



Weekly Goals



Video Training
Click Here

	<ol style="list-style-type: none"> 1. Set a goal for the week. Goal doesn't always need to link to NQS Element. A goal can be used to solve a challenge or be positive improvement i.e. learning area setup Click here for goal template. 2. Identify barriers 3. Track the goal daily 4. Celebrate achieved goal.
--	--



Element

Element 2.2.3 Child Protection - Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.



Your NQS practice now?



Video Training
Click Here

In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 2.2.3 and why you doing this? This is the first part of self-assessment for the NQS. You discover where your practices and knowledge are currently. On the next page you'll complete the second part of self-assessment using the checklist to compare what you're doing now to the meeting indicators of 2.2.3.

Week 29, 7 September to 11 September 2020– 2.2.3 Child Protection



Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If you embed all the things in the checklist, then you are meeting the Element 2.2.3. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

The checklist keys to use.

- E = Embedded** I do that **ALL** the time
- K = I know** I need to do that, but I don't do it all the time
- T = Please teach** me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Too many educators are completing the checklist as **E for embedded**, but **not really checking** to see if it is embedded. Before answering the question, think about **'how'** you are doing it. For example, "Do you regularly have relaxed two way conversations with each child, including at mealtimes?" Before answering think about it "Oh yes, we have one educator who is helping the children serve and I'm sitting at the table talking to children about their day, what we're about to eat. So yes, I'm **'E'**."

Ensuring Understanding	ED1	ED2	ED3	ED4	ED5
Are you confident you know:					
• the indicators of abuse/neglect?					
• the procedure for making a report of (suspected)abuse/neglect?					
• mandatory reporting requirements?					
• your Child Protection Policy?					
Do you know there's no need to prove that reportable conduct is occurring before reporting it?					
Do you know you don't need evidence of who's abusing/neglecting a child before making a report?					
Do you refer to the Child Protection Policy if unsure about a protection issue?					
If the Nominated Supervisor says they'll make a report, do you follow up with them to ensure the report has been made?					
Do you know child protection allegations or incidents involving educators must also be reported?					
Do you tell your Room Leader/Nominated Supervisor if you think you need training in child protection?					
Interactions and best practice					
Do you talk to team members and the Nominated Supervisor about any child protection concerns you have?					
Do you refer families to local support services (with their consent) when there are 'lower level' issues that are not reportable?					
Do you always supervise visitors and students?					
Do you ensure a child is never taken into areas which can be locked or aren't visible to others?					

Week 29, 7 September to 11 September 2020– 2.2.3 Child Protection



Checklist

Together as a team, use what you do (from your brainstorming session and the checklist) to write 3 short sentence that show “how” you are doing it. We’ve chosen 1 question from the checklist for you. **Why are you doing this?** QIP’s need to have personalised stories about your practice so the assessor can ask you about why and how you do things. The sentences below can be used for Friday’s QIP writing section.

Write the question from checklist below	Describe ‘how’ you are putting this question into practice
Do you know child protection allegations or incidents involving educators must also be reported?	Yes the other day I saw an educator grab a child on the shoulders and shake them backwards and forwards because the child was throwing plastic bricks over the fence. I immediately reported this to the Nominated Supervisor and I know she made a Child Protection report.
1. Do you know child protection allegations or incidents involving educators must also be reported?	
2.	
3.	



Regs!
Do you do this?

What Regulation goes with this NQS Element?

Law section 162A Persons in day-to-day charge and nominated supervisors to have child protection training

Regulation 84 Awareness of child protection law

Who has to do what?

You must :

- be able to identify the indicators of abuse and neglect
- understand how to manage disclosures of abuse or neglect
- understand the mandatory reporting requirements that apply in your State/Territory
- understand how to make a report based on a disclosure or suspicion of abuse/neglect.

Which of these things do you need to improve or understand better?

Week 29, 7 September to 11 September 2020– 2.2.3 Child Protection

As a team now reflect critically on a situation in your room that comes under Element 2.2.3 and write a contribution for the Improvement plan section of your QIP. **Why are you doing this?** It's not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. All educators must contribute to the QIP. It's part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice.

Wednesday 9 September 2020

Step 1 Critical Reflection



Critical Reflection

The EYLF and MTOP say "Critical reflection involves closely examining all aspects of events and experiences from different perspectives." There is no checklist for critical reflection.

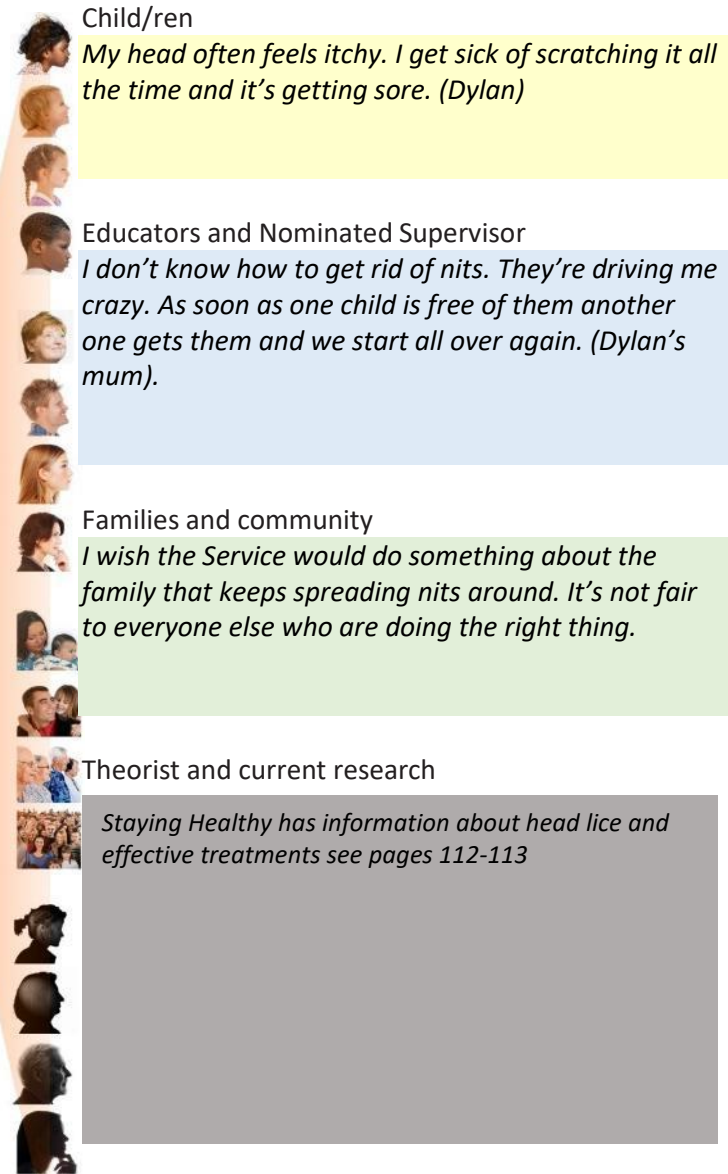
Please watch the video for more information



Video Training Click Here

Example Situation

Dylan's often turns up with nits. Is that a child protection issue?



Step 2 Change Practice

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

Educators raised the nit problem at a daily room/group meeting. Educators discussed how mum seemed to be having trouble keeping up with all the little things at the moment eg sometimes the child turned up wearing the same clothes as the day before. They'd already spoken to her and discovered she was worried about her financial situation during COVID-19 and she was also pregnant and experiencing severe morning sickness.

They reviewed the Child Protection Policy which said they needed to decide whether to report to Child Protection. In this case they were assisted by an online mandatory reporter guide which advised reporting was not required. They decided to refer mum to a local support service which could offer financial assistance and some in home help. Educators monitored the situation and the child's hygiene and presentation returned to normal.

Week 29, 7 September to 11 September 2020– 2.2.3 Child Protection

Copyright Centre Support Pty Ltd 2020 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.

As a team now reflect critically on a situation in your room that comes under Element 2.2.3 and write a contribution for the Improvement Plan section of your QIP. **Why are you doing this?** It's not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. All educators must contribute to the QIP. It's part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice

Wednesday 9 September 2020

Step 1 Critical Reflection



Critical Reflection

The EYLF and MTOP says "Critical reflection involves closely examining all aspects of events and experiences from different perspectives". Critical reflection has no criteria like the checklist.

Select one or more from below or from the checklist to critically reflect upon:

- Would team members agree you confidently Identify and manage child protection issues?
- Would families agree you provide them with information about local resources which support their parenting and family wellbeing?
- Can you confidently say you talk to team members or the Nominated Supervisor if you're not sure about a child protection matter?



Step 2 Change Practice

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

Evaluate the change in practice due to your reflection

Week 29, 7 September to 11 September 2020– 2.2.3 Child Protection



Complete QIP

Write your QIP using what you've completed over the week. Why are you doing this?

You have discovered where your practice is compared to the NQS Guide (comparing what you currently do and Monday, Tuesday and Wednesday's checklist and critical reflection). This is the process of self-assessment. If you have discovered practices, processes, checklist areas you need to improve upon, write them below. Use this to improve practice and select contributions to the QIP Improvement Plan.

Example: On Tuesday checklist we discovered a 'T', we need help with, "You can explain some of the theories that influence your teaching practices and how these contribute to continuous improvement." We realise we need to actively research or obtain information about current theories so we can answer this question. The Educational leader and Matt the Nominated Supervisor are organising some 'fact sheets' on different theorists and we're going to pin them on the staff room wall and discuss different theorists each week during room/group meetings.

The next step if you're meeting the indicators is to self-assess against the Exceeding Indicators. We will look at these more closely in two weeks. On the next page we look at how to write the Strength part of your QIP based on meeting or exceeding Element indicators. Use the below points to guide your writing.

Inclusions	Yes	N/A
1. Write the room location into the strength . This will ensure the assessor knows where to look for your strengths.		
2. Write the educator's name into the strength. This will ensure the assessor knows who to ask about your strengths.		
3. Include the child/children's names in your strength. This will give educators confidence to talk about a subject they know about (the child/ren).		
4. Evidence eg learning story, photo that's easy to access.		
5. Write how you are achieving the exceeding themes.		
Embedded Practice		
Critical Reflection		
Engagement with families/community		
6. Tell the assessor exactly where to find the location of other evidence they need to see to show how you're exceeding.		
7. Show the assessor the location and time of other practice they need to observe to show how you're exceeding.		

Week 29, 7 September to 11 September 2020– 2.2.3 Child Protection



Working Towards

We had a child who started seeking a lot of attention while at the same time being really difficult to get along with. He was taking up a lot of out time so we decided he'd probably be better off in another group where he might make more friends.



Meeting

The green text is directly related to the meeting indicators for Element 2.2.3 on pages 170-171 of the NQS Guide

Elephants group

We had a child who started seeking a lot of attention while at the same time being really difficult to get along with. During conversations with Mum she mentioned she had a new partner, and he was looking after the child in the morning and late afternoon while she was at work. We said we'd noticed a change in the child's behaviour and asked if she'd noticed any change at home? How did the child and the new partner get on? Mum said all was good. The child was just adjusting to the changed arrangements. From there, however, things got worse. The child started saying he 'was useless' whenever things didn't work out perfectly. We reviewed our Child Protection Policy and followed the reporting procedure (see Child Protection file).



Exceeding

[Click the logo above to see the ACECQA NSQ Exceeding Themes for 2.2](#)

Below is a case study that demonstrates how the Exceeding themes 1 Embedded Practice, 2 Critical Reflection and 3 Meaningful engagement with families and communities link into practice. The blue text is based on or directly quotes the exceeding indicators in the NQS Guide pages 172-174.

Elephants group

We had a child who started seeking a lot of attention while at the same time being really difficult to get along with. During conversations with Mum she mentioned she had a new partner, and he was looking after the child in the morning and late afternoon while she was at work. We said we'd noticed a change in the child's behaviour and asked if she'd noticed any change at home? How did the child and the new partner get on? Mum said all was good. The child was just adjusting to the changed arrangements. We mentioned to mum that we were concerned about the child's wellbeing, and why, in the context of our child protection policies and child protection indicators. From there, however, things got worse. The child started saying he 'was useless' whenever things didn't work out perfectly. Aware of our responsibilities in relation to child protection, we reviewed our Child Protection Policy and followed the reporting procedure to proactively protect the child from harm (see Child Protection file).

Write an example and use the exceeding theme (words in blue) to show how you are exceeding.

Or write a plan describing how you could improve to get to exceeding.

Week 29, 7 September to 11 September 2020– 2.2.3 Child Protection

Child Protection Policy

The Approved Provider, Nominated Supervisor, employees, volunteers and students will:

- be trained in their child protection obligations so they can confidently
 - identify indicators of abuse
 - manage disclosures or suspicions of abuse/neglect
 - report abuse/neglect to relevant authorities including any made involving employees, volunteers, students
 - prepare accurate records to assist investigations and store them securely
- always take anything a child says seriously and follow up their concerns
- maintain the confidentiality of all parties involved in an investigation
- keep their child protection clearance current (eg working with children check) unless exempted under the law.

Victoria Only Child Safe Policy

Our Service commits to an environment and practices which are consistent with the 7 Child Safe Standards:

1. Strategies to embed an organisational culture of child safety, including through effective leadership arrangements
2. A child safe policy
3. A code of conduct that establishes clear expectations for appropriate behaviour with children
4. Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
5. Processes for responding to and reporting suspected child abuse
6. Strategies to identify and reduce or remove the risk of abuse
7. Strategies to promote the participation and empowerment of children

Many of the practices and procedures which support these standards are embedded in our existing policies including Educator and Management Policy (eg Code of Conduct, visitors), Child Protection Policy, Relationships with Children Policy (eg positive behaviour management), Staffing Arrangements Policy (eg ratios, qualifications, Working with Children Checks), Social Media Policy (eg posting rules), Technology Usage Policy (eg viewing content) and Additional Needs Policy.

Do you have any feedback or comments about these policies? Please include below.

Educator's Name	Educator's Signature

Week 29, 7 September to 11 September 2020– 2.2.3 Child Protection

Completing the table below gives you information about where the ideas and activities in your curriculum are coming from. Remember the EYLF and MTOP require most of your curriculum to be based on children’s ideas and interests, or related to their families and community. Educator input should not be the largest number in the table.

The table is designed to be used with Centre Support’s curriculum symbols showing where an activity or experience came from. Count the symbols for child input, family input etc and add under the Total Column. To work out the percentage divide each input number by the total of all inputs and multiply by 100.

Exceeding theme 2: Practice is informed by critical reflection

Curriculum Input	Total	Percentage
Child Input	eg 20	eg 57%
Family Input	eg 10	eg 28%
Community Input	eg 3	eg 9%
Educator Input	eg 2	eg 6%
Total	eg 35	eg 100%

Curriculum Input	Total	Percentage
Child Input		
Family Input		
Community Input		
Educator Input		
Total		

Completing the table below helps you reflect on how your day at work went compared to your best ever and worst ever days. Think about why you’ve given the day this rating. What could you change?

Mon	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Tues	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Wed	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Thurs	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
Fri	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				

Space for further reflections if required

Week 29, 7 September to 11 September 2020– 2.2.3 Child Protection