



# Supporting older people: Volunteer learning guide

Part One: Introduction for registered  
providers and volunteer managers

2026

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 [agedcarevolunteer@health.gov.au](mailto:agedcarevolunteer@health.gov.au)

 <https://www.health.gov.au/topics/aged-care/volunteers>

Images sourced from Department of Health, Disability and Ageing and <https://www.agewithoutlimits.org/image-library>



# 1. Purpose of the learning guide

The *Supporting older people: Volunteer learning guide* (the learning guide) is a practical resource for registered providers and volunteer managers. It is intended to:

- support understanding of the [five core topics](#)
- provide guidance to support volunteer managers to deliver training on the five core topics consistently
- not replace provider-specific induction, supervision, local policies and procedures

The core topics in the learning guide help volunteers understand their responsibilities and build the skills needed to provide safe, respectful and rights-based care and support on behalf of registered providers. The topics are aligned to the *Aged Care Act 2024* (Aged Care Act) and guidance reflects best-practice training approaches.

## How to use this learning guide

The guidance in this learning guide is optional. It can be used as a starting point or adapted to complement existing volunteer training arrangements.

The learning guide is designed to be flexible. Each part can be used on its own for its intended audience. Readers can access the sections they need, rather than reading the document from cover to cover.

## The learning guide is structured in three parts:

### Part One - Introduction for registered providers and volunteer managers

- explains the regulatory framework and policy context for the volunteer training
- sets out the core topics and supporting [eLearning modules and resources](#)
- resource list with links to helpful information

### Part Two - Training delivery toolkit for volunteer managers

- a practical, user-friendly toolkit to support volunteer managers to deliver training on the five core topics, and support diverse learning needs
- can complement existing local training or be used alongside the [eLearning modules and resources](#) to reinforce consistent, best-practice approaches

### Part Three - What volunteers need to know (for volunteers)

- provides clear and simple information about the training, including what it covers and what volunteers can expect

The role commonly referred to as **volunteer manager** may also be known as lifestyle manager, volunteer coordinator, or another title. For consistency, this learning guide uses the term *volunteer manager*.

## 2. Key information overview

This section provides a brief overview of who the training applies to, what it covers, when it should be completed, and where to find more detailed guidance in the learning guide.

### 2.1 Who should complete the training

This training is for new and existing volunteers who deliver, or support funded aged care services on behalf of a registered provider, including through an [associated provider](#). These volunteers meet the definition of an [aged care worker](#) under the [Aged Care Act](#).

[Aged Care Volunteer Visitors Scheme \(ACVVS\)](#) volunteers are **not** defined as an aged care worker under the Aged Care Act. They are not considered part of the registered provider's general workforce, meaning they are not required to meet the same internal training as an aged care volunteer. ACVVS volunteers are defined as 'aged care volunteer visitors' and they are required to complete separate training as described in the [ACVVS National Guidelines](#).



For more information on who the training applies to see [Section Four](#)

### 2.2 The five core topics are:

- the Aged Care Code of Conduct (the Code)
- reportable incidents and the Serious Incident Response Scheme (SIRS)
- complaints and feedback
- elder abuse awareness and advocacy pathways
- understanding diversity and inclusion



See [Section Five](#) for detailed information on the five core topics

### 2.3 When training should be completed

Volunteers should complete training on the core topics before starting their role where possible. If this is not possible, training should be completed within the first 4 to 8 weeks.

### 2.4 eLearning modules and resources

The Department of Health, Disability and Ageing (the Department) has developed free, self-paced [eLearning modules and supporting resources](#) aligned to the five core topics. These are designed specifically for volunteers and include a certificate of completion.



See [Part Two](#) and the [Commission's webpage](#) for more information

## 2.5 Using existing training programs

Registered providers do not have to use this learning guide or the [eLearning modules and resources](#). They may use their own volunteer training materials, but these must align with the current Aged Care Act and cover the core topics described in Section 5. Existing and prior training should be reviewed to ensure it is current, aligned to the core topics and fit for purpose.

Training developed under the *Aged Care Act 1997* is no longer current or relevant for this purpose.



See [Section Five](#) for the core topics and [Section 6](#) for provider training responsibilities

## 2.6 Role-specific training

Some volunteers may also need additional training relevant to their role. Volunteer managers should identify and coordinate any role-specific training needed alongside the five core topics.

For Commonwealth Home Support Program (CHSP) registered providers, this learning guide is intended to support volunteer capability and complement local induction and training arrangements. It does not replace obligations under the [CHSP 2025–27 Manual](#), grant agreement requirements, provider policies, or any other program-specific responsibilities.



See **Part Two - Training delivery toolkit for volunteer managers** or the [Department's webpage](#) for additional information



## 3. Regulatory framework



This section describes the legislative and regulatory framework underpinning the learning guide and [core topics](#)

The learning guide is underpinned by key legislative and regulatory reforms, and extensive sector consultation. These collectively highlight the importance of establishing best practice, consistent training standards for volunteers in aged care to strengthen safety, dignity, and the overall quality of care.

### 3.1 Royal Commission into Aged Care Quality and Safety

The [Royal Commission into Aged Care Quality and Safety](#) found volunteers are very important in helping older people feel well and stay socially connected. Recommendation 44(b) called for volunteer programs to include induction and ongoing training in caring for and supporting older people, complaints management, and the reporting of reasonably suspected abuse or neglect.

### 3.2 Aged Care Act

Volunteers who are involved in delivering a government-funded aged care service on behalf of a registered provider fall within the definition of an [aged care worker](#) under the [Aged Care Act 2024](#).

This means registered providers must ensure workers, including volunteers who deliver funded aged care services for the provider, understand and comply with relevant obligations such as the Code, and are appropriately trained, supervised and supported to perform their roles safely and effectively.

Key obligations for registered providers and related requirements relevant to volunteers and training under the Aged Care Act include:

- Older people receiving funded aged care services have rights set out in the [Statement of Rights](#) (section 23) of the Aged Care Act. These rights are supported by provider obligations under the Aged Care Act and, for providers in registration categories 4, 5 and 6, by the [Aged Care Quality Standards \(Quality Standards\)](#) and the Code.
- aged care workers, including volunteers, must be supported to build capability
- must meet their conditions of registration and broader obligations
- the Code
  - failure to comply with Code, can result in the Commission taking action against a volunteer, including in serious cases issuing a banning order

- [worker screening requirements](#)
- [complaints and feedback](#), including whistleblower protections
- understand the requirements for reportable incidents and SIRS across all settings (residential, community or support at home)
- keep clear and accessible records of volunteer training to support compliance monitoring, quality assurance and audit readiness

Registered providers in registration [categories 4, 5 and 6](#), must also comply with the [Quality Standards](#).

The [Quality Standards](#) are a set of requirements for what quality and safe aged care looks like. Under Outcome 2.9 Human Resource Management, of the Quality Standards registered providers in categories 4, 5 and 6 must:

- deliver services using workers, including volunteers, who are skilled, qualified, experienced and competent, and
- provide training, supervision and support so they can perform their roles safely and effectively

The Aged Care Act is focused on ensuring funded aged care services are provided safely, respectfully, and protects the rights of older people involved in the delivery of a funded aged care service.



Although providers registered in categories 1, 2 and 3 are not audited against the Quality Standards, they are subject to other regulatory obligations under the Aged Care Act and are encouraged to support volunteers to complete training on the core topics as best practice.





## 4. Who the training applies to

Guidance on learning approaches, flexibility and inclusive delivery is provided in **Part Two**

### 4.1 Determining training eligibility

#### Who needs to do the training

Training on the core topics described in this learning guide applies to new, and existing volunteers who are involved in delivering funded aged care services on behalf of a registered provider, including volunteers delivering aged care services for an associated provider on behalf of a registered provider (those who meet the definition of an [aged care worker](#) under the [Aged Care Act](#)).

These volunteers should complete training in the core topics to support safe, respectful and rights-based care in line with obligations under the Aged Care Act and the Code.

A volunteer who has already completed training on the core topics should let their volunteer manager know and provide evidence, such as a certificate, where available. Registered providers should review prior training to determine whether it remains current and fit for purpose under the Aged Care Act and this learning guide. Training under the *Aged Care Act 1997* is no longer current.

#### *Role-based example*

Volunteers who engage directly with residents through social engagement, conversation, assisting with groups, activities or participating in excursions, are supporting the delivery of a funded aged care service. These volunteers are within scope to complete training.

#### Who does not need to do the training

Volunteers who are not engaged by a registered provider to deliver or support funded aged care services do not need to complete the training outlined in this learning guide. This is because they do not meet the definition of [aged care worker](#) (including volunteers) under the [Aged Care Act](#).

#### *Role-based example*

Volunteers undertaking activities such as providing entertainment to residents, i.e., choral singing or putting up Christmas decorations, are not aged care workers. This is because these types of activities are not listed on the [aged care service list](#) as a funded aged care service.

## At a glance: which volunteer roles should complete training

- The table below provides indicative examples of volunteer roles and whether training on the core topics should be completed.
- The key consideration is whether the role involves delivering or supporting a funded aged care service on behalf of a registered provider. This applies even if the volunteer is not directly engaged by the registered provider but by an [associated provider](#), as they are still considered a worker of the registered provider.
- This may include direct contact with older people as well as roles indirectly supporting service delivery.
- Registered providers should assess the actual duties of each role, rather than relying on the role title alone.

Volunteer role	Training	Rationale
Social connection and engagement activities such as life story assistant, jigsaws, reading, playing games, walking	✔ Should complete	Involves direct interaction with older people as part of funded aged care service delivery on behalf of a registered provider.
Organised social activity or excursion support	✔ Should complete	Involves supporting funded social or wellbeing activities delivered to older people on behalf of a registered provider.
Leading bingo, music, exercise, dance, arts, craft or other organised group activities	✔ Should complete	Within scope where the activity forms part of funded aged care services delivered on behalf of a registered provider.
Shopping assistance, transport, meal delivery, digital and device support	✔ Should complete	Within scope where the role supports funded aged care services such as transport, practical assistance or daily living supports.
Gardening, maintenance, kitchen, ironing or laundry support, domestic assistance, café assistant	✔ Should complete	May support the delivery of funded aged care services depending on the tasks performed and service context. Assess whether the role is within scope.
Pastoral, spiritual support. Language and cultural support	✔ Should complete	Usually within scope where the role involves direct support to older people as part of funded aged care, social support or culturally responsive service delivery.
Mail delivery, Christmas decorations, choir singing	✘ Not required for this role	These activities do not usually involve delivering or supporting a funded aged care service. Consider local induction.
Aged Care Volunteer Visitors Scheme (ACVVS)	✘ Not required	ACVVS volunteers undertake separate, scheme-specific training as outlined in the <a href="#">ACVVS National Guidelines</a> on the <a href="#">ACVVS webpage</a>

## 5. The five core topics



This section outlines the five core topics volunteers should understand and explains why they are essential for safe, respectful and rights-based aged care.

The core topics support volunteers to meet their obligations under the Aged Care Act by building the skills needed to recognise and respond to risks and carry out their role with confidence.

They also help registered providers meet obligations under the Code, SIRS and the Quality Standards, and demonstrate to the Aged Care Quality and Safety Commission (the Commission) appropriate training and support is in place (for providers in categories 4, 5 and 6).



Only training in the core topics under the current Aged Care Act is accepted. Training under the old *Aged Care Act 1997* is no longer valid or relevant.

- ✓ [The Code](#)
- ✓ [Reportable Incidents and SIRS](#)
- ✓ [Complaints and Feedback](#)
- ✓ [Awareness of Elder Abuse and Advocacy Pathways](#)
- ✓ [Understanding Diversity and Inclusion](#)



Find the eLearning modules and resources on the five core topics at the [Commission's webpage](#)



## 5.1 The Aged Care Code of Conduct (the Code)



### 5.1.1 Why is the topic important?

Understanding [the Code](#) is important because it helps volunteers support older people in a safe, respectful and professional way. The Code clearly sets out expected standards of behaviour, including how volunteers should communicate, protect privacy, and maintain professional boundaries. This helps volunteers understand what good care and support looks like.

For volunteers, understanding the Code reduces uncertainty, builds confidence, and supports them to carry out their role appropriately. It helps volunteers maintain safe boundaries and contribute positively to the wellbeing and dignity of older people.

The Code is also a core obligation for all volunteers under the Aged Care Act. When volunteers understand and follow the Code, they help registered providers meet their legal responsibilities and demonstrate a strong commitment to delivering safe, rights-based aged care.

### 5.1.2 Learning goals for this topic:

After completing this topic, volunteers should:

- understand what the Code is and why it matters
- recognise acceptable and unacceptable behaviours under the Code
- understand their responsibilities as volunteers under the Aged Care Act and the Code
- understand how upholding the Code helps older people feel respected, safe and supported in every interaction
- know where to find additional information, including videos, fact sheets and official guidance on the Commission's website



Find more information on the Code at the [Commission's webpage](#)

## 5.2 Reportable incidents and the Serious Incident Response Scheme (SIRS)



### 5.2.1 Why is the topic important?

[Reportable incidents](#) and [the SIRS](#) help protect older people receiving aged care by ensuring serious incidents, such as abuse, neglect or harm are identified, managed and addressed promptly.

Volunteers often spend significant time with older people and are well placed to notice when something is not right. Training on reportable incidents and SIRS helps volunteers recognise signs of potential harm and understand the internal processes for raising concerns.

Registered providers have a legal obligation to notify the Commission of reportable incidents; volunteers should follow provider policies and promptly escalate concerns internally.

Volunteers play an important role in identifying concerns early. Knowing what to look for and who to inform helps volunteers identify risks early and escalate concerns promptly to an aged care worker (who is not a volunteer), responsible person, or their volunteer manager, so action can be taken as soon as possible.

### 5.2.2 Learning goals for this topic:

- recognise the eight types of reportable incidents under SIRS
- be aware of behavioural, emotional and physical signs that may indicate harm or risk
- understand how to ensure immediate safety, who to inform, and how to follow their registered provider's policies, including those relating to whistleblower disclosures
- know where to find information and resources about reportable incidents and SIRS
- understand who older people can contact for support, including the Commission and advocacy services such as [the Older Persons Advocacy Network \(OPAN\)](#)



Find more information about reportable incidents and SIRS at the [Commission's webpage](#)

## 5.3 Complaints and feedback



### 5.3.1 Why is the topic important?

Under the Statement of Rights, older people receiving funded aged care services have the right to raise concerns, provide feedback, or make a complaint without fear of reprisal or unfair treatment.

Volunteers often build trusted relationships with older people and may be the first person they speak to when something concerns them. By understanding the complaints and feedback process, volunteers can listen respectfully, acknowledge concerns, and refer them appropriately to an aged care worker, responsible person, or the Commission.

Understanding this process also helps make sure concerns are handled safely, respectfully and in line with aged care obligations.

### 5.3.2 Learning goals for this topic:

After completing this topic, volunteers should:

- understand older people's right to make a complaint or give feedback without fear of retaliation
- know who an older person can contact about their concerns, including:
  - an aged care worker or responsible person at the registered provider
  - the Commission
  - an independent advocate, such as [OPAN](#)
- understand volunteers do not act on behalf of an older person when a complaint is made and do not investigate complaints or concerning feedback
- understand the role of the Commission in receiving and dealing with complaints and feedback about funded aged care services, including a complaint or feedback can be made directly to the Commission
- know where to find supportive resources volunteers and older people can use throughout the complaints process

## Whistleblower Protections

Whistleblowing and complaints are closely linked. Volunteers may sometimes receive information about serious concerns or wrongdoing. Under the [Aged Care Act](#), older people and aged care workers including volunteers are protected when they report wrongdoing.

This is called a 'whistleblower disclosure'. This means volunteers can raise concerns without fear of punishment, unfair treatment, or disadvantage.

A person making the disclosure can choose if it is treated as a complaint or feedback. Volunteers should follow the same principles used in the complaints process: listen respectfully, acknowledge the concern, and ensure it is passed on through the correct channels.

Whistleblower disclosures can be made in person, over the phone, in writing or anonymously. A disclosure is protected when it is made to an authorised person, including:

- the Commission, including the Aged Care Complaints Commissioner
- the Department
- a registered provider or aged care worker (including volunteers)
- a responsible person of a registered provider (such as a CEO or Board Member)
- a police officer

If someone shares information with a volunteer it may qualify as a protected whistleblower disclosure, the volunteer must:

- keep the information confidential
- inform their volunteer manager or another responsible person as soon as possible
- or contact the Commission directly

These protections make sure older people, volunteers and staff feel safe to speak up and concerns are acted on promptly. Volunteers have an important role in supporting a culture where issues are raised early and managed safely.



Find out more about complaints, feedback and whistleblower on the [Commission's webpage](#)

## 5.4 Elder abuse awareness and advocacy pathways



### 5.4.1 Why is the topic important?

Volunteers need to be able to recognise the signs of elder abuse, understand what action to take if they are concerned, and know how to support older people to access independent advocacy services.

Training helps volunteers feel prepared and supported to identify risk factors and respond appropriately when faced with challenging or sensitive situations. It helps them refer older people to trusted supports, such as the [National Aged Care Advocacy Program \(NACAP\)](#) delivered through [OPAN](#).

Volunteers who understand the advocacy options available to older people are better able to guide them towards appropriate help. Understanding these pathways supports the creation of a safe and respectful environment where older people feel protected, listened to and empowered to speak up.

### 5.4.2 Learning goals for this topic

After completing this topic, volunteers should:

- understand what elder abuse is, including common types, risk factors and warning signs
- understand their role and responsibilities if they become aware of possible elder abuse, including who to inform through internal reporting processes, the Commission, or advocacy services
- understand what advocacy means in aged care and why it is important
- know when and how to support older people to access independent advocacy
- know where to find and use resources, such as fact sheets, helplines and organisational guidance, to support themselves and the older person



Find out more about Elder Abuse and Advocacy at [NACAP's](#) or [OPAN's websites](#)

## 5.5 Understanding diversity and inclusion



### 5.5.1 Why is the topic important?

The Aged Care Act recognises every older person receiving funded aged care has the right to be treated with dignity and respect. This applies regardless of their background, identity or life experiences.

Under the Code, volunteers must be inclusive and treat all older people with dignity and respect. This is essential to providing safe, high-quality care and support.

Training in diversity and inclusion builds volunteers' confidence and understanding. It helps them recognise how an older person's background, identity and lived experience may influence their needs, preferences and experiences of care. This supports volunteers to respond respectfully and provide culturally safe, inclusive support.

By understanding diversity and inclusion, volunteers are better equipped to support each older person's individual needs. They can also help identify barriers that may affect access to, or engagement with, aged care. Volunteers play an important role in recognising these challenges and responding in a safe, inclusive and respectful way.

### 5.5.2 Learning goals for this topic:

After completing this topic, volunteers should:

- understand why respecting and responding to the unique needs and preferences of older people is important for person-centred care
- understand common barriers that may prevent older people from accessing or engaging with aged care services
- understand inclusive communication approaches supporting older people with diverse backgrounds and needs
- know where to find resources to support themselves and older people, including guidance and information



Find information about Diversity and Aged Care at the [Department's webpage](#)

## 6. Registered providers obligations for training delivery



Registered providers have an obligation to ensure volunteers receive appropriate training and support to safely deliver their role under the Aged Care Act.

### 6.1 Recording training

Registered providers must make sure:

- volunteers receive training to support the role they are undertaking
- records of completed training are kept and are easy to access, in accordance with the Aged Care Act
- volunteer managers are supported to deliver training consistently and effectively

This helps registered providers meet their legal responsibilities under the Aged Care Act and helps ensure volunteers can provide safe, respectful and rights-based care.

### 6.2 Supporting inclusive and accessible training

Training should be delivered in a respectful, accessible and supportive way. Registered providers should consider:

- literacy and language needs
- communication preferences
- cultural background
- digital access and confidence
- how to make training flexible, inclusive and culturally sensitive



Find out more at the [Translating and Interpreting Service](#) webpage



For more information about flexible and supportive delivery see **Part Two - Training delivery toolkit for volunteer managers** of this learning guide

## 6.3 Explain the purpose and benefits of training

Registered providers should clearly explain why training matters, so volunteers understand how it supports high-quality care and their role in supporting older people.

Training helps volunteers to:

- provide person-centred and rights-based support
- understand safety protocols and compliance requirements
- feel confident and prepared for their role
- respect and support older people from diverse backgrounds and life experiences

Training also supports older people's wellbeing and helps providers meet their conditions of registration under the Aged Care Act.



Registered providers should provide **Part Three - What volunteers need to know about the training** to volunteers as part of induction.



Find guidance on flexible and inclusive delivery in **Part Two - Training delivery toolkit for volunteer managers**



## 6.4 Supporting volunteer managers

Volunteer managers have a key role in helping volunteers complete training and apply it in practice.

Registered providers should support volunteer managers so they can:

- deliver and reinforce training with confidence
- supervise volunteers appropriately
- respond to questions or learning needs as they arise

This support may include:

- routine check-ins about volunteer progress or barriers
- ensuring volunteer managers understand provider policies, updates and training expectations
- providing access to training content, resources and updated guidance
- encouraging early escalation where volunteers need adjustments, extra time or additional support



Registered providers should ensure volunteer managers are familiar with this learning guide, particularly **Part Two - Training delivery toolkit for volunteer managers**.

## 6.5 Invite feedback and support continuous improvement

Registered providers should invite volunteers to share feedback on training content, format and delivery. This feedback can help:

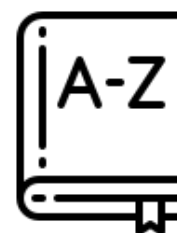
- improve the volunteer experience
- ensure training remains practical and relevant
- identify opportunities to strengthen support for volunteers and volunteer managers



Send your feedback to the Department at:  
[Agedcarevolunteer@health.gov.au](mailto:Agedcarevolunteer@health.gov.au)

## Glossary of terms

This glossary provides definitions for key terms and acronyms used in the learning guide.



Term	Definition
<i>Aged Care Act 2024</i>	The legislation governing aged care services in Australia, including requirements for volunteer training.
Aged Care Code of Conduct	A set of rules outlining how registered providers, responsible persons and aged care workers (including volunteers) must behave to ensure respectful and safe care.
Aged care worker	An individual employed, subcontracted, or engaged (including as a volunteer) by a registered provider to deliver funded aged care services.
ACQSC	Aged Care Quality and Safety Commission. The national regulator overseeing aged care services, established to protect and enhance the safety, health, wellbeing, and quality of life for older people receiving Commonwealth-funded services.
ACVVS	Aged Care Volunteer Visitors Scheme. A friendship program. Volunteers are matched with a socially isolated eligible older person receiving funded aged care services through Support at Home or Residential Aged Care.
CALD	Culturally and Linguistically Diverse - refers to people from diverse cultural backgrounds or who speak languages other than English.
CHSP	Commonwealth Home Support Program. Provides entry-level support services to help older people live independently at home.
Diversity and inclusion	Recognising and respecting differences in culture, language, ability, gender, and life experience.
Elder abuse	Any act causing harm to an older person, including physical, emotional, financial, or neglect.
NACAP	National Aged Care Advocacy Program – provides free support to older people to understand and exercise their rights.
OPAN	Older Persons Advocacy Network - a national network offering advocacy services to older Australians.

Term	Definition
SIRS	Serious Incident Response Scheme - a system for reporting and managing serious incidents in aged care.
Statement of Rights	Section 23 of the <i>Aged Care Act 2024</i> outlines the rights of older people have when accessing aged care services.
TIS National	Translating and Interpreting Service - provides free interpreting for government-funded aged care registered providers.
Volunteer manager	A person responsible for recruiting, supporting, and training volunteers for registered providers in aged care settings.
Volunteering in Aged Care	The act of providing unpaid support to older people in aged care settings, such as companionship, transport, or assistance.
Aged Care Quality Standards	A set of standards providers registered in categories 4, 5 and 6 must meet to ensure safe, high-quality, person-centered care for older persons.



## Resources

### Aboriginal Cultural Safety Training - VACCHO

<https://www.vaccho.org.au/cultural-safety-services/aboriginal-cultural-safety-training/>

### Aged Care Quality and Safety Commission

<https://www.agedcarequality.gov.au/>

### Adult learning

<https://weand.me/2021/02/01/how-to-make-learning-fun-for-adults/>

<https://whatfix.com/blog/adult-learning-theory/>

### Be Connected - Department of Social Services

A national initiative helping Australians aged 50+ build digital skills. Offers free online courses and in-person mentoring through community partners.

<https://www.dss.gov.au/improving-digital-skills-older-australians>

### Centre for Cultural Diversity in Ageing - inclusive training guidelines

<https://www.culturaldiversity.com.au/>

### Deafness Forum Australia

Support available for all Australians who are deaf or hard of hearing to live well in the community.

<https://www.deafnessforum.org.au/>

### Digital Literacy Foundation

Provides one-on-one digital mentoring for older adults and volunteers with literacy or digital access challenges. The 'Tech Mates' program supports seniors with no prior tech experience.

<https://digitalliteracy.org.au/digital-literacy/>

### Diversity framework for aged care

Department of Health, Disability and Ageing - Diversity in Aged Care resource

<https://www.health.gov.au/resources/publications/aged-care-diversity-framework?language=en>



## **Healing Foundation**

The Healing Foundation supports Stolen Generations

<https://healingfoundation.org.au/what-we-do/health-and-aged-care/>

## **Older Persons Advocacy Network (OPAN)**

OPAN provides free, independent and confidential support to older people using government-funded aged care. Advocates help older people understand and exercise their rights, find suitable services, and resolve issues with providers, including concerns about abuse or neglect.

<https://opan.org.au/>

## **Older volunteers**

Volunteering Queensland. Supporting older volunteers' guidance.

<https://volunteeringhub.org.au/wp-content/uploads/2021/02/Working%20with%20Older%20Volunteers.pdf>

## **Managing volunteers from a CALD background - guide**

Volunteering Victoria resource covers key stages of the volunteer management cycle including recruitment, induction and training.

<https://volunteeringhub.org.au/wp-content/uploads/2021/02/Managing%20Volunteers%20from%20a%20CALD%20Background.pdf>

## **Moorundi Aboriginal Community Controlled Health Service - cultural safety resources**

<https://www.moorundi.org.au/trainings>

## **NSW Department of Education - universal design for learning**

<https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/about-universal-design-for-learning>

## **Reading writing hotline**

A national service offering free literacy support for adults. Provides tutoring in reading, writing, and numeracy, help with digital literacy, and referrals to local programs.

<https://readingwritinghotline.edu.au/>

## Supporting a volunteer living with a disability

Volunteering SA& NT: Disability Inclusive Volunteer Management guide:

<https://vsant.org.au/wp-content/uploads/2024/03/Disability-Inclusive-Volunteer-Management-Guide.pdf>

## Trauma informed language

Practical tips for trauma-informed communication

[https://www.phoenixaustralia.org/wp-content/uploads/2025/09/TIP-Overview\\_4\\_Using-TIP-language.pdf](https://www.phoenixaustralia.org/wp-content/uploads/2025/09/TIP-Overview_4_Using-TIP-language.pdf) **Volunteering Victoria, Building Inclusive Volunteering Opportunities**

<https://www.volunteeringvictoria.org.au/vma-resources/>.

## Volunteering QLD: Successfully Engaging Volunteers with Disability

<https://volunteeringqld.org.au/wp-content/uploads/2023/10/Resource-Guide-Successfully-Engaging-Volunteers-with-Disability.pdf>

## Volunteerability

<https://volunteerability.com.au/>



## **Vision Australia**

Support and resources for people with blindness and low vision.

<https://visionaustralia.org/>

## **Volunteering Australia National Standards**

<https://www.volunteeringaustralia.org/wp-content/uploads/National-Standards-for-Volunteer-Involvement-2024.pdf>

## **Volunteering Australia Resource Hub**

Brings together useful, evidence-based and current best practice resources, tools, research and information to support effective volunteer management.

<https://volunteeringhub.org.au/>

## **Volunteering in Aged Care Resources**

<https://www.health.gov.au/topics/aged-care/volunteers>

## **Volunteers in Aged Care Training and Resource Kit - For Volunteers and Volunteer Managers**

This optional toolkit connects volunteers, volunteer managers, and registered providers to free, publicly available training and information on a range of topics.

<https://www.health.gov.au/resources/publications/volunteers-in-aged-care-training-and-resource-kit-for-volunteers-and-volunteer-managers>

## **Volunteering Peak Bodies**

<https://volunteering.freshdesk.com/support/solutions/articles/51000510402>

## **Aged Care Volunteering Hub**

[https://agedcarevolunteering.org.au/?utm\\_campaign=16383555-Aged%20Care\\_CHSP&utm\\_medium=email&hsenc=p2ANqtz-9O5e2tkM5Ea4D2ejnWZFUubne60I4roaPQFN\\_zzjhugwjk-Y\\_JLx0DCA9wmQ1\\_NC9y90O6G9\\_mW-sDUBlojsnclDlnqYW\\_PxX8W6sfC\\_9Olrq97s&hsmi=413613379&utm\\_content=413613379&utm\\_source=hs\\_email](https://agedcarevolunteering.org.au/?utm_campaign=16383555-Aged%20Care_CHSP&utm_medium=email&hsenc=p2ANqtz-9O5e2tkM5Ea4D2ejnWZFUubne60I4roaPQFN_zzjhugwjk-Y_JLx0DCA9wmQ1_NC9y90O6G9_mW-sDUBlojsnclDlnqYW_PxX8W6sfC_9Olrq97s&hsmi=413613379&utm_content=413613379&utm_source=hs_email)