

Edmund Rice Ministries

Personnel Recruitment and Selection Procedure - Volunteers

Introduction

There are a number of steps to becoming a volunteer within an Edmund Rice service to ensure a goodness of fit between the service, the volunteer and the children we serve.

Edmund Rice services is committed to ensuring the care, safety and protection of all children who receive camp services. As part of this commitment we wish to ensure those adults and older adolescent who wish to volunteer to work with children will interact with children in a manner which is supportive and caring and does not generate any threat to a child's safety and protection.

We also want to make sure the experience of being an Edmund Rice service volunteer is a positive one for each of our volunteers. Becoming a volunteer is an opportunity for volunteers to develop and build their leadership, organization and planning skills, as well as contribute to the well-being of children. Each step of the selection process is a means of both the Edmund Rice service and the volunteer applicant assessing if this is the right role and activity to become involved in.

Recruitment of Volunteers

Step 1: Indicating the Required Principles and Values of an Edmund Rice Service towards children's well-being

All Edmund Rice services are committed to ensuring children who participate in a service are cared for, safe and protected whilst receiving the service.

A key means by which we enact this commitment is through ensuring volunteers and staff:

1. Have positive values and attitudes towards children – particularly in relation to their care, safety and protection
2. Have the necessary knowledge and skills to interact and work with children in a developmentally appropriate manner
3. Have clear roles and responsibilities
4. Have clear line accountability
5. Are mentored and supported by more experienced volunteers and staff

Step 2: Understanding the organisational provision of service

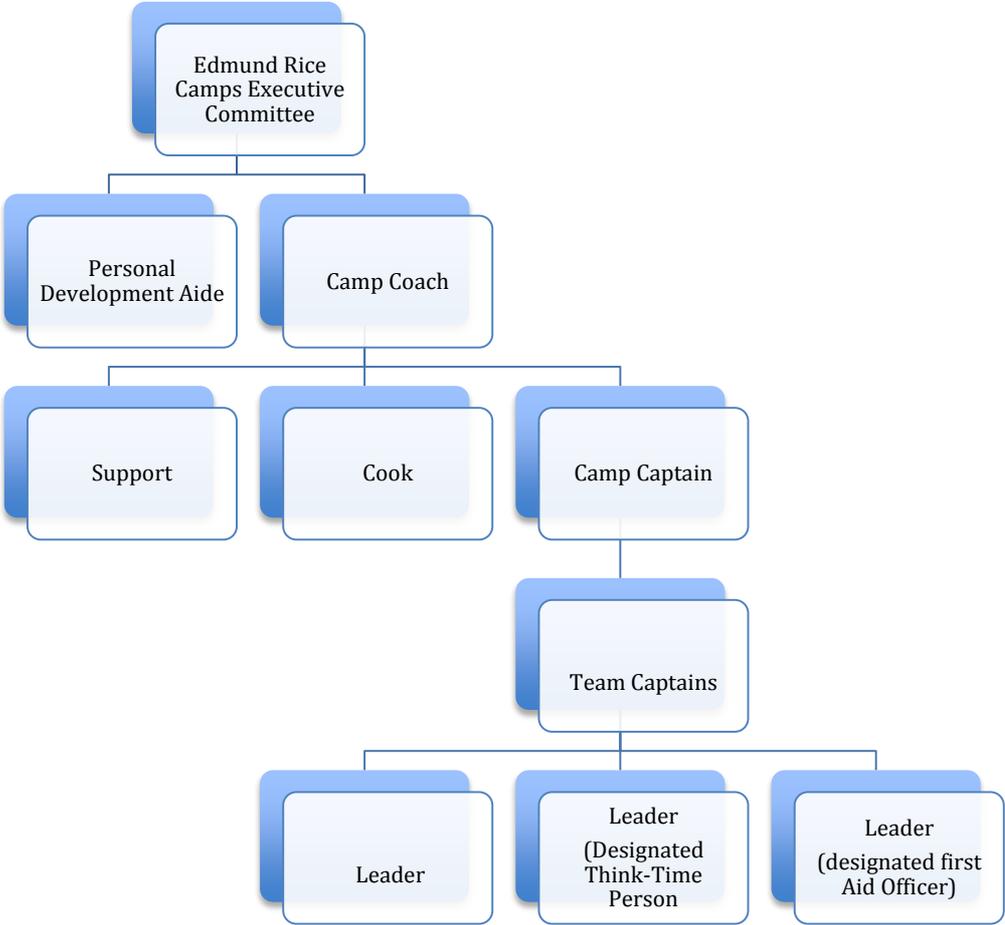
It is important when an individual is considering volunteering in an Edmund Rice service knows how the service is actually set up and the nature of the roles and responsibilities of each position within the service.

The provision of an organisational diagram indicates to the potential volunteer how the service is provided and the lines of accountability. Such a diagram enables the volunteer to see not only their individual responsibility but also how their role lies within a

broader organisational responsibility towards children. The volunteer should understand before volunteering:

- 1. Roles within the organisation which work towards achieving the child-centred service goals
- 2. Roles of management leadership and responsibilities.
- 3. Supportive roles within the organizational structure to enable volunteers to be guided and supported.
- 4. Role development structure, where volunteers can develop their skills and knowledge and progress to higher levels of responsibility

Presenting the organisation structure visually eases understanding for a person who is new to the organisational service. An example of an Edmund Rice recreational camp service for children is outlined.



- 5. Clear outline of roles within the organisation to enable the goals of the service
- 6. Clear outline of management leadership role responsibility.

7. Clear supervision support for each role to ensure volunteers have someone they can turn to and be guided by.
8. Clear volunteer responsibility role development structure where volunteers can develop their skills and knowledge and progress to higher levels of responsibility

Step 3: Descriptive outline of each role within the organisation

It is important volunteers are aware of the different role responsibilities, as well as how each role interacts to provide a caring, safe and protective environment for children.

Examples of role descriptions, which can be utilised are outlined from an Edmund Rice Camp:

Camp Coach

Listens to, encourages and supports the Camp Captain and Camp Leaders. The camp coach encourages reflection of volunteer participants on the camp experience each evening of the camp

Camp Captain

The Camp Captain is responsible for the overall conduct of each camp. The Camp Captain has three key responsibilities; these are:

1. *Planning for the conduct of a camp* – through the formation of a sub-committee to plan for the conduct of the camp and ensure the operational administration of the camp
2. *Overseeing the conduct of the camp*- to provide the overall direction for the running of the camp prior to the commencement of the camp and during the camp. They are also responsible for post-camp administration completion of operational responsibilities
3. *Provide operational authority* – the camp captain has ultimate responsibility for all decision making relating to the conduct of the camp

The role is mentored by the Camp Coach who is a support person for the Camp Captain throughout the preparation, conduct and follow up of a camp. Where an individual is new to the position of Camp Captain, their position of Camp Captain Support Person is created. This role is intended to provide operational and administrative support to the new role of Camp Captain.

The Camp Captain directs and supports the Team Captain in their role on a camp.

Team Captain

The Team Captain is responsible for overseeing and supporting the role of the Team Leaders and the members of their team. The Team Captain facilitates the development

of each team as a group and their ability to work as a coordinated team in working with the children on a camp. The Team Captain is part of the Camp Captain's planning committee, which begins the planning preparation for the conduct of a camp.

Team Leader

The Team leader is responsible for a group of four to five volunteers. Each group of volunteers under a team leader is responsible for a specific group of children. It is the Team Leader's responsibility, with the support of the Team Captain, to ensure the team undertakes its roles and responsibilities appropriately according to Edmund Rice Camp policies. The Team Leader is responsible for the day-to-day management of their team in the provision of camp activities and the interactions with children.

When starting as a volunteer an individual will undertake the role of camp leader, responsible for a small group of children. If an individual volunteer desires to undertake higher levels of leadership responsibility and has demonstrated appropriate experience and competency, they may undertake further roles of Team Captain and Camp Captain.

Step 4: Competencies sought in each of the roles

It is important volunteers understand the values, knowledge and skills they will require to undertake a role within an Edmund Rice service. Outlining the competencies of required is an important means of assisting a volunteer to understand what is expected of them, how they will be supported and supervised and how they will be assessed.

It is important in the recruitment and selection process for an Edmund Rice service to indicate the type of competencies the service is seeking; such as:

- Have a desire to help others
- Have good communication skills when interacting with others or want to develop their communication skills
- Have a desire to develop good communication skills with children
- Have a desire to develop their leadership and planning skills
- Willing to undertake training on how to understand the developmental needs of children and work and interact with children
- Have a good sense of responsible fun when working with others
- Committed to the care, safety and protection of children
- Respectful of cultural and religious differences
- Able to notice when there may be danger or a problem and can react in an appropriate and safe manner
- Able to follow leadership direction

As well the organisational mandatory requirements of

- Police clearance
- Working with Children Clearance
- Two character referees.

Step 5: Enabling the Volunteer to consider why they wish to work with children

The volunteer recruitment process should enable the volunteer applicant to reflect on why they wish to work with children. It is important the application process enables this reflection to occur through the information it provides to the person before they are interviewed and through the types of questions, which are asked at the selection interview. An example of such a facilitative process is outlined

- Asking the right question
 - Becoming an Edmund Rice Camps volunteer requires a young adult to consider – “Is this the right activity for me to undertake?”
- Placing the question/s in developmental context
 - Deciding you would like to become involved as a volunteer in Camps does not mean we are expecting you to be perfect – none of us are like that. We all have to learn and grow as people to be able to give to others.
- Reflecting on self

Working with children

- Are you committed to the safety and protection of children?
- Do you wish to work with children from 9-14 years?
- Do you wish to encourage and support children?
- Are you willing to be energetic and creative around children?

Learning from your experiences

- Are you the kind of person who is eager to learn new knowledge and skills?
- Are you willing to reflect on your experiences and implement changes in how you respond in the future?

Responsibility & Accountability

- Can you work within a structure where you have responsibility to others and are responsible for others?
- Are you eager to develop your leadership, organization and planning skills
- Can you work well with others as a team member?

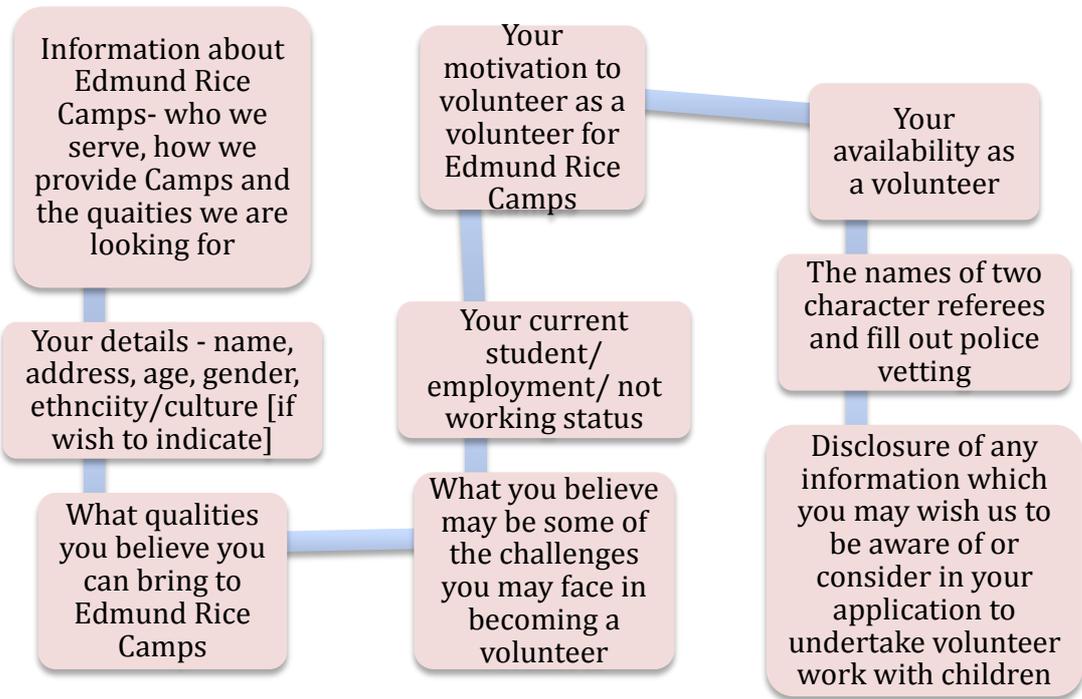
Step 6: Selection: Becoming a Volunteer

An example process - Edmund Rice recreational camp

Application Form

If you would like to become an Edmund Rice Volunteer we would like you to fill in our application form. The form tells you about us and help us to get to know a little about you:

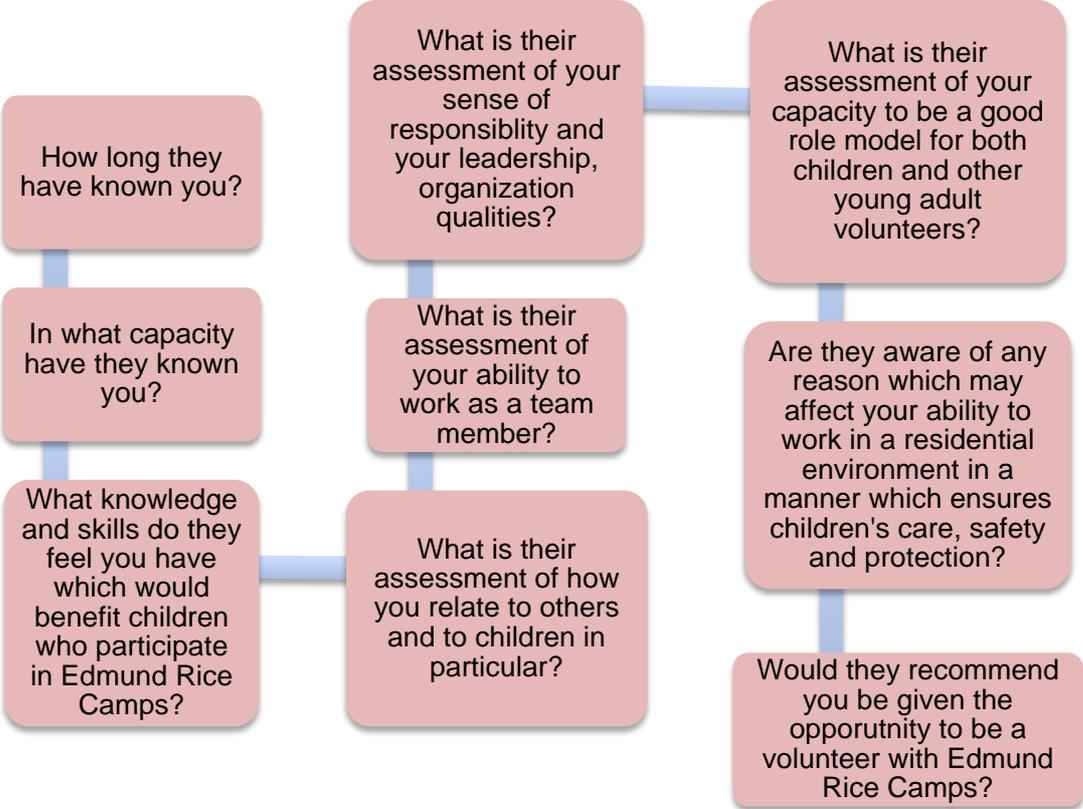
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Obtaining Character Referees

We need to know how other people have assessed your qualities as an individual who could work with children and as part of a team of volunteers. When submitting your application we will require the names, positions and contact numbers of two individuals who have known you for more than two years and who are not related to you or in a personal relationship with you.

We will contact the referees you have given and ask them a series of questions about their assessment of you in relation to the volunteer work of Edmund Rice Camps. The questions we will ask are:



Remember again we do not expect the referees to tell us you are perfect. Rather we expect to hear from them you wish to reach out and help others, are able to communicate with others, are responsible and have energy and initiative.

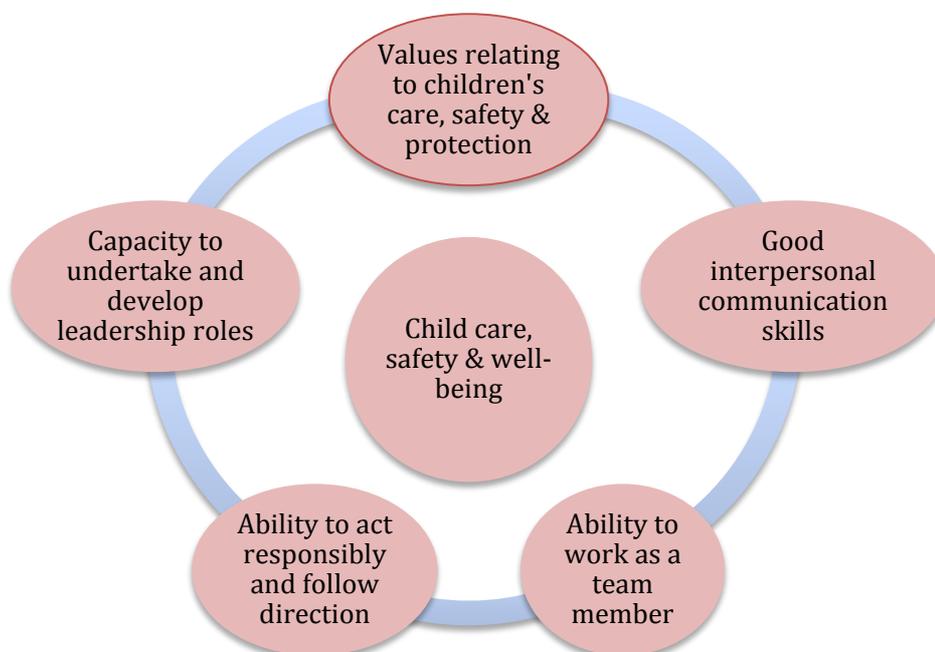
Personal Interview

The personal interview gives us a chance to talk with you about what you have provided in your application form. It importantly gives us a chance to get to know you and also for you to get to know us and what we are trying to do in providing Edmund Rice Camps.

One of our staff [or a volunteer] will make contact with you to arrange a time to meet. This meeting will enable us to ask further questions of you and for you to also find out more about Edmund Rice Camps.

Competencies Assessed

There are five key competency areas we are looking for when assessing individuals as Edmund Rice Volunteers these are:



Safety to work with Children

It is important to remember when we conduct Edmund Rice camps our priority commitment is to the safety and protection of children in our care. It is important to us to ensure no one is allowed to work with children at Edmund Rice Camps who could generate risk to children's safety and protection. One of the strategies we use to reduce this risk is to requiring all applicants to provide a police clearance and a working with children clearance.

It is important to note, having a criminal record does not automatically exclude a person from participation as an Edmund Rice Volunteer. However, where there has been a conviction for a sexual offence or an offence involving violence against a child or an adult the person will not be considered as a volunteer.

Where an applicant has a criminal record, we will assess whether the nature of the offence indicates there are concerns in regards to children's and leaders' safety and protection. It is important to us that you make a full disclosure to enable an assessment of these convictions in relation to children's and leaders' safety and protection.

In the interests of fairness, where there is evidence of a criminal record, where appropriate we will discuss the situation with the applicant. In the interests of

transparency, where we assess an applicant is not approved to work as a volunteer, they will be informed of the reasons.

Information we collect to select individuals as volunteers is recorded and maintained according to the Records Policy of the Oceania Province.

Appointment Conditions

Edmund Rice camp services rely on volunteers to plan, organize and conduct residential camps for children, who may not otherwise have the opportunity for a fun holiday.

Although volunteers are not paid staff, as volunteers they are however 'staff' of Edmund Rice services. It is important for the effective functioning of the camps, for the well-being of the children and for the well being of volunteers to ensure there is a clear appointment agreement between the organisation and the volunteer. This a document, which shows the rights, responsibilities and work conditions of a volunteer appointment. Such a document shows, 'here is what we expect of you' and 'here is what you can expect of us', when you are part of the Edmund Rice Camps volunteer staff.

These expectations are in four parts; these are:

- Clear role function for positions
- Clear role descriptions
- Clear role competency requirements
- Clear volunteer contract conditions

Examples for key roles are outlined.

Table 1: Leaders

Role	Role Function	Role Description	Role Competency	Role Contract Conditions
Leaders	Supervise a group of children Ensure sufficient adult to child ratio appropriate for specific recreational activities Follow the directive of the Team Captain To supervise facilities safety conditions Work in a team to undertake recreational activities Engage with children at an individual and group level	To provide a developmentally appropriate interaction environment for children which ensures the care, safety and protection of children Conduct recreational activities to ensure a positive experience Facilitate learning opportunities for children at an individual and group level Fulfilling all record keeping requirements	Capacity to follow procedures Good inter-personal communication skills to enable engagement with children and other volunteers. Knowledge of organization policies, protocols & procedures. Able to follow and implement safety action plans Knowledge of child well-being Knowledge off and ability to apply behaviour management.	Written document signed. Signed Code of Conduct <i>Volunteer personnel file</i> <ul style="list-style-type: none"> • Application • Police clearance record • Volunteer personnel file • Written document Record kept at office Copy to person Identified supervisor person Identified complaints officer

Table 2: Team Captain

Role	Role Function	Role Description	Role Competency	Role Contract Conditions
Team Captain	Pre camp organization Development of the camp week programme Oversee the daily running of the camp	Work as a team member with the Camp Captains to organize the camp. Support and guide the camp leaders Prepare inventory of camp requirements Ensure inventory items are available for camp Develop an activities programme for the camp Prepare daily reports on camp provision Oversee the distribution of required medication.	Capacity to design and implement a camp funding budget Strong inter-personal communication skills to enable engagement with children and volunteers. Previous experience as a Leader. Knowledge of organization policies, protocols & procedures. Capacity to delegate and supervise operational tasks Capacity to ensure Standard Operating Procedures are followed appropriately each day of camp Able to implement and assess application of safety action plans Knowledge of child well-being Knowledge off and ability to apply behaviour management. Ability to provide support and affirmation for all volunteers	Written document signed. Signed Code of Conduct <i>Volunteer personnel file</i> <ul style="list-style-type: none"> • Application • Police clearance record • Volunteer personnel file • Written document Record kept at office Copy to person Identified supervisor person Identified complaints officer

Table 3: Camp Captain

Role	Role Function	Role Description	Role Competency	Role Contract Conditions
Camp Captain	Overall responsibility for the functioning of the camp. Ensure Edmund Rice Quality standards are maintained during the life of the camp.	Maintain a general awareness of leader and child welfare throughout the week. Work as a team with Team Captain. Report to Camp Coach feedback and concerns relating to the camp conduct. Provide organizational direction and leadership for Team Captains and Leaders. Initiate the formation of a committee with Team Captains to plan and implement a new camp. Ensure all organizational duties have been met within two weeks of completion of a camp. Act as final mediator in behaviour management issues. Ensure Tikanga Maori is followed appropriately where required. Design and implement operational preparation day prior to conducting a camp. Oversee appropriate risk assessment and management protocols are met	High level of inter-personal communication skills to enable engagement with children and volunteers. Previous experience as a Team Captain. Knowledge of organization policies, protocols & procedures. Capacity to delegate and supervise operational tasks. Capacity to supervise and sign-off on camp budget. Capacity to ensure Standard Operating Procedures are followed appropriately each day of camp. Able to implement and assess application of safety action plans. Knowledge of child well-being. Knowledge of and ability to apply behaviour management. Ability to conduct training programmes. Ability to provide support and affirmation for all volunteers. Organize and chair camp daily de briefs and post-service evaluation	Written document signed. Signed Code of Conduct <i>Volunteer personnel file</i> <ul style="list-style-type: none"> • Application • Police clearance record • Volunteer personnel file • Written document Record kept at office Copy to person Identified supervisor person Identified complaints officer

Table 4: Camp Coach

Role	Role Function	Role Description	Role Competency	Role Contract Conditions
Camp Coach	To support the Camp Captain and Camp Leaders in undertaking their duties	To provide a person who has an overall view of the operational roles and who can support and direct the volunteers to undertake their role	Inter personal skills Experience in running camps Empathic skills Leadership skills	Written document signed. Signed Code of Conduct <i>Volunteer personnel file</i> <ul style="list-style-type: none"> • Application • Police clearance record • Volunteer personnel file • Written document Record kept at office Copy to person Identified supervisor person Identified complaints officer

Training requirements

As part of our commitment to the care, safety and protection of children, training is a key focus of the work we do. We do realize volunteers have busy lives. However we consider as part of volunteers' commitment to children, there is a responsibility to undertake training.

Prior to working with children we require all our volunteers to undertake a mandatory:

- Preparation for volunteering training- this training takes a day.
- Child Protection Foundational training - this training is for three hours and has a test which must be passed.
 - The content of the training programme, we believe is important in providing a quality service for children during an Edmund Rice Camp. Training provides knowledge and skills, which are essential for working in a caring, safe and protective manner with children.
 - After the training programme is completed you will be given a short learning test. It does sound a bit like school but it is not meant to. It is important to us a volunteer knows both the knowledge and skills presented in the training but also importantly can utilize this knowledge and skills in how they work as a volunteer on Edmund Rice Camps.
 - To enable us to be confident you are well prepared for being a volunteer with us we will give you a case example of a situation on Camp and ask what you think would be an appropriate way to respond. In this short 30-

minute test we are not so much interested in you finding a 'right answer' or repeating back the content of the teaching programme. Rather we are interested in your ability to 'think through' the knowledge and skills you have learnt and apply them to a real life situation.