

STUDENT & VOLUNTEER HANDBOOK



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OUR PHILOSOPHY

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

What we believe

At Bright Beginnings Family Day Care Centre, we are committed to the empowerment of children. We're here to deliver preschools and school aged children with a heavily play based educational program that depicts the NQF and reflects child's unique choices and culture while valuing family and community ties. We recognise that children learn best through play and we'll teach through strategies your child will respond to.

We believe children and young people react and respond better in situations when they form meaningful relationships with those around them. When a child feels secure and has a sense of belonging, they will flourish within environments they are exposed to. We will treat children and young people's opinions as valuable and we will ensure our care environment is always child safe and inclusive. We cater for the emotional, social and physical developmental needs of children, children with additional needs and young people. We accept the rich culture of Aboriginal and Torres Strait Islanders and recognize that they are the traditional owners of the land and this will also be reflected upon within our program planning.

Our Educational program is led by our Educational Leader that is equipped with extensive experience and academics in the child care sector. Our educators are all professionally trained with experience and understanding within the Childcare area. As the world evolves around us, so will our knowledge and teaching strategies around your children. Our monitored and supported Educators will gain as much information and professional development as needed to assist in equipping children and young people with a strong foundation of life skills and knowledge.

We recognise exchanging information with families is important to the health and wellbeing of children, families and educators. Bright Beginnings Family Day Care Centre will always value parent input when decision making and implementing policies and programs. We want all children to receive the right specified care for their continuous developmental needs. We endeavour to work closely with external health services because we believe early intervention will ensure each child receives a holistic approach to fully participate within our program and thrive while they do so.

"Before you achieve, you must believe"- Jake Huard. We believe in children's rights as outlined in the UN convention on the Rights of a child and equipping children with lifelong adaptability skills through respect, recognition, praise and encouragement. We believe all children have greater potential and require direction in a warm and nurturing environment. Our indoor, outdoor and online environments embrace children's holistic nature of exploration in a safe and monitored space. We cater for the whole child and will respect their evolving identities.

CHILD SAFE ORGANISATION

Bright Beginnings Family Day Care Centre aims to support the active participation of children in our FDC 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 educators, students and volunteers, carry out their responsibilities as mandatory reporters as required by law under the Children, Youth and Families Act 2005 and maintain up to date with knowledge of child protection law and the Child Safe Standards.

Our FDC educators 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 educators, students and volunteers are required to provide a current Working With Children Check/Clearance before beginning employment or beginning work placement.

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 (2019) Early Childhood Australia

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, *Belonging, Being and Becoming* the Framework for Early Years Learning (EYLF) and *My Time Our Place* (MTOP) the Framework for School Age Care in Australia.

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.

[Education and Care Services National Regulations](#)

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 FDC 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/nqf/national-quality-standard>

APPROVED LEARNING FRAMEWORKS

Under the National Law and National Regulations, approved Family Day Care Services are required to base their educational program on an approved learning framework. The program should focus on addressing the developmental needs, wellbeing, interests and experiences of each child, while considering the individual differences of each child.

The Nominated Supervisor, FDC coordinators and Educational Leader will ensure that a suitable play-based program based on an approved learning framework is delivered to all children at all FDC Services.

There are two nationally approved learning frameworks which outline practices that support and promote children's learning.

[Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)

[My Time, Our Place- Framework for School Age Care in Australia.V2.0](#)

From February 2024, V2.0 of both frameworks must be in use in all education and care services.

PROGRAMMING

- The qualified FDC educator programs 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 FDC educators to provide experiences that interest and extends children's current development.
- Observations are carried out by the FDC educator on the children, documenting their learning. This information is used to program suitable experiences that scaffold on previous observations. The program is displayed within the FDC residence/approved venue for parents and visitors to view.
- The learning environments are set up with designated areas for different types of play and learning experiences. Children are provided with a large range of choices of activities and are responsible for packing away these activities when they are finished, supported by the FDC educator and students and volunteers when available. Some areas may remain available for

children and only change to support children's interests and ideas. We wish to instil in children care and respect for their equipment.

DAILY ROUTINE

We embrace the full intent of the EYLF that recognises that children's learning is dynamic, complex and holistic. We have a '*routine*' guideline displayed to ensure consistency and ensuring the children's needs are being met: however, the children and their needs and interests dictate us. 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 simply because the routine says so. Likewise, we may spend more time outdoors in fine weather if the children are engaged in the experiences. While following the order of the daily routine is beneficial to children, time slots stated on the guideline are to be used as indicators dependent upon children's interests and needs throughout the day. Our day, like our approach, is open ended; there are no predetermined outcomes, expectations or limitations other than considerations to safety and active supervision at all times.

PROFESSIONAL GROWTH AND DEVELOPMENT

Bright Beginnings FDC 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 Family Day Care 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, philosophy, staff and colleagues, 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/ CLEARANCE

Anyone in child-related work, including student placements and volunteers, must have a current Working with Children Check/Clearance. It is your responsibility to ensure you have a valid card before you begin your placement. Work experience students under the age of 18 years do not require WWCC and will be supervised at all times.

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 FDC Service. You must:

- Sign in on arrival and out on departure
- Report any hazards promptly to your supervisor or the Nominated Supervisor
- Report an accident you are involved in (the forms are available from the FDC educator or FDC 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 the FDC educator who witnessed the accident (if applicable). 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

Bright Beginnings FDC is renowned for its warm, friendly and professional approach by our educators. The FDC Service strives for a happy working environment among all educators. 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. Bright Beginnings FDC 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.

Our Service is committed to zero tolerance of racism. We are committed to creating a workplace with vision and meaningful direction, adhering to our code of conduct and practicing ethical behaviour to ensure a productive work environment free from bullying, discrimination, and/or harassment. Sexual harassment has no place in our Service. We aim to identify, reduce and manage psychological and psychosocial hazards and risks within the work environment through risk assessments in line with WH&S legislation.

VISITORS

Friends or family are not permitted to visit you at the FDC residence or approved venue 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 black tailored pants and a polo shirt which is clean and in good condition
- Shoes must be enclosed with flat soles for safety (no high heels, platforms or wedges)
- Clothes must be suitable for movement, active play and messy play
- Skirts and dresses are not permitted and shorts must not be any shorter than knee length
- No clothing with offensive logos or political statements are to be worn.
- Hair is to be clean and long hair 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
- Nail polish cannot be bright or chipped

- Good oral hygiene and grooming is essential

PERSONAL TELEPHONE CALLS/MAIL

Students/volunteers are not authorised to use the FDC educator 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 FDC Service.

USING THE INTERNET AND OTHER EXTERNAL ON-LINE SERVICES

Access to external on-line services, including the Internet as provided by the FDC 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 Family Day Care Service offers a Facebook page to its current families and staff as a communication tool. The administrator of the account is Management. Only current families and educators may have access to the page as the page is locked as 'Privacy type: Closed: Limited public content. Members can see all content.'

Students and Volunteers who have a personal Facebook account are not permitted to post any negative comments relating to the service, children, colleagues, educators 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 FDC 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 FDC Service.

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

SMOKING OR VAPING

We aim to provide tobacco, drug and alcohol-free environments at all times children are educated and cared for in accordance with Education and Care National Law and Regulations and safety legislation. Smoking or Vaping is NOT permitted in or on surrounding areas of the FDC Residence or Approved Venue. 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 FDC Service may be withdrawn. Bright Beginnings FDC supports the Smoke Free Act 2000. The company and its employees will follow all conditions outlined in this act.

ALCOHOL AND DRUGS

Bright Beginnings is bound by the Education and Care National Regulations. As such, alcohol, drugs, or other substance abuse by FDC educators 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 FDC 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 your FDC educator at least four (4) before the commencement of your shift. If you do not notify the FDC educator 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 the FDC educator.

MEALS AND SNACKS

If bringing your own food to the service, students and volunteers must be considerate of children's allergies and the service's nutrition policy. Before bringing food, please check with your FDC educator 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 smooth running of the FDC Service 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 FDC educator 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 FDC educator with questions.

If planning an experience or the weekly program, your FDC educator 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 FDC educator 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 and why!

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 FDC Service earlier, or depart later in order to request permission in person. FDC 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 your FDC educator.

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.

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.

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. 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.

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.

Some (particularly older) children will use inappropriate language. It's important that educators guide their behaviour in a positive manner by role modelling appropriate language and offering them alternate words to use to express their thoughts and emotions. If you are unsure of how to manage a situation involving children's language or use of inappropriate words, refer the situation to your FDC educator and take note of how the situation is handled, as part of your ongoing professional development.

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 FDC educator 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 FDC educator.
- 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 FDC educator.

BEHAVIOUR GUIDANCE

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*".

ART AND CRAFT

Each day Bright Beginnings FDC a variety of art and craft experiences will be provided for the children. Expectations of students and volunteers regarding arts and crafts experiences include:

- students and volunteers 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 and volunteers 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 the FDC 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.
 - 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.

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 FDC educator or the Nominated Supervisor.
- Be aware of your responsibility to report an allegation of reportable conduct of any employee or volunteer as part of the Reportable Conduct Scheme
- Always represent the FDC 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

Bright Beginnings FDC is an Equal Opportunity Employer, and as such does not tolerate discrimination towards members of staff, children, educators, or families under any circumstances.

COMPLIANCE

You are required to adhere to all FDC Service 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:

- Code of Conduct Policy
- Dealing with Complaints Policy
- Work Health and Safety Policy
- Child Protection Policy
- Child Safe Environment Policy
- Administration of First Aid Policy
- Anti-bias Policy
- Interactions with Children, Families and Staff Policy
- Hand Washing Policy
- Behaviour Guidance Policy
- Student and Voluntary Workers Policy

- Sun Safety Policy
- Privacy and Confidentiality 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 FDC educator if there is a conflict of interest.

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. Objects left lying around could be hazardous in the case of any emergency evacuation
- 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
- Never remove a child from the group without the permission of your FDC educator
- 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 FDC Service. Do not introduce new products to the FDC residence/approved venue without approval from the FDC educator
- 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 FDC educator 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 FDC educator.

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 the FDC educator
- 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 FDC Service under the influence of alcohol or drugs
- possessing or selling drugs at the FDC Service
- immoral, immature, or indecent conduct while at the FDC Service
- inappropriate use of company equipment and/or resources
- refusing to complete required tasks as directed
- possessing a dangerous weapon whilst at the FDC Service
- bringing disrepute to the FDC Service
- bringing disrepute to the relationship between a family and the FDC 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 FDC educator
- unable to maintain or hold a current Working With Children Check/Clearance Please note that some of the above breaches may also result in the FDC Service referring your details to the police or relevant authority.

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 FDC Service's Policy Manual in its entirety
3. You adhere to the Child Safe Standards
4. That you have been introduced to the Service's WHS Procedures and Reporting including;
 - Cleaning Routines
 - Storage of Hazardous Products
 - Accident Reporting
5. That you have been introduced to the FDC Service's Programming Procedure and documentation
6. That you have been introduced to the families and children,
7. You are aware of individual children's medical management plans for allergies, asthma, diabetes, epilepsy or other medical requirement. You are aware of children with additional needs or behaviour plans.
8. You are respectful and inclusive of all children and demonstrate cultural awareness and respect for Aboriginal and Torres Strait Islander children and children from culturally and/or linguistically diverse backgrounds
9. You are aware of Child Protection Notification Procedures
10. You have provided evidence of current Immunisation status
11. You will ensure you have a current Working with Children Check/Clearance 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 *Student and Volunteer Handbook* and Procedures and Policies of Bright Beginnings FDC 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 Standard, Education and Care Services National Regulations, and Early Childhood Australia's Code of Ethics.

STUDENT/ VOLUNTEER NAME		DATE	
STUDENT/ VOLUNTEER SIGNATURE			
NOMINATED SUPERVISOR NAME		DATE	
NOMINATED SUPERVISOR SIGNATURE			