

Submission to the  
Victoria Early Childhood Workforce Strategy:

**WORKING TOGETHER TO BUILD  
VICTORIA'S EARLY CHILDHOOD  
EDUCATION WORKFORCE**

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**TO:** Ms Ingrid Stitt  
Minister for Workplace Safety  
Minister for Early Childhood  
Department of Education and Training Victoria

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**ENDORSED:** Scott Miller, **Chief Executive**

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## ACKNOWLEDGEMENT OF COUNTRY

Volunteering Victoria acknowledges the Wurundjeri people, the traditional custodians of the land on which our office stands, and we pay our respects to them, their culture and their Elders past and present.

## OVERVIEW

Early Childhood education provides foundational support for children and families during the development of a child's learning, social and emotional skills. Engagement in a quality learning environment is predictive of later outcomes including academic success, employment opportunities and social and emotional wellbeing.<sup>1</sup> Early Childhood education is provided by a diverse range of organisations including local government-run centres, privately owned organisations and community-run, not for profit organisations.<sup>2</sup> The success of these services is largely dependent on establishing and maintaining a quality workforce of Early Childhood educators.

Volunteering is an important part of the social fabric of Victoria and supports the delivery of services to children and their families, as well as services in the education and training sector. There is a lack of formal data on the number and roles of people volunteering specifically in Early Childhood education, however anecdotal feedback provided by Early Childhood education organisations for this submission found that volunteers provide invaluable support across the sector. The inclusion of volunteers also supports the sector's philosophical and strategic focus of developing partnerships and collaborations within the communities they serve.

The Early Childhood Workforce Strategy aims to strengthen the workforce across the sector, as it prepares for the gradual implementation and delivery of three year old funded kindergarten programs across the state. This submission to the Strategy highlights the need for a greater understanding of the role volunteers play in the sector, the value of their current involvement, and the potential contribution that volunteering can make to meeting the Strategy's aims of *attracting and retaining a quality Early Childhood education workforce*.

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1 [https://s3.ap-southeast-2.amazonaws.com/hdp.au.prod.app.vic-engage.files/2616/1854/5736/Policy\\_Paper\\_Working\\_Together\\_to\\_Build\\_Victorias\\_Early\\_Childhood\\_Education\\_Workforce\\_.pdf](https://s3.ap-southeast-2.amazonaws.com/hdp.au.prod.app.vic-engage.files/2616/1854/5736/Policy_Paper_Working_Together_to_Build_Victorias_Early_Childhood_Education_Workforce_.pdf)

2 [www.abs.gov.au/ausstats/abs@.nsf/Lookup/EA33A696D728C680CA257C93000D01DF?opendocument](http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/EA33A696D728C680CA257C93000D01DF?opendocument)

The submission is divided into three sections, that address these key areas:

**Section 1:** Establishing an Evidence Base on Volunteering in Early Childhood Education

**Section 2:** The Contribution of Volunteers to Quality Early Childhood Education programs

**Section 3:** The Potential of Volunteering to Attracting and Retaining a Quality Workforce

**Appendix 1:** Maria's Early Childhood Career Story

**Appendix 2:** Responses to [www.engage.victoria.gov.au](http://www.engage.victoria.gov.au) survey.

The submission also seeks to highlight the contribution that volunteering can make to Early Childhood education through partnering with their communities and remaining responsive to their place-based context.

*“Our volunteers have provided us with skills and knowledge about the community that we otherwise would not have had access to. This has helped us develop programs that are responsive to the community and meet their needs”*

**– Early Childhood Education  
Volunteer Co-ordinator**

## ACKNOWLEDGEMENTS

Volunteering Victoria would like to thank the members of the sector who thoughtfully gave their time and knowledge to support this submission and inform its recommendations.

## RECOMMENDATIONS

### **Recommendation 1:**

Establish an evidence base on volunteering in the sector by including volunteering in workforce analysis

### **Recommendation 2:**

Consult with the sector to understand the current roles and responsibilities of volunteers, barriers to volunteering and the scope for greater inclusion of volunteers

### **Recommendation 3:**

Provide further investment and resources for volunteer programs in the sector

### **Recommendation 4:**

Commit to funding novel projects and initiatives in the Early Childhood sector that can be supported by volunteers

### **Recommendation 5:**

Establish formal opportunities to volunteer and career pathways for volunteers

### **Recommendation 6:**

Build the capacity of the sector to include and support volunteers including resources and training for volunteer programs and managers

## ABOUT VOLUNTEERING VICTORIA

Volunteering Victoria is the state peak body for volunteering, focusing on advocacy, sector development and the promotion of volunteering. We are a member-based organisation with over 400 individual and organisational members from all sectors and places around Victoria.

Volunteering Victoria has a singular and specialised focus on volunteering. We see our role as leading the development of a collaborative, sustainable, thriving volunteering community and movement in Victoria. Our purpose is to promote and build a vibrant, strong volunteering community that is inclusive, respected and sustainable.

In Australia, volunteering is defined as: “time willingly given, without financial gain and for the common good”.<sup>3</sup> According to this definition, 2.3 million Victorians volunteer in our communities in regular times. That is 42.1% of Victorians who contributed some 507.7 hours of volunteering efforts in 2019.<sup>4</sup>

## CONTEXT

Kindergarten is an essential component of Early Childhood education with four year old children in Victoria currently funded to attend one year of kindergarten prior to commencing school. In 2022 three year old children in Victoria will be funded for a minimum of 5 hours per week of kindergarten providing children with access to an additional year of quality, play-based learning. This funding will progress to 15 hours per week by 2029, having a significant impact on children’s early learning and development.

There is little formal data on volunteering in the Early Childhood education sector, however we know that volunteering contributes to the delivery of quality services from the involvement of parents at a community level, to the delivery of novel projects and initiatives that enhance the quality of early childhood education. The benefits of volunteering also illustrate the enormous potential it has in supporting the development of a quality Early Childhood education workforce.

This submission provides key recommendations on how the current contribution of volunteering to Early Childhood education can be acknowledged and enhanced to continue to support the delivery of quality services. We also highlight how volunteering can be harnessed to meet the key aims of the Strategy and support the delivery of a quality 15 hour funded three year old kindergarten service by 2029.

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3 <https://www.volunteeringaustralia.org/wp-content/uploads/State-of-Volunteering-in-Australia-Executive-Summary1.pdf>

4 <https://stateofvolunteering.org.au/> note that the definition of volunteering in the State of Volunteering in Victoria (2020) Report differs from the definition used by the Australian Bureau of Statistics. These different collection methods result in different rates of volunteering.

# SECTION 1: ESTABLISHING AN EVIDENCE BASE ON VOLUNTEERING IN EARLY CHILDHOOD EDUCATION

## Recommendations

Establish an evidence base on volunteering in the sector by including volunteering in workforce analysis

Consult with the sector to understand the current roles and responsibilities of volunteers, and the scope for greater inclusion of volunteers

Volunteering makes a significant contribution to the Victorian community, with 42.1% of Victorians volunteering on average 223.9 hours per year. A diverse range of sectors benefit from the knowledge, skills and perspective of volunteers. However there is limited evidence or data on the role and contribution of volunteers in the delivery of Early Childhood education services. Statistically 12.3% of Australians volunteered in roles relating to Parenting, Children and Youth in 2019, while 21.8% volunteered in the Education and Training sector.<sup>5</sup> However current methods of data collection do not define how many people volunteer specifically in Early Childhood education.

Similarly there is limited formal evidence about the roles of existing volunteers in Early Childhood education services, how regularly people volunteer and the demographics of those who are volunteering. Consultation with the sector for this submission identified that volunteering is typically informal, ad-hoc and often involves the parents and carers of children attending an Early Childhood service. However these roles are often not clearly defined or formalised. Understanding the nature and frequency of volunteering in the sector is a key element of mapping the roles and responsibilities of the sector's workforce, and effective workforce planning.

Previous research and workforce analysis in other sectors has helped accurately identify the roles and contributions of volunteers in the workplace, how these contributions support the paid workforce, and the benefits and challenges of volunteering.

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5 [www.abs.gov.au/ausstats/abs@.nsf/Lookup/EA33A696D728C680CA257C93000D01DF?opendocument](http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/EA33A696D728C680CA257C93000D01DF?opendocument)

**Volunteering Naturally: Understanding Victoria's Environmental Volunteers 2020, Department of Environment, Land, Water and Planning.<sup>6</sup>**

*"We are focused on providing the means for Victorians who want to contribute to nature and get involved, based on their diverse skill sets, passion for specific causes or at a time that suits them. More than a decade on, the volunteering landscape has changed and there's a need to consider alternatives in the way that we engage new environmental volunteers. This second annual snapshot provides an evidence base to continue informing how environmental volunteering managers can better support the needs of environmental volunteers today and into the future. It also provides the opportunity to communicate and celebrate the collective effort of all Victorian environmental volunteers".*

**– Introduction to Volunteering Naturally, DELWP**

There is also limited understanding about the capacity of the Early Childhood education sector to include volunteers, particularly the types of roles that are viable, the existence of structured volunteer programs, and if volunteer managers or staff have been trained to support and manage volunteers. These characteristics are key to successfully including volunteers in the workforce and developing appropriately targeted strategies and resources, however are likely to vary widely across a diverse range of delivery models. Consultation with the sector is key to understanding issues unique to the sector that may impact on the capacity for volunteer inclusion.

There is a need to accurately understand the current roles and responsibilities in the Early Childhood Education sector in order to appropriately plan for the attraction and retention of staff and volunteers. An understanding of current volunteer programs and processes will also support the development of strategies aimed at increasing the capacity of the sector to deliver quality services and an evidence base from which to better allocate resourcing for volunteering.

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<sup>6</sup> [https://www.environment.vic.gov.au/\\_data/assets/pdf\\_file/0029/494813/Volunteering-Naturally-2020-FINAL.pdf](https://www.environment.vic.gov.au/_data/assets/pdf_file/0029/494813/Volunteering-Naturally-2020-FINAL.pdf)

### Volunteer-run pre-schools in the United Kingdom.<sup>7</sup>

*Recent data from the United Kingdom indicates that roughly one third of preschool or early education services are in voluntary run settings. It was found that these services are experiencing unprecedented demand as they offer more flexible hours and lower fees than those offered through larger organisations. Other benefits of the voluntary run pre-school programs were identified as the low turnover staff, programs being embedded in the local area and the ability to be responsive to community needs. In addition to the benefits, identifying the challenges faced by volunteers in these settings has enabled more resources to be directed to support the programs.*

## SECTION 2: THE CONTRIBUTION OF VOLUNTEERS TO QUALITY EARLY CHILDHOOD EDUCATION PROGRAMS

### Recommendations

Provide further investment and resources for volunteer programs in the sector

Commit to funding novel projects and initiatives in the Early Childhood Education sector that can be supported by volunteers

Consultation with the sector identifies that volunteering is currently occurring in a limited informal capacity or as part of targeted programs or projects within Early Childhood education services. Anecdotally volunteers are reported to be involved in parent and carer committees, fundraising activities and less frequently, by providing in-classroom support. While often informal, these volunteers make a significant contribution through extending the capacity of services, supporting the workload of paid staff and ensuring community voice informs the development and delivery of services. However the sector has identified a shift away from some volunteering delivery models

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<https://www.earlyyearseducator.co.uk/features/article/policy-why-we-must-support-our-voluntary-settings>



due to a concern and lack of process around risk and liability issues. Existing volunteer roles and programs could be strengthened with greater investment and sector-specific resources to ensure volunteers are being placed in meaningful roles with appropriate training, processes and safeguards in place, and that staff receive guidance and training to support them in their roles.

*“Volunteers will stay engaged if they are given roles that are meaningful to them, and they are supported in their work. Being asked to routinely fill in for ad-hoc jobs is not good for volunteers and is not good volunteering practice”.*

**– Early Childhood Education  
Volunteer Co-ordinator**

Consultation with the sector also found that volunteers are frequently involved in novel and place-based projects in Early Childhood education services. These projects often ‘add value’ to the usual learning program and make a significant contribution to educators being able to deliver quality learning experiences and programs. One such program is the Ardoch Early Language and Literacy program.

#### **Ardoch Early Language and Literacy program**

*“The Ardoch Early Language and Literacy (ELL) program partners with early years services to support children’s school readiness and oral language and literacy development through targeted reading, writing interactions and activities. Early Education Volunteers are trained in the ELL program, developed in collaboration with Deakin University, and the activities are delivered under the direction of the kindergarten teacher or playgroup facilitator. The program also works with Early Education teachers and staff so that they can continue to deliver the program to children in the future, while developing skills in working with volunteers.*

*The program commenced in 2016 and has placed over 200 volunteers in over 60 early years centres since that time. Volunteers in the ELL program deliver a quality program of play-based activities that support and promote children’s oral language and literacy, better preparing them to commence school”.*

Another program that has successfully and meaningfully included volunteers in Early Childhood education is the InterG program at Bubup Womindjeka Family and Children's Centre.

#### **InterG program at Bubup Womindjeka Family and Children's Centre**

*Working collaboratively with Star Health, the Bubup Womindjeka Family and Children's Centre initiated the inter-generational program, InterG, for the participants to foster a positive connection between the generations by engaging in a range of activities together within an early childhood setting. InterG recruits active local and volunteer retirees through local community groups to visit with children at the BWFC centre providing children, families and staff with non-stereotypical role models of older people. The program also serves as a model of the value and importance of volunteering and connecting. The program is also benefiting employees at the centre, who are able to witness and learn from older people being active, engaged and through volunteering, contributing meaningfully to their own lives and the lives of others.*

These programs only exist through the contribution of community volunteers, resulting in invaluable learning opportunities for children, and support and professional development opportunities for the paid workforce to deliver quality and diverse learning programs. They also enable Early Childhood education services and educators to develop valuable partnerships and strengthen their connection to the community.

## SECTION 3: THE POTENTIAL OF VOLUNTEERING TO ATTRACTING AND RETAINING A QUALITY WORKFORCE

### Recommendations

Establish formal opportunities and career pathways for volunteers

Build the capacity of the sector to include and support volunteers including resources and training for volunteer programs and managers

Volunteering holds numerous benefits for volunteers, organisations and the community which are clearly aligned with the Strategy's goals of attracting and retaining a quality Early Childhood workforce. For volunteers, volunteering contributes to improved health outcomes, increased life satisfaction, and valuable work experience.<sup>8</sup> For organisations, volunteers bring new insights, increased efficiency, effectiveness and capacity of the organisation, and improved team morale and cohesion.<sup>9</sup> Volunteering is also a proven employment pathway, providing people with hands-on experience, skills development and networking opportunities. With support, this can lead to opportunities to pursue training and paid employment. Greater inclusion of volunteers in Early Childhood education services would enable prospective trainees to learn about the sector, gain work experience, feel confident in their career choice, and develop mentoring relationships and professional networks prior to embarking on a career.

The Community Hubs initiative is a place-based program that was implemented to assist diverse, migrant communities in establishing community connections and social participation. A research report on a Community Hub program in the local Victorian government area of Hume<sup>10</sup> illustrates how they have successfully implemented a volunteer to employment pathway, particularly in relation to Early Childhood education.

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8. <https://www.volunteeringaustralia.org/wp-content/uploads/State-of-Volunteering-in-Australia-Executive-Summary1.pdf>  
9. <https://www.volunteeringaustralia.org/wp-content/uploads/State-of-Volunteering-in-Australia-Executive-Summary1.pdf>  
10. Fishman, A & Kellard, K. (2013). What makes for a successful community Hub? The Social Research Centre.

### What Makes for a Successful Community Hub?<sup>11</sup>

*“Two of the individuals we spoke with had progressed along their volunteer pathways, gained external training and qualifications, and had taken up paid positions in the early learning centre. For them, the pathway had provided them with valued learning, experience, and personal growth. These women now mentored others along their own volunteer pathways, and continued to gain further training and progress themselves”*

**– Social Research Centre Report**

At the Meadows Early Learning Centre in the Hume Council area, the Community Hub model was seen as a key means to addressing the low levels of kindergarten enrolment and school preparedness. Engaging families and the community in volunteering through Hub programs has addressed these issues while also providing opportunities for volunteers, including training and employment in a variety of sectors including Early Childhood education. The development of these career pathways has enabled volunteers to be recruited to roles that are meaningful and of benefit to them, while supporting the sector to recruit trainees and educators with an interest, understanding and experience in Early Childhood development and education.

### Maria's Story

*“My volunteer coordinator said she saw great passion and knowledge in me. She helped me to commit to myself and have faith in my abilities which gave me the success I have today. In 2007 I had the amazing opportunity to be able to study in Australia. I spent 6.5 years studying at night while working and raising my 5 children as a single mum. I educated myself. I had confidence in my abilities to be able to connect with families within the community. I was passionate about finding and starting work. I studied brain development, special needs child services, leadership training, community services and a Diploma and Bachelor 1 in children services and care. I'm very passionate about working with children and families. Having previously been a primary school teacher in my home country I found a successful career in Early Childhood” (see appendix 1 for Maria's full story).*

**– Former Community Hub volunteer**

Formalising and strengthening career pathways for volunteers will support the attraction and retention of volunteers and paid employees. However the potential contribution that volunteers could make to the sector can only be harnessed if the sector has competency in the recruitment, management and support of volunteers.

The diverse range of organisations delivering early childhood education services pose a range of issues in relation to volunteer inclusion. Small organisations are often time and resource poor, with a single manager responsible for multiple aspects of the organisation. Larger organisations often have significant numbers of staff whose experience in supporting volunteers or running a volunteer program may vary.

Investment is required to both develop and strengthen the competency of volunteer programs and staff in the Early Childhood education sector. This includes sector-specific volunteer management training, education for staff on the value of volunteers and how to best support them, and resources and tools that support the greater inclusion of volunteers such as best practice templates and processes. Quality volunteer programs also promote inclusivity and support the access and involvement of a diversity of community members, with the potential for greater gender diversification and community representation in the Early Childhood education sector. Best practice in volunteering, as per the National Standards for Volunteer Involvement<sup>12</sup> benefits services and volunteers alike by improving volunteering experience, addressing gaps in workforce knowledge, and supporting the management of issues such as risk and liability, and health and safety.

*“Developing clear processes around the volunteer pathway has been really important. In the interview we make sure the role is right for them and outline the expectations and routines so people know what to expect. The focus for us is always engagement, breaking down barriers, and providing opportunities, training and more choices”*

**– Early Childhood Education  
Volunteer Co-ordinator**

Specialised volunteer training and support such as those offered by Volunteer Support Organisations (VSO's) and peak bodies can guide the sector in prioritising and strengthening the inclusion of volunteers. Volunteering Victoria delivers sector development services such as volunteer management training, suites of tools, resources and templates, and guidance on meeting the National Standards for Volunteer Involvement. As the peak body for volunteering, we have a strong track record of working with government to advocate for volunteering investment and with appropriate resources can deliver sector-specific guidance on investing in volunteering to build a quality Early Childhood education workforce.

## CONCLUSION

Volunteering has vast potential in supporting the aim of the Early Childhood Workforce Strategy, to attract and retain a cohort of quality Early Childhood educators, who are committed to the sector. Building an evidence base on volunteering in the sector, supporting existing volunteer-driven initiatives and developing the capacity of the sector to include volunteers through training and volunteer career pathways, are key to unlocking this potential and positioning the sector at the forefront of innovative workforce strategies and development.

Finally, delivering quality early childhood education programs to children means being responsive to their context and place. Including parents, carers and community members in volunteer roles provides unique insights into the community, while building community partnerships and connections. This will enable the sector to design programs and services that are responsive to the community and as diverse as the communities they serve.

## APPENDIX 1: MARIA'S EARLY CHILDHOOD CAREER STORY

"On April 10, 1999 my journey begins when I arrived in Australia. Success at last. My happy opportunity, this is my story.

I struggled in my life a lot. It was a very difficult journey. I was a mum of 5 children aged between 2 and 10. I volunteered in my community for 6 years. My volunteer coordinator Maureen said she saw great passion and knowledge in me. She helped me to commit to myself and have faith in my abilities which gave me the success I have today.

I explored Australia through dance and music, to showcase my traditional Samoan culture. It was a unique and great opportunity to be able to expand my knowledge of the Australian people and their beautiful culture. I love working with diverse people, and have found that with the people I meet, there is connection and mutual respect. Learning about different cultures, and extending my own, engaging in the community. I am extremely grateful to be surrounded by such encouraging, empowering and passionate people that helped me to become who I am today.

In 2007 I had the amazing opportunity to be able to study in Australia. I spent 6.5 years studying at night while working and raising my 5 children as a single mum. An opportunity which would not be available to me in Samoa. I tried to open my businesses and study at the same time. I educated myself. I had confidence in my abilities to be able to connect with families within the community. I was passionate about finding and starting work.

Having studied at Monash University, Melbourne University and Vic University, I studied brain development, special needs child services, leadership training, community services and a diploma and bachelor 1 in children services and care.

I'm very passionate about working with children and families. Having previously been a primary school teacher in my home country of Samoa I found a successful career in early childhood. I have confidence in myself and I'm assured in what needs to be done. I can easily delegate with families and love connecting with people.

Currently I work in community broadcast radio and as a bi-cultural liaison facilitator. It's a great opportunity for me to be able to work with a wide range of diverse people, giving me the opportunity to explore myself and my language and culture through my connections in the community.

Maureen helped me achieve my goals and be my best. Sayanti at VICSEG has been very encouraging and flexible and very confident in my nature to work with people.

Thank you to Maureen and Sayanti for acknowledging my experiences and for your professionalism and encouragement and being a big part of what I call my success story. Thank you to all the parents, children, volunteers and organisations that connected well with us and put me in the position to be able to give back to the community".

## APPENDIX 2: RESPONSES TO WWW.ENGAGE.VICTORIA.GOV.AU SURVEY

### **Click one of the options below that best describes you in relation to early childhood education**

An organisation, sector representative or other community member

### **Which of the following best describes you or your organisation in relation to early childhood education? Select all that apply**

Other, please specify: Volunteering peak body

### **What is the postcode of the service or organisation you are involved in?**

3051

### **What are you doing in your service, organisation or in the community to attract, support and/or retain early childhood teachers and educators?**

Promoting and advocating for the role of volunteering in the early childhood education sector and how it contributes to the development of a quality workforce.

### **What government supports and initiatives, outlined in the strategy paper, are working well?**

While our submission focuses on volunteering in early childhood education, from consultation with the sector we understand that quality placement experiences and mentoring support is working well in the attraction and retention of educators. School readiness funding was also mentioned in the consultations as key to engaging disadvantaged children and families. The Victorian Early Years Awards successfully highlights innovative programs and projects, particularly those that are engaging volunteers.



### **What government supports and initiatives, outlined in the strategy paper, can be improved and how?**

Strategies to attract people to early child education such as scholarships, free TAFE and incentives are effective in recruiting trainees however it was identified in consultations that these strategies may opportunistically target particular groups of people who are likely to be actively job seeking such as mothers of young children transitioning to school. Attracting and particularly, retaining quality educators may benefit from a more nuanced approach based on the specific interests and career aspirations of potential trainees. Providing people with opportunities to gain experience in the sector prior to embarking on training, such as that afforded by volunteering, will promote increased retention through enabling trainees to gain a greater understanding of the nature of the work and have confidence in their decision to embark on a career in early childhood education.

### **What can the early childhood sector do to build on the Government's investment and efforts to support the workforce?**

Promoting and investing in volunteering opportunities and pathways in the sector will support the delivery of quality early childhood education programs, and the staff who deliver them. Resourcing to establish and formalise volunteer programs will provide enormous opportunities to attract and retain prospective educators through the identified success of volunteering to employment pathways.

### **Are there existing partnerships in the early childhood sector that support workforce development? Please provide examples**

Consultation with the sector for this submission identified successful community partnerships between volunteer programs facilitated by not-for-profit organisations and early learning centres (such as that provided by Ardoch- see case example). Hub programs in the Hume council area were an excellent example of investing in collaborations and partnerships with schools and a diverse range of community organisations to develop volunteer to employment pathways within the Hub model (see *What Makes for a Successful Community* case example and Meadows Early Learning Centre).

### **What types of new partnerships and collaborations could help the early childhood sector better respond to workforce challenges?**

Partnering or collaborating with Volunteering Victoria, as the state peak body for volunteering, would enable the sector to access resources and training to support the development of volunteer programs and formal volunteer pathways. At a local level, early learning centres partnering with regional volunteer support organisations (VSO's) would provide ongoing support and place-based responses to volunteer workforce challenges. Collaborating with community organisations and other volunteer-involving organisations could also identify opportunities for volunteer-run projects that strengthen programs and support staff.

### **How could your organisation expand on its current efforts to help achieve our collective workforce goals around attraction, retention, and quality?**

Volunteering Victoria is a membership based peak body that offers sector development training and other initiatives to strengthen volunteering programs. With greater resources and funding Volunteering Victoria can develop and deliver sector-specific volunteer management training for staff, guidance on best practice in volunteer involvement and tools and resources for recruiting, retaining and supporting volunteers.

### **Is there any other feedback you would like to provide?**

Please see our extended submission for further feedback and recommendations.

