



Community
Kids Haven
EARLY LEARNING CENTRES



STUDENT AND VOLUNTEER HANDBOOK

www.CommunityKidsHaven.com.au

Governance:

Our centre is governed by i9 Education. The Approved Provider oversees the governance and management of all the centres in cooperation with the management team consisting of the Operations Manager, Area Manager, Area Coordinator, Centre Director, and Nominated Supervisor.

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, and the Early Years Learning Framework.

National Quality Frameworks:

The National Quality Framework took effect on 1 January 2012 with key requirements being phased in over time.

The objectives of the National Quality Framework are:

- To ensure the safety, health and wellbeing of children attending education and care services
- To improve the educational and developmental outcomes for children attending education and care
- To promote continuous improvement in the provision of quality education and care services

Education and Care Services 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. The National Law and Regulations is easily accessible through the ACECQA website.

<https://www.acecqa.gov.au/>

Early Years Learning Framework (EYLF)

The Early Years Learning Framework aims to extend and enrich children's learning from birth to five years and through the transition to school. The framework provides broad direction for educators in early childhood settings to facilitate children's learning. It guides educators in their curriculum decision-making and assists planning, implementation and evaluations.

The framework has specific emphasis on play-based learning and communicates these expectations through the following five Learning Outcomes:

- Learning outcome 1: Children have a strong sense of identity
- Learning outcome 2: Children are connected with and contribute to the world
- Learning outcome 3: Children have strong sense of wellbeing
- Learning outcome 4: Children are involved and confident learners
- Learning outcome 5: Children are effective communicators.

Belonging, Being & Becoming

Fundamental to the Framework is a view of children's lives as characterised by *belonging, being and becoming*. From before birth children are connected to family, community, culture and place. Their earliest development and learning take place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

National Quality Standards

NQS will enable families to make informed decisions about the services providing education and care to their child. The National Quality Standard is a key aspect of the National Quality Framework. It brings together the seven key quality areas that are important to the outcomes for children.

The seven quality areas are:

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



Student Responsibilities

Access to centre policies

To access any centre policy student should contact either Centre Director or Educational leader.

You are required to adhere to all centre policies and procedures, and all requirements outlined in this handbook. In particular we would like you to read and be familiar with the following Policies and Procedures:

- Emergency Evacuation Policy, including the evacuation plan, fire and safety procedures including locations of fire extinguishers and emergency exits;
- Administration of First Aid Policy, the location of the nearest first aid kit;
- Child Safe and Child protection Policies, including mandatory reporting;
- Workplace Health and Safety Policy, including associated safety procedures;
- Interactions with Children policy, including behaviour guidance;
- Grievance Policy – for both families and educators;
- Privacy and Confidentiality policy;
- The governance of the centre including the role and location of key personnel (eg Approved Provider, Nominated Supervisor, Centre Director, Lead Educator)

Induction and Orientation

An induction and orientation will occur prior to your placement. This includes a tour of our centre and an explanation about our centre policies, procedures, and an introduction to educators.

Introduction display

Student will display their introduction including their name, hour of work and institute name t they are working in and carrying their placement.

Code of Ethics

The ECA *Code of Ethics* is a set of statements about appropriate and expected behaviour of early childhood professionals. Code of Ethics provides a framework for reflection about the ethical responsibilities of early childhood professionals. Following a national process of consultation, principles emerged which are indicative of the values we share as early childhood professionals in Australia. The Code is intended for use by all early childhood professionals who work with or on behalf of children and families in early childhood settings. The Code of Ethics, the protection and wellbeing of children is paramount. Therefore, speaking out or taking action in the presence of unethical practice is an essential professional responsibility.

Work Health and safety

Be aware of any hazards and report them immediately. Safety is everyone's' responsibility - that includes you. Report all accidents no matter how small and make your workplace a safe workplace. The aim of Workplace Health and Safety is to remove the risks to the health, safety and welfare of employees, children, families and visitors to our centre, whilst also ensuring all work activities are completed safely. At time of onboarding it is student responsibility to familiarise themselves with WHS procedures and sign off acknowledgment before commencement.



General Responsibilities

Adhere to Early Childhood Australia's Code of Ethics, which is a standard that you will be held to. Student need to familiarise and adhere to company policies at all the time:

- 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 centre supervisor or the Centre Director.
- Always represent the centre 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 Plan whenever possible.
- 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 Centre Director.
- Always work with safety in mind.
- 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.
- 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 centre supervisor or room leader. This is for safety and security reasons.
- Practice good hand washing techniques.
- Know the evacuation procedures for emergencies.
- Student is responsible to bring their lunch and wash their own dishes.
- Student will be allocated an area to store their belonging, centre is not responsible for any losses.
- Student must sign in and out at the time of arrival and departure.
- Student should report to room leader before start of their shift and follow guidelines set by room educators.

Work Placement Expectation Guidelines

Administration of Medication

Students are not permitted to administer medication to any child at any time.

Children injury and accident

Students can report and assist in first aid if a child is injured however it is room educator's responsibility to complete child injury forms and discuss injury with parents.

Sun Safety

All students are encouraged to wear hats at all time when outside, it is student responsibility to follow our sun smart policy guideline.

Food handling

We have a procedure to follow in relation to the handling of food. Students are not allowed to serve food to children at any time due to children allergies. Student are encouraged to assist room leaders during mealtime i.e transitions setting up tables and cleaning task. Student should sit with children at times and will engage in conversations with children about healthy eating.

Nappy change

Students are not allowed to change children nappies, if this is student task to change children nappy student need to get consent from centre Director.

Communication 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.

- Tell the parents about positive aspects of their child's day (e.g. He built a fantastic sandcastle today, or she had a lovely time playing in our pretend supermarket).

- Please treat all families with respect. They are the main caregivers of their children and so are an invaluable resource to us. We encourage staff, students and parents to work together in partnership. We advocate that staff and students should talk to parents daily about their child in a positive manner and try to make them feel welcome and at ease in the centre. **Students are not allowed to talk to parents about negative aspects of their child's day.**
- 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
- 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.

Interactions with children

At no time student are to be left alone with children

Interactions between staff, students and children should be positive, warm and friendly. Staff and students need to listen to children and get down to the child's level when engaging in discussion. Staff and students should move to the children when guiding behaviour and speak in a calm and respectful manner. Staff and students should not spend time talking amongst themselves, but instead should at all times be aware of the children and encouraging the development of their communication skills.

No child will be belittled or yelled at. Children will be treated with respect at all times. No physically handling of a child at any time. Staff and students should use open-ended questions wherever possible and ensure that all directions are given in a positive manner. Staff and students should try to communicate with children through many avenues, including discussion, song and stories

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. 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 an individual 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.

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 'gorgeous' (for example). If unsure, please consult your centre supervisor.

Respectful Relationships

Our centre 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. Placement will be terminated if a student is found to be using obscene or offensive language, practicing discrimination, harassment or vilification based on gender, race or religion

Staff Grievances

Staff and students are expected to communicate frequently and in a positive way with all families and staff members, particularly those they work closely with. If conflict occurs, follow our Staff grievance policy. The policy is in this booklet.

Please read and adhere to it. Gossip, backstabbing, malicious and negative discussion is destructive, and cannot be tolerated. It is important to be a team player.

Duty of Care

It is the responsibility of all staff and students to provide a safe and hygienic environment for all children in care. Staff must provide adequate supervision and apply strategies to ensure the safety and well-being of every child in care and reduce the risk of accident and injury. No student will ever be left unsupervised with children in any circumstance.

Collection and Delivery of Children

Children will not be released into the care of a student. Students are not allowed to authorise any child to leave or sign in / sign out children on Kiosk

Suspected Child Abuse

If you suspect a child in your care could be suffering Child Abuse in the form of neglect, physical abuse, sexual abuse, or emotional abuse refer to our policy and procedures. It is part of mandatory reporting that student should inform Centre director and relevant authorities if they suspect any neglect or child at risk. Please read and adhere to our centre policy.

Supervision

At no time student are to be left alone with children

Your role as a staff member or student in the Early Childhood Field is one of nurturing and encouraging as well as supervising. This means keeping a watchful eye on all children to make sure they are not putting themselves at unnecessary risk. It is essential that children be always supervised by staff or students, both indoors and outdoors. Staffs need to be constantly aware of the presence of all children, and to interact with them at all times. As a student, you will at all times be overseen by a staff member. 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 area as possible. Whilst interacting with children, still remember to frequently look up and around to scan the area. 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.

Sick Children

Staff and students should be aware of signs and systems present in sick children and notify the Authorised Supervisor as soon as signs of illness are discovered. As a student, do not attempt any first aid on another person/child at the centre. Report any signs immediately to a staff member.

Guiding Children's Behaviour

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".

Children are given positive guidance towards socially acceptable behaviour. Please read the policy provided.

Sleep and Rest time

It is essential that at rest time or quiet time be provided to allow the children a chance to unwind and if necessary, to have a sleep. It allows the children the opportunity to learn to relax in a peaceful environment. The centre, ensuring and uninterrupted quiet time, will provide this.

Although sleep is not compulsory, the opportunity for the children to sleep needs to be available.

Collection of money

Staff and students **should not accept money** from parents for fees or other items.

Daily Routine

We have a flexible daily routine displayed in each room to ensure consistency and that children's needs are being met. Children's needs and interests dictate us – we do not withhold food from a child who is hungry or insist a child separates from an activity that they are engaged in simply because the routine says so. While following the order of the daily routine is beneficial to children, time slots stated on the guidelines are to be used as indicators dependent upon children's interest and needs throughout the day. Our day, like our approach is open ended, there are no predetermined outcomes, expectations or limitations (except in regards to safety and supervision) Student are expected to follow routines set by room leader and if student want to plan any activity for assessment task a proper risk assessment is carried and approved by room leader or Centre director.

Room task and duties

Gone are the days when various tasks within a service were delegated to the 'assistant'. At our centre all educators 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.

Centre Supervisor

Each student will be allocated a centre supervisor who will guide and provide information required. If the student requires assistance they are to first go to their supervisor before going to the Centre Director. Room supervisor will advise and guide student during the day.

Confidentiality

Our centre considers confidentiality to be of great importance to families and the centre itself in providing a professional and respected service in the community. It is not appropriate to share confidential centre information with friends, family, other

educators. Students are not allowed to 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.

During a placement, a student may have access to personal information about children, families or educators involved in the centre. It is of paramount importance that such information is not disclosed inappropriately. Obviously, there are limited exceptions, such as in the case of mandatory reporting, where there is a legal obligation to reveal information to the appropriate authorities. Students are not allowed to use a USB to store children photos

Under the common law, an employee or student is bound by an implied duty of fidelity and good faith not to damage the employer's or sponsor's interests by inappropriately disclosing or using information acquired in the course of employment or student placement. This includes unauthorised use or disclosure of information or unauthorised comment on the employer's business. All information shared with families and professionals is STRICTLY CONFIDENTIAL.

Assessment Tasks

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:

- 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 centre 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.
- 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. This may mean that you have to arrive at the centre earlier or depart later in order to request permission in person. Centre educators will not be responsible for giving parent's 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 the Centre Director.

- A normal part of each day in early childhood includes documenting observations of children. As you will undoubtedly have to observe focus children we remind you that this should occur subtly: Like the 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 centre 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 family's confidentiality is of utmost importance at all times.

Student Conduct

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 or educators. Please use your time with us to develop relationships with the children through your consistent interactions with them.

Calling in Sick

If you are sick you must contact the centre first thing in the morning before the commencement of your shift. If you do not notify the centre and do not attend for your shift, it will be considered 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 the Centre Director.

Smoking

Smoking is not permitted in or around the centre. It is always expected that your clothes will be smoke free. If, after adequate warning a student is found smoking their placement at the centre may be withdrawn.

Alcohol and drugs

Our centre is bound by the Education and Care National Regulations. Alcohol, drugs and other substance abuse by employees can have serious adverse effects on their own health and the safety of others. As such, all students must not:

- Consume alcohol nor be under the influence of alcohol while working
- Use or possess illegal drugs at the centre
- 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 to be affected by drugs or alcohol, they will inform the Centre Director immediately who will notify the student's RTO. No student will be allowed to attend the centre under the influence of drugs or alcohol.

Clothing and Appearance

It is your responsibility to ensure that you look professional when presenting yourself at work. If the student is not appropriately dressed Centre Director or management team can ask we need to Please adhere to the following standards:

- Student should wear Aprons provided by centre on top of their uniform for easily recognised by parents and management team
- You will be expected to wear clothes that are clean and in good condition
- Shoes must be enclosed with flat soles for safety
- Clothes must be suitable for movement, active and messy play.
- Hair is to be of a natural colour. Long hair is to be clean and neatly tied back.
- Any tattoos are to be covered up and not visible
- Fingernails are to be clean and well groomed.

Telephones

Students are not authorised to use the centre's phones for personal reasons, unless in the case of an emergency. No mobile phones are to be used or carried during working hours. Students are not to answer the centre telephone unless authorised to do so. Personal phone calls can be made in case of emergency, please advise Authorise Supervisor prior to use.

Social Media Responsibility

Facebook – Students are not to add families or educators of the centre as they will be seen as a representative of the centre and held to the centre's code of conduct on all posts on their private wall if families have access. Students are not permitted to request families from the centre as friends.

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

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

A breach of this policy will initiate appropriate action including the termination of placement.

Termination of Work Placement

may occur in the following circumstances:

- 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 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 related to child family educator and centre.
- Falsifying documentation
- Fraternising with families
- Taking, abusing, or destroying company property and resources
- Under no circumstances student or staff can physically handle a child.
- Not adhering to company policies and procedures





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THANK YOU

We are pleased to welcome you and look forward to developing a supportive and friendly relationship to provide the best quality care and education for your child.

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