# **Chaplaincy and student welfare worker services**

**Role of the chaplain and student welfare worker**

The role of a chaplaindefinitions and student welfare worker in a Queensland Catholic school definitions is to provide social, emotional and spiritual support definitions to students, parents and staff. The role of the chaplain or student welfare worker will reflect the specific needs of the students attending the school. Activities provided by the chaplain or student welfare worker are at the discretion of the school principal, in consultation with the school community.

Chaplains and student welfare workers must be able to provide support for a range of day-to-day matters affecting the school community and communicate effectively with a diverse group of people. While chaplains and student welfare workers personally model and own their own positions or beliefs, they must avoid any claims or implications that any one religion, denomination or worldview definitionsis advantageous or superior to any other religion, denomination or worldview.

While recognising that an individual worker may respond to questions and in good faith, express views and articulate values consistent with their own beliefs, the chaplain or student welfare worker must not take advantage of their position to proselytise definitions, evangelise definitions, advocate for or denigrate a particular worldview or faith.

Whilst their roles in schools are similar, the key difference between a chaplain and a student welfare worker relates to the training and qualifications of the two worker types. Schools may receive a State or Commonwealth Government grant for either a chaplain or for a student welfare worker, or both (in rare instances). Schools must ensure they engage a worker for which the funds have been allocated.

### Delivery of services

Chaplains and student welfare workers are bound by the provisions of relevant Queensland legislation, including the [*Public Records Act 2002*](https://www.legislation.qld.gov.au/view/html/inforce/current/act-2002-011?query=((Repealed%3DN+AND+PrintType%3D%22act.reprint%22+AND+PitValid%3D%40pointInTime(20190605000000))+OR+(Repealed%3DN+AND+PrintType%3D%22reprint%22+AND+PitValid%3D%40pointInTime(20190605000000)))+AND+Content%3D(%22public%22+AND+%22records%22+AND+%22act%22)&dQuery=Document+Types%3D%22%3Cspan+class%3D%27dq-highlight%27%3EActs%3C%2Fspan%3E%2C+%3Cspan+class%3D%27dq-highlight%27%3ESL%3C%2Fspan%3E%22%2C+Search+In%3D%22%3Cspan+class%3D%27dq-highlight%27%3EAll+Content%3C%2Fspan%3E%22%2C+All+Words%3D%22%3Cspan+class%3D%27dq-highlight%27%3Epublic+records+act%3C%2Fspan%3E%22%2C+Point+In+Time%3D%22%3Cspan+class%3D%27dq-highlight%27%3E05%2F06%2F2019%3C%2Fspan%3E%22), [*Information Privacy Act 2009*](https://www.legislation.qld.gov.au/view/html/inforce/current/act-2009-014)and the [*Education (General Provisions) Act 2006*](https://www.legislation.qld.gov.au/view/html/inforce/current/act-2006-039)*.*

 Chaplains and student welfare workers must also adhere to relevant government policies and procedures*.*

**Chaplains and student welfare workers may be involved in any of the following:**

* **Social and/or emotional support** — assisting students to develop knowledge, understanding and skills that support learning, positive behaviour and constructive social relationships through social skills programs.
* **Spiritual support** — providing an additional dimension to the school's care, guidance and support of students with spiritual and/or religious needs.
* **Mentoring** — acting as a role model for students and assisting in the development of supportive relationships for, with, and among students.
* **Community development** — enhancing the links between the school and its community, working with school-based support staff and community-based youth organisations and networks to support students.
* **Educational support** — assisting with classroom activities (under the direction of a teacher) where involvement by the chaplain/student welfare worker provides further social, emotional or spiritual support for those students who may be at risk of disengagement.
* **Extra-curricular activities** —participating in general school activities, for example, camps, excursions, sports days or coaching team sports.

**Chaplains and student welfare workers must not be involved in any of the following:**

* providing professional counselling
* attempting to convert students to a religion by proselytising/evangelising through activities such as:
	+ urging students to attend activities that have a religious/spiritual component
	+ initiating faith discussions with a view to manipulating students to a particular view of belief
	+ using other methods such as social media, for example, blogs and Facebook, or newsletters and school websites, to proselytise/evangelise to students within their school
* attempting to undermine the religious, or other, beliefs of students
* providing support to students who have indicated that they do not wish to access the services of a chaplain or student welfare worker, or where appropriate informed consent definitions have not been provided
* referring a student to an outside agency or specialist support without the explicit approval of the school’s principal, deputy principal or guidance officer
* taking on roles which are the domain of other staff members, for example, case management of an individual student
* expressing views that are discriminatory or biased on the grounds of religious ideology, beliefs or sexuality — regardless of an individual’s personal/spiritual views, they must treat all students with dignity and respect
* providing [religious instruction](https://education.qld.gov.au/parents-and-carers/school-information/school-operations/policy-statement) as it is notpart of a chaplain or student welfare worker’s role. However, if a chaplain or student welfare worker works part-time at the school in another capacity, they may make separate arrangements to deliver religious instruction outside of their normal chaplain/student welfare worker work hours.