Student and Volunteer Handbook
2. That you have read and will abide by the Service’s Policy Manual in its entirety
3. That you have been introduced to the Service’s WHS Procedures and Reporting including;
 - o Room Checklist
 - o Cleaning Routines
 - o Storage of Hazardous Products
 - o Accident Reporting
4. That you have been introduced to the Service’s Programming Procedure and documentation
5. That you have been introduced to the families and children, you have been made aware of allergies, additional needs, cultural awareness and important and relevant background information.
6. You are aware of Child Protection Notification Procedures
7. You have provided evidence of current Immunisation status
8. You will ensure you have a current Working with Children Check prior to beginning a placement (note that you will not be required to pay for a Student on Professional Placement WWCC).

I _____ hereby acknowledge having received a copy, read and understood the Staff Handbook and Procedures and Policies of **GlenDhu Childrens Services** and:

I agree to abide by these requirements at all times.

I agree to study and become increasingly aware of National Quality Framework including, the National Quality Standards, the Early Years Learning Framework, Education and Care Services National Regulations, and Early Childhood Australia’s Code of Ethics.

SIGNED		DATE	
WITNESS		DATE	