



Students and Family Volunteers Policy and Procedures

Policy Number:	2020/48
Approved by:	Heritage Management Committee – 8 December 2020
Last reviewed:	July 2020
Next review due:	2023
National Law/ Regulations	National Law Section 169 National Regulations 168(2)(i)(iii); 10, 13, 122-123, 126, 145, 149, 157, 177, 358
National Quality Standard	Quality Area 4: Staffing Arrangements; Quality Area 7: Leadership and Service Management

Policy Statement

The Heritage Students and Volunteer Policy has been developed to meet all relevant legislative requirements and to provide guidelines for the engagement and participation of family volunteers and students at the service, while ensuring each child's safety and wellbeing is protected at all times. All students and family volunteers, while engaged in the programs and activities of the Heritage service, are required to follow this policy and associated procedures consistently, to interact and communicate appropriately with members of staff, other adults and children at the service, and abide by the Heritage Code of Conduct/Ethics at all times. Currently, Heritage does not engage volunteers from outside the Heritage community.

Students may participate in the programs at Heritage to observe, participate and experience the provision of an early education and care service as part of a practicum placement for a recognised early childhood qualification. Heritage values the participation of students and is committed to supporting connections with educational institutions to provide relevant opportunities. Heritage views it as a professional responsibility to support the early childhood education sector. Heritage ensures all student teachers provide their contact details and have current Working with Vulnerable Persons (WWVP) cards.

Heritage management aims to provide a range of opportunities for the participation of family members of enrolled children at the service and highly values their contribution to the education and care of their own, and other children, and views it as an important factor in providing a high-quality service. Heritage understands that building relationships with the community brings a range of people and experiences to the daily program. "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).

Family members may volunteer as members of the Management Committee or may occasionally attend the service to observe and support their child and their classmates during their day at Heritage or help on excursions. They may also share their knowledge or skills with children, help prepare materials or assist with administrative tasks. Heritage asks all family members to share on enrolment whether they have any special skills that they would like to contribute to the service. Heritage ensures that all family members who volunteer as Committee Office Holders, or more than 3 days in any 4-week period, or 7 days in any 12-month period, have current Working with Vulnerable Persons (WWVP) cards (see legislative background below).

Heritage acknowledges and recognises student and family volunteer contributions, with a mixture of formal and informal recognition strategies.

Legislative Background

Child Safe Environment

Heritage management understands it has a duty of care and legal obligation to ensure students on practicum and family volunteers are suitable to work with children, and that each enrolled child's health, safety and wellbeing is protected. This policy meets the requirement to have a policies and procedures in relation to the participation of volunteers and students on practicum placements (Regulation 168(2)(i)) and providing a child safe environment (Regulation 168(2)(h), including requirements that apply under the ACT's child protection laws.¹ The approved provider and nominated supervisor are also responsible for ensuring children are adequately supervised at all times (Section 165 of the National Law), and that they are protected from harm or hazard (Section 167).²

Heritage understands that under the *Working with Vulnerable People (Background Checking) Act 201 (ACT)*, there is a requirement to ensure that people over 16 who volunteer with vulnerable people such as children in early childhood services are registered with Access Canberra.³ In addition, to meet Regulation 358, prior to participation at an education and care service, a volunteer (aged 18 years or over) must be in possession of a Working With Vulnerable People card, unless they are under the direct supervision of an educator who is over 18 years of age and holds, or is actively working towards, an approved diploma-level education and care qualification.⁴ Heritage understands that under the law, family members who volunteer to help with the daily program of activities or on excursions are exempt from the need to have a WWVP card provided they do not volunteer for more than a total of 3 days in any 4-week period or 7 days in any 12-month period. However, Heritage requires them to sign a Student/Volunteer Declaration Form.⁵

Educator/Child Ratios

Heritage ensures the educator to child ratios are at least equal to the legal requirement in order to provide adequate supervision and does not include students and family volunteers in the ratios. Students and family volunteers are only engaged to complement, and never to replace paid educators and administrative staff. However, if the student or family volunteer holds or is actively working towards at least an approved certificate III level qualification (see above), Heritage understands they may be included in educator to child ratios if they are working directly with children,⁶ and have consented to this (Regulations 10, 13, 122-3 and 126). Records for students or volunteers who are counted towards ratios will be kept, including evidence that they hold, or are actively working towards, an approved qualification.

Supervision on Excursions

Heritage understands that, under the law, family volunteers may be counted towards the adult to child ratios for the provision of adequate supervision on excursions.⁷

Student/Volunteer Records

Heritage understands it is a requirement under the *Education and Care Services National Regulations 2011* that the service uses the staff record to document the details of all students and family volunteers. The staff record must include the full name, address and date of birth of each student or volunteer who participates at the service. (Regulation 149). (Attachment 1).

¹ Refer to: Child Protection Policy

² Refer to: Child Protection Policy; Supervision and Water Safety Policy; Work Health and Safety Policy

³ Refer to: References and Further Reading: Useful Websites

⁴ Refer to: Employment and Staffing Policy

⁵ Refer to: Attachment 1

⁶ Refer to: Definitions

⁷ Refer to: Excursions and Incursions Policy

Definitions

The terms defined in this section relate specifically to this policy.

Conflict of interest: An interest that may affect, or may appear reasonably likely to affect, the judgement or conduct of the volunteer, or may impair their independence or loyalty to the service. A conflict of interest can arise from avoiding personal losses as well as gaining personal advantage, whether financial or otherwise, and may not only involve the volunteer, but also their relatives, friends or business associates.

Duty of care: A common law concept that refers to the responsibilities of organisations to provide people with an adequate level of protection against harm and all reasonable, foreseeable risk of injury.

Family Volunteer: A family member of an enrolled child who willingly undertakes defined activities to support the education and care programs at a children's service in an unpaid or honorary capacity. These activities may include becoming an Office Holder of the Management Committee, direct contact with children, administrative tasks, or preparing materials or food.

Student: A person undertaking a practicum placement as part of a recognised early childhood qualification. This student will be supported by an educational institution in the completion of their placement.

Working directly with children: For the purposes of the National Regulation 13, working directly with children is defined as being physically present with children and directly engaged in providing them with education and/or care.

Working with Vulnerable People (WWVP) Check: The *Working with Vulnerable People (Background Checking) Act 2011* commenced on 8 November 2012 in the ACT. It requires those over 16 in the ACT to be registered with Access Canberra and have a background check if they undertake paid or voluntary work with vulnerable people such as children, the elderly or the disabled. The law is designed to help protect vulnerable persons from neglect or harm such as physical or sexual abuse. **Under the law, family volunteers in early childhood services are exempt from the need to have a WWVP card provided they do not volunteer for more than a total of 3 days in any 4-week period or 7 days in any 12-month.** (Section 12 of the WWVP Act outlines the circumstances under which a person does not need to be registered).

Policy Aim

This policy aims to:

- Ensure each child's health, safety and wellbeing is protected at all times.
- Provide guidelines for the engagement and participation of students on practicum and family volunteers at Heritage.
- Ensure all adults working with Heritage children, including students on placement and family volunteers are fit and proper.
- Ensure management processes related to the participation of students on placement and family volunteers are transparent, and accountability is clear.

Scope

This policy applies to the Management Committee, Director, Nominated Supervisors, Responsible Persons in Charge, educators, students on practicum, family volunteers, parents/guardians, children and others attending the programs and activities at Heritage Early Childhood Centre.

Rationale

Heritage recognises it has a duty of care to take all reasonable, practicable steps to provide the Heritage community with a safe and healthy work environment (*Work Health and Safety Act 2011*). In addition, this policy has been developed to comply with, but not limited to:

- The *Education and Care Services National Law Act (ACT) 2010*. Sections 167 and 169.
- The *Education and Care Services National Regulations (ACT) 2011*. Regulations 168(2)(i)(iii); 10, 13, 122-123, 126, 145, 149, 157, 177, 358.
- The *National Quality Standard for Early Childhood Education 2011*. Quality Area 4, Standard 4.1; Quality Area 7, Standard 7.1.⁸
- *Working with Vulnerable People (Background Checking) Act 2011 (ACT)*.
- *Working with Vulnerable People (Background Checking) Regulation 2012 (ACT)*.
- *Fair Work Act 2009 (Cwth)*

Strategies and Practices

Ensuring Adequate Supervision

Heritage management will:

- Be aware of protocols and guidance supplied by universities, TAFEs or RTOs in relation to students participating in the Heritage service.
- Consult with the student's training organisation and agree on the student's role at the service.
- Ensure students and family volunteers are always under the direct supervision of a suitably qualified educator and not left with sole supervision of individual children or groups of children.
- Ensure that students and family volunteers are not counted as part of the educator-to-child ratio.
- Understand that ensuring children are adequately supervised (National Law Section 165)⁹ involves not only meeting legislated staff ratios, but also taking into account each educator's experience, knowledge and skills, as well as their knowledge of children at the service. When planning staffing arrangements to ensure the safety, health and wellbeing of children, including adequate supervision, Heritage will take into account that:
 - Students on practicum placement, even if they are working towards an approved qualification, are likely to be less familiar with children and their families and have less knowledge about the service.
 - Students on placement are attending the service to learn about providing education and care and develop their skills.
- Ensure family volunteers do not assist children with toileting or nappy changing unless they are the child's parent or guardian.

Working with Vulnerable Persons (WWVP) cards

- Heritage ensures that all students have current WWVP Cards and the details have been sighted and recorded in the staff record.
- Heritage management ensures all family members who volunteer as Committee Office Holders, or for more than 3 days in any 4-week period, or 7 days in any 12-month period, have current WWVP cards and the details have been sighted and recorded in the staff record (Regulation 358).

Ensuring Continuity of Care

To ensure quality education and care for children while also allowing opportunities for students and volunteers to participate at the service, Heritage will:

- Consider how the involvement of volunteers and students may affect children's experiences and their learning and development (National Quality Standard, Element 4.1.1).¹⁰

⁸ Refer to: Appendix 1. Relevant National Law, Regulations and Quality Standards

⁹ Refer to: Appendix 1: Relevant National Law, Regulations and Quality Standards

¹⁰ Refer to: Appendix 1: Relevant National Law, Regulations and Quality Standards

- Continuity of educators is important for children's wellbeing and development, enabling them to build trusting, secure relationships (National Quality Standard, Element 4.1.2)

Procedures for Students on Practicum

Students on work experience will be expected to:

- Consult with Heritage staff regarding the times they will attend.
- Sign the Visitors' Book on arrival and departure.
- Read and sign the Heritage policies and procedures and Heritage Code of Conduct/Ethics as set out in the **Relief Educator Handbook**.
- Sign a contract agreeing to adhere to all Heritage policies and procedures.¹¹
- Be open and honest when dealing with staff in regard to any issue which may affect their work at Heritage.
- Work co-operatively with their Room Leader and team.
- Ensure any written work is progressing and up to date.
- Be on time or phone if they are going to be absent.
- Make up any day they are absent while on practicum.
- Maintain confidentiality at all times.

Procedures for Family Helpers and Volunteers

The Director and Room Leaders must ensure that family volunteers:

- Sign the Visitors' Book on arrival and departure. The Director will regularly audit the visitors' book and add details to the Staff Record as required.
- Sign the Student and Family Volunteer Declaration Form (Attachment 2).
- Where they volunteer for more than a total of 3 days in any 4-week period or 7 days in any 12-month period, ensure they have WWVP cards.
- Are always under direct supervision of a suitably qualified educator.
- Are in view of educators at all times.
- Are not asked to perform tasks:
 - That they are untrained, unqualified or too inexperienced to undertake.
 - That put the children or themselves in a vulnerable or potentially unsafe situation.
 - Where there is a conflict of interest.
- Are not left alone with children.¹²
- Do not assist children with toileting or nappy changing unless they are the child's parent or guardian.
- Respect confidentiality during their time on the premises.
- Respectfully and appropriately communicate with staff, other adults and children at all times.
- Comply with all Heritage policies and procedures.

Induction Procedure for Students and Regular Family Volunteers

Heritage will ensure that before students on practicum and family volunteers begin helping at the service, they:

- Undertake an induction to the service and complete an induction checklist and ensure it is stored with the staff record. (Attachment 2).
- Are provided with a copy of the Relief Educator Handbook and sign the Heritage Code of Conduct/Ethics.

Working Conditions

- Students and regular family volunteers must only be engaged by the Heritage service to complement, not replace, the work of paid staff.
- Heritage management must never engage students or family volunteers to fill the place of an employee who is ill or on leave, or to fill a vacant, budgeted position.

¹¹ Refer to: Student and Family Volunteer Declaration Form (Attachment 2)

¹² Refer to: Child Protection Policy; Excursions and Incursions Policy

Heritage management must provide students and family volunteers with:

- A safe and well-managed workplace.
- Meaningful work experience with appropriate direction, supervision and training.
- Recognition for their contribution.

Heritage will ensure:

- The workplace is free from verbal, physical, sexual or emotional harassment of any kind.¹³
- Heritage management will ensure that copies of the Policies and Procedures are easily available for students on placement and family volunteers, including via access to the Members Section on the Heritage website.
- In the event of a dispute, the parties must attempt to resolve the matter by discussion as per the procedures in the Complaints and Grievance Management Policy. If unresolved, a party to the dispute may refer to ACT Regulatory Authority.

Record Keeping

In accordance with the Regulation 149, staff records must be kept by the Director or Responsible Person in Charge which contain the following information:

- Details of Working with Vulnerable Persons (WWVP) card for all students on practicum and all family members who volunteer as Committee Office Holders, or for more than 3 days in any 4-week period, or 7 days in any 12-month period.
- Details of all family volunteers and students, including their full name, address and date of birth. (Student Volunteer Declaration, Attachment 1).
- A record of each date and the times (hours) a student on placement or a family volunteer participates in the service as part of the staff roster.

Summary of Responsibilities

Role	Responsible for:
Management Committee	<ul style="list-style-type: none"> • Developing guidelines, in consultation with the Director, for accepting applications from students to work at the service and providing opportunities for families to volunteer at the service, based on the circumstances of the service. • Ensuring policies are in place to ensure that children being educated and cared for by the service are adequately supervised, and legislated educator-to-child ratios are complied with at all times (Regulations 123, 355, 360).¹⁴ • Ensuring that procedures are in place for sighting a Working with Vulnerable People Check as required for students, Office Holders on the Committee and regular family volunteers. • Ensuring that the staff record contains information for all students and family volunteers attending the service, with details of name, address, date of birth, days and hours of participation and details of the Working with Vulnerable People (WWVP) Check as required (Regulations 145, 147, 149). • Ensuring policies are in place to ensure that family volunteers/students and parents/guardians are adequately supervised at all times and that family volunteers/students and parents/guardians are not left with sole supervision of individual children or groups of children. • Ensuring policies are in place to ensure the health, safety and wellbeing of children at the service is protected at all times. • Ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for, except where this may pose a risk to the safety of children or staff, or conflict with any duty of the Approved Provider, Nominated Supervisor or educators under the law (Regulation 157).

¹³ Refer to: Heritage Philosophy; Code of Conduct/Ethics; Creating Inclusion and Equity Policy

¹⁴ Refer to: Employment and Staffing Policy

	<ul style="list-style-type: none"> • Developing a range of strategies, in consultation with the Director, to enable and encourage the participation and involvement of families at the service. • Providing students and family volunteers with easy access to the service policies and procedures, and a copy of the <i>Education and Care Services National Regulations 2011</i>, such as through the Members section of the Heritage website. • Ensuring that students and family volunteers comply with the National Regulations and all service policies and procedures, including the Heritage Code of Conduct/Ethics while participating at the service.
<p>Director/ Nominated Supervisor</p>	<ul style="list-style-type: none"> • Assisting the Management Committee to develop guidelines for accepting applications from students to work at the service and providing opportunities for families to volunteer at the service, based on the circumstances of the service. • Ensuring that children being educated and cared for by the service are adequately supervised, and the legislated educator-to-child ratios are complied with at all times (Regulations 123, 355, 360). • Ensuring that, as required, the Working with Vulnerable People Check (WWVP) has been read/sighted prior to the student’s/volunteer’s commencement at the service, and that details are included on the staff record (Regulation 358). • Ensuring that family volunteers and students are adequately supervised at all times, and that the health, safety and wellbeing of children at the service is protected. • Ensuring that family volunteers and students are never left with sole supervision of individual children or groups of children. • Ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for, except where this may pose a risk to the safety of children or staff, or conflict with any duty of the Management Committee, Director or educators under the law (Regulation 157). • Ensuring strategies are in place to enable and encourage the participation and involvement of families at the service. • Providing family volunteers and students with easy access to all service policies and procedures, and a copy of the <i>Education and Care Services National Regulations 2011</i>. • Ensuring that family volunteers and students comply with the National Regulations and all service policies and procedures, including the Heritage Code of Conduct/Ethics, while attending the service. • Developing an induction checklist for family volunteers and students at the service (refer to Attachment 1 – Sample induction checklist for family volunteers/students) • Ensuring that family volunteers and students have completed the induction checklist and have been provided with a copy of the Relief Staff Handbook. • Ensuring the service operates in line with the <i>Education and Care Services National Law and National Regulations 2011</i> with regard to the delivery and collection of children at all times.¹⁵ • Providing supervision, guidance and advice to the Heritage community to ensure adherence to this policy and related procedures at all times.

¹⁵ Refer to: Delivery and Collection of Children Policy

<p>Room Leaders and other Educators</p>	<ul style="list-style-type: none"> • Ensuring the health, safety and wellbeing of children at the service is protected at all times. • Ensuring that children being educated and cared for by the service are adequately supervised, and the legislated educator-to-child ratios are complied with at all times. • Ensuring that family volunteers and students comply with all service policies and procedures, including the Heritage Code of Conduct/Ethics, while attending the service. • Complying with the requirement that family volunteers and students and are not left with sole supervision of individual children (unless they are the child’s parent/guardian), or groups of children, • Enabling parents/guardians of children attending the service to access the service premises at any time the child is being educated and cared for except where this poses a risk to the safety of children and/or staff. • Encouraging the participation and involvement of parents/guardians at the service • Assisting family volunteers/students to understand the requirements of this policy and the expectations of the service.
<p>Students/ Family Volunteers</p>	<ul style="list-style-type: none"> • Ensuring they have provided all details required to complete the staff record. • Undertaking a Working with Vulnerable People Check and presenting a current WWCVP card as required. • Understanding and acknowledging the requirement for confidentiality of all information relating to educators and families within the service.¹⁶ • Complying with the requirements of the <i>Education and Care Services National Regulations 2011</i> and all service policies and procedures, including the Heritage Code of Conduct/Ethics while at the service • Undertaking the induction process and completing the Student/Volunteer Declaration and Induction Checklist (Attachments 1 and 2) prior to commencement at the service. • Following the directions of staff at the service at all times to ensure that the health, safety and wellbeing of children is protected.

Monitoring, Evaluation and Review

- This policy will be monitored to ensure compliance with its’ aims and legislative requirements, including checking staff records on a regular basis to ensure details are maintained.
- Complaints and incidents will be monitored in relation to this policy.
- This policy will be regularly reviewed as part of the service policy review cycle and when deemed necessary through the identification of practice gaps or legislative changes.
- Families and staff will be given opportunity and encouragement to be actively involved in the policy review process.
- In accordance with Regulation 172, Heritage will ensure families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family’s ability to utilise the service; the fees charged or the way in which fees are collected.

¹⁶ Refer to: Privacy and Confidentiality Policy; Heritage Privacy Statement

Related Policies

Name	Location
Child Protection Policy	Policy and Procedures Manual in Office, Main Entrance and Staff Programming Room.
Communication and Family Involvement Policy	
Creating Inclusion and Equity Policy	
Delivery and Collection of Children Policy	
Employment and Staffing Policy	
Excursions and Incursions Policy	Members Area of Heritage Website – Policies section.
Heritage Code of Conduct/Ethics Policy	
Heritage Philosophy Statement	
Interactions with Children Policy	
Privacy and Confidentiality Policy	
Supervision and Water Safety Policy	
Work Health and Safety Policy	

References and Further Reading

Legislative References

Australian Children's Education and Care Quality Authority (ACECQA). (2018). *Guide to the National Quality Framework.*

https://www.acecqa.gov.au/sites/default/files/2018-03/Guide-to-the-NQF_0.pdf

Australian Government Department of Education, Employment and Workplace Relations. (2009). *Belonging, Being & Becoming, the Early Years Learning Framework for Australia*

https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

Education and Care Services National Law Act 2011 (ACT). *Effective: 1 January 2018.*

<http://www.legislation.act.gov.au/a/2011-42/current/pdf/2011-42.pdf>

Education and Care Services National Regulations 2011 (ACT). *Current Version 1 Feb 2018.*

<https://www.legislation.nsw.gov.au/#/view/regulation/2011/653>

Other References

Access Canberra. (2019). *Working with vulnerable people (WWVP) registration*

https://www.accesscanberra.act.gov.au/app/answers/detail/a_id/1804/~/working-with-vulnerable-people-%28wwvp%29-registration

Australian Children's Education and Care Quality Authority (ACECQA). (2015). *What to consider of your service has volunteers or students on placement.*

<https://www.acecqa.gov.au/newsletters/acecqa-newsletter-issue-9-2015>

University of Melbourne Early Learning Centre. (2016). *Participation of Volunteer and Students Policy.*

Community Early Learning Australia (CELA). (2019). *Sample Policy: Participation of Students and Family volunteers Policy.*

<https://www.cela.org.au/wp-content/uploads/2017/06/participation-of-family-volunteers-and-students.pdf>

Useful Websites

Access Canberra - www.act.gov.au Phone: 6207 3000

WWVP Contact - Email: wwvp@act.gov.au

Version Control and Change History

	Approval Date	Approved by	Author and Amendments
1	8 December 2020	Heritage Management Committee	Author: Julia Charters New policy to better meet requirements of the National Law and Regulations. Separated out from Employment and Staffing Policy. Minor updates to Attachment 1: Added Code of Conduct/Ethics. Added Attachment 2.



Appendix 1: Relevant National Law, National Regulations and Quality Standards

National Law, Section 165: 165 Offence to inadequately supervise children

(1) The approved provider of an education and care service must ensure that all children being educated and cared for by the service are adequately supervised at all times that the children are in the care of that service.

National Law, Section 167: Protection from harm and hazards

(1) The approved provider of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury.

(2) A nominated supervisor of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury.

National Law, Section 169: Offence relating to staffing arrangements

(1) An approved provider of an education and care service must ensure that, whenever children are being educated and cared for by the service, the relevant number of educators educating and caring for the children is no less than the number prescribed for this purpose.

National Regulation 168: Education and care service must have policies and procedures

(2) Policies and procedures are required in relation to the following--

(i) staffing, including--

(iii) the participation of volunteers and students on practicum placements.

National Regulation 10: Meaning of actively working towards a qualification

For the purposes of these Regulations, an educator is actively working towards a qualification if the educator—

(a) is enrolled in the course for the qualification; and

(b) provides the approved provider with documentary evidence from the provider of the course that—

(i) the educator has commenced the course; and

(ii) the educator is making satisfactory progress towards completion of the course; and

(iii) the educator is meeting the requirements for maintaining the enrolment; and

(iv) in the case of an approved diploma level education and care qualification, the educator—

(A) holds an approved certificate III level education and care qualification; or

(B) has completed the units of study in an approved certificate III level education and care qualification determined by the National Authority; or

(C) has completed the percentage of total units of study required for completion of an approved early childhood teaching qualification determined by the National Authority.

National Regulation 13: Meaning of working directly with children

For the purposes of these Regulations a person is working directly with children at a given time if at that time the person—

(a) is physically present with the children; and

(b) is directly engaged in providing education and care to the children.

National Regulation 122: Educators must be working directly with children to be included in ratios

(1) An educator cannot be included in calculating the educator to child ratio of a centre-based service unless the educator is working directly with children at the service.

(2) In this regulation, a reference to an educator includes an early childhood teacher or a suitably qualified person who is counted as an educator under regulation 123(3).

National Regulation 123: Educator to child ratios—centre-based services

(1) The minimum number of educators required to educate and care for children at a centre-based service is to be calculated in accordance with the following ratios—



- (a) for children from birth to 24 months of age—1 educator to 4 children;
- (b) for children over 24 months and less than 36 months of age—1 educator to 5 children;
- (c) for children aged 36 months of age or over (not including children over preschool age)—1 educator to 11 children;
- (d) for children over preschool age, 1 educator to 15 children.

National Regulation 126: Centre-based services—general educator qualifications

- (1) The qualification requirements for educators at a centre-based service educating and caring for children preschool age or under are as follows—
 - (a) at least 50 per cent of the educators who are required to meet the relevant educator to child ratios for the service must have, or be actively working towards, at least an approved diploma level education and care qualification; and
 - (b) all other educators who are required to meet the relevant educator to child ratios for the service must have, or be actively working towards, at least an approved certificate III level education and care qualification.

National Regulation 145: Staff record

- (1) The approved provider of a centre-based service must ensure that a staff record is kept for that service in accordance with this Division.
- (2) The staff record must include—
 - (a) the information about nominated supervisors set out in regulation 146; and
 - (b) the information about staff members set out in regulation 147; and
 - (c) the information about the educational leader set out in regulation 148; and
 - (d) the information about volunteers set out in regulation 149(1).

National Regulation 149: Volunteers and students

- (1) The staff record must include the full name, address and date of birth of each student or volunteer who participates in the centre-based service.
- (2) The approved provider of a centre-based service must also keep a record for each day on which the student or volunteer participates in the service, the date and the hours of participation.

National Regulation 157: Access for parents

- (1) The approved provider of an education and care service must ensure that a parent of a child being educated and cared for by the service may enter the education and care service premises at any time that the child is being educated and cared for by the service.
- (2) A nominated supervisor of an education and care service must ensure that a parent of a child being educated and cared for by the service may enter the education and care service premises at any time that the child is being educated and cared for by the service.
- (4) Despite sub-regulations (1) to (3), the approved provider, nominated supervisor or family day care educator is not required to allow a parent to enter the education and care service premises if—
 - (a) permitting the parent's entry would—
 - (i) pose a risk to the safety of the children and staff of the education and care service; or
 - (ii) conflict with any duty of the provider, supervisor or educator under the Law; or
 - (b) the provider, supervisor or family day care educator reasonably believes that permitting the parent's entry would contravene a court order.

National Regulation 177: Prescribed enrolment and other documents to be kept by approved provider

- (1) For the purposes of section 175(1) of the Law, the following documents are prescribed in relation to each education and care service operated by the approved provider—
 - (f) a record of volunteers and students as set out in regulation 149.

National Regulation 358: Working with children check to be read

- (1) The approved provider of an education and care service must read, or ensure that a nominated supervisor, or a person in day-to-day charge of the service has read, a person's working with children check before the person is—



- (a) engaged as an educator at the service; or
- (b) engaged or registered as a family day care educator as part of the service; or
- (c) permitted to be a volunteer at the service; or
- (d) engaged or employed as a staff member (other than a person in day-to-day charge) at the service.

(1A) The approved provider of an education and care service must read, or ensure that a nominated supervisor has read, a person's working with children check before the person is placed as a person in day-to-day charge of the service.

(1B) The approved provider of an education and care service must read a person's working with children check before nominating that person as a nominated supervisor of the service.

- (2) Sub-regulation (1) does not apply in respect of a person if—
- (a) a working with children check cannot be issued for the person because of the person's age; and
 - (b) the person cares for or educates children at the education and care service only under the immediate supervision of an educator who has attained the age of 18 years.

(3) Sub-regulation (1) does not apply to a person who is a volunteer and who provides education and care at the service only under the immediate supervision of an educator who has attained the age of 18 years.

National Quality Standard

Quality Area 4: Staffing Arrangements

Standard 4.1: Staffing arrangements: Staffing arrangements enhance children's learning and development.

Element 4.1.1: Organisation of educators: The organisation of educators across the service supports children's learning and development.

Element 4.1.2: Continuity of staff: Every effort is made for children to experience continuity of educators at the service.

Quality Area 7: Governance and Leadership

Standard 7.1: Governance: Governance supports the operation of a quality service.

Element 7.1.3: Roles and responsibilities: Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

Attachment 1: Personal Record: Student/Family Volunteer

I am a family member of an enrolled child Yes/No
 I am a volunteer not related to an enrolled child Yes/No
 I am a student on placement Yes/No

Name		D.O.B	/ /
Address			
Home Phone Number		Mobile Number	
Working with Children Check Card Vulnerable People Check Card		Expiry Date	
Emergency Contact Person		Relationship	
Address			
Contact Numbers			

Family Volunteer Declaration

A person who has been convicted or found guilty of a listed serious offence against children (whether in the ACT or elsewhere) is prohibited by Heritage Early Childhood Centre from volunteering or working at our service. I, _____, declare that I am not a prohibited person and will adhere to the Heritage Code of Conduct/Ethics and all Policies and Procedures.

Signature _____ Date _____

Director's Signature _____ Date _____

(or person responsible in their absence)

Student Declaration

All students must abide by the Heritage Code of Conduct/Ethics and:

- Follow all Heritage Policies and Procedures
- Maintain confidentiality at all times
- Work co-operatively within their appointed Room team and all Heritage staff
- Ensure written work is up to date or satisfactorily progressing
- Be open and honest with their supervisor in regard to any issue which arises
- Phone if going to be late/absent and make up any absences while on practicum

I, _____ have read, understood and agree to comply with all of the above.

Signature of Student _____ Date _____

Signature of Director/Person Responsible _____ Date _____

Attachment 2: Induction Checklist for Students and Volunteers

Name: _____ Date: _____

To be completed by all family volunteers/students participating at Heritage and returned to the Director prior to commencing at the service.

Induction Checklist for Students and Family Volunteers	Please tick
I have been given access to, and talked through, all the policies and procedures of Heritage Early Childhood Centre	
I understand the content of service policies and procedures, including those relating to:	
o Conduct while at the service (<i>Heritage Code of Conduct/Ethics</i>)	
o Emergency, evacuation, fire and safety, including locations of fire extinguishers and emergency exits (<i>Emergency and Evacuation Policy</i>)	
o Incidents and Illness at the service, including location of First Aid Kits (<i>First Aid for Incidents, Injury, Trauma and Illness Policy; Illness Policy</i>)	
o Dealing with medical conditions (<i>Medical Conditions Policy, Asthma Policy, Anaphylaxis Policy and Administration of Medication Policy</i>)	
o Good hygiene and infection control practices (<i>Hygiene and Infection Control Policy</i>) (<i>COVID Policy</i>)	
o Daily rhyme/routines	
o The importance Work Health and Safety practices (<i>Work Health and Safety Policy</i>) (talked through)	
o Interacting appropriately with children (<i>Interactions with Children Policy</i>) (talked through)	
o Reporting of serious incidents and notifiable incidents at the service (<i>First Aid for Incident, Injury, Trauma and Illness Policy, Complaints and Grievances Policy and Occupational Health and Safety Policy</i>) (talked through)	
o Reporting hazards in the workplace (<i>Work Health and Safety Policy</i>) (talked through)	
o Handling complaints and grievances (<i>Complaints and Grievances Policies – Staff and Non-Staff</i>)	
o Child protection (<i>Child Protection Policy</i>) (talked through)	
o Privacy and confidentiality of information (<i>Privacy and Confidentiality Policy</i>)	
o I am aware of the non-smoking policy of the service (talked through)	
o The expectations of my engagement, my role and responsibilities (including attending to children with additional needs) have been clearly explained to me by my Room Leader	
o I am aware that I am expected to participate in general tasks, including maintaining the environment in a clean, safe and tidy condition.	

Family Volunteer/Student name: _____

Signature: _____ Date: _____

Director's Name (or Responsible Person): _____

Signature: _____ Date: _____