

## EXTERNAL PROGRAM PROVIDERS POLICY

### Rationale

Whittlesea Secondary College offers programs to enable students to further their learning by complementing classroom lessons with experts and resources from outside the immediate school community.

### Aims

- to create and maintain a learning environment that facilitates development of the whole person and to promote a healthy, supportive and secure environment for all students
- strives to provide a positive environment in which all teachers assume responsibility for student wellbeing, endeavouring to provide successful experiences for all students, where students are safe and secure in a supportive environment and where a sense of belonging and wellbeing is strengthened
- enables the safety and welfare of students learning with an external provider.

### Implementation

For guidelines to working with an external provider, refer to Appendix A.

### Child Safety

- As a result of the Royal Commission into Institutional Responses to Child Sexual Abuse, the Victorian Government introduced a range of measures to better protect children. These measures include:
  - The Child Safe Standards
  - Reportable Conduct Scheme
  - Organisational Duty of Care
- Whittlesea Secondary College (WSC) uphold our Statement of Commitment to Child Safety (refer to the WSC Child Safe Environment Policy, Appendix A).
- All staff, volunteers, contractors, and any other member of the school community involved in child-related work will be informed about, and expected to adhere to, the Whittlesea Secondary College Child Safety Code of Conduct (refer to the WSC Child Safe Environment Policy, Appendix B).
- The Child Safety Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

### Expectations

- Whittlesea Secondary College accepts a duty of care to students accessing an external provider.
- We ensure regulations relating to Victorian Institute of Teaching (VIT) registration, appropriate qualifications and supervision will be observed.
- Where the school deems a learning environment to be in accordance with the learning, social and emotional development of the student, and where staff does not have VIT registration, the school will provide appropriate supervision of our students.

### Programs

- Whittlesea Secondary College may access outside services to provide support for students and staff which may include:
  - psychologists
  - counsellors
  - teachers
  - mentors
  - tutors
  - social workers.

- Co-ordination of the external providers will rest with the Principal to ensure that:
  - all external providers meet all regulatory requirements
  - students will attend programs offered by external providers only with the express prior written consent of their parents
  - students who do not attend an activity provided by an external provider during school hours will be provided with suitable alternative activities.

### ***Approval***

- All external providers must be approved by School Council.
- School Council will ensure that professional indemnity, public liability, building and contents and any other necessary insurance to cover the needs of programs offered by external providers is met by the provider if offered off site.

### **Related Legislation and Policies**

- [Ministerial Order No. 870](#)
- [DET Child Safety Policy](#)
- [DET External Provider](#)
- [DET School Purchasing Goods or Services](#)
- WSC Child Safe Environment Policy
- WSC Working with Children Check Policy

### **Appendices**

- Appendix A: DET Guidelines for Working with External Providers

### **Evaluation**

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

**This Policy was last ratified by School Council in: 2017**

## **APPENDIX A**

### **DET Guidelines for Working with External Providers**

The following guidelines and checklist are to be considered by all staff when utilising external providers.

External providers assist with drug education and intervention, including the provision of parent information, learning and development opportunities for staff, classroom support for teachers, and referral of and counselling for students. The following checklists and guidelines are provided to help schools get maximum benefit from the input of external providers.

#### **Support agencies approved/accepted by the College must**

- be qualified or trained
- evaluate their programs or presentations
- be cost effective
- enhance the role of the teacher not replace it
- be consistent with college drug education policy
- align with current practice, principles and research
- consider socioeconomic, cultural and/or religious issues.

#### **Teacher checklist**

- Can people within the school provide a similar service?
- Do you have the support of the principal, the staff and the relevant committees?
- Have parents been consulted?
- Does the support agency teach drug education in the context of the Health and Physical Education syllabus?
- Have the age and developmental level of the students, the content and the resources been considered?
- Has a planning session with the presenter been conducted?
- What feedback will be given to the presenter?
- Has the support agency been given a copy of the school's drug education statement and the classroom program?
- What are the costs?

#### **Duty of Care**

It is a requirement for a teacher to be present with students at all times.

#### **Qualified or Trained External Providers**

- have formal qualifications or relevant experience
- are recognised by other professional groups (such as, in drug education)
- are successfully engaged in health/drug education programs in other schools
- provide a range of support options
- use performance indicators to evaluate the effectiveness of their programs
- have a good knowledge of appropriate resources
- are adapt in working with/through relevant school committees

#### **External Providers who have an understanding of current practice, approaches and research**

- avoid using drug related testimonials
- avoid using scare tactics
- avoid using an 'information only' approach
- understand what constitutes an effective drug education program
- link learning with educational outcomes as outlined in the college program

- provide ongoing support rather than the one-off session
- engage in planning with the teacher
- enhance the central role of the teacher
- have knowledge of the years 7-10 health and physical education syllabus and other curriculum areas related to drug education
- include a component on personal skill development

**External Providers are to consider socioeconomic, cultural and religious differences**

- become familiar with aspects of the school highlighted in the situational analysis
- use information about student cultural experiences to create an atmosphere respectful of cultural diversity
- ask questions about the impact of religious beliefs on the implementation of drug education programs
- use strategies proven to be effective in dealing with drug related issues pertinent to students from a variety of socioeconomic backgrounds
- have well-established and acceptable positions on particular issues which are consistent with the values promoted by the school.