

**Rationale**

Weeroona College Bendigo aims to create and maintain a learning environment that facilitates the development of the whole person and to promote a healthy, supportive and secure environment for all students. The College offers programs to enable students to further their learning by complementing classroom lessons with experts and resources from outside the immediate College community.

All students have the right to feel and be safe in the framework of programs offered by Weeroona College Bendigo and in those offered by external providers.

**Expectations**

The College will provide a positive environment in which all teachers assume responsibility for student welfare, endeavouring to provide successful experiences for all students, where students feel and are safe and secure in a supportive environment and where a sense of belonging and wellbeing is strengthened.

Weeroona College Bendigo accepts a duty of care to students accessing an external provider. The College will ensure regulations relating to VIT registration, appropriate qualifications and supervision will be observed. Where the College deems a learning environment to be in accordance with the learning, social and emotional development of the student, and where staff do not have VIT registration, the College will provide appropriate supervision of our students.

**Program**

The College may access outside services to provide support for students and staff which may include:

- Psychologists
- Counsellors
- Teachers
- Mentors
- Tutors
- Social Workers

The College Council will approve all external providers.

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 College hours will be provided with suitable alternative activities

The College 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.

**Guidelines for Working with External Providers**

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

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
- align with current practice, principles and research

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<sup>1</sup> This policy will be reviewed by the School Council in 2017

- consider socioeconomic, cultural and/or religious issues

**Teacher checklist:**

- Can people within the College provide a similar service?
- Do you have the support of the principal, the staff and the relevant committees including school council?
- 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?
- What are the costs?

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
- provide a range of support options
- use performance indicators to evaluate the effectiveness of their programs
- have a good knowledge of appropriate resources
- are adept in working with/through relevant College committees

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

- avoid using testimonials
- avoid using scare tactics
- avoid using an 'information only' approach
- understand what constitutes an effective 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 well-established and acceptable positions on particular issues which are consistent with the values promoted by the College