

Is RPL for you?

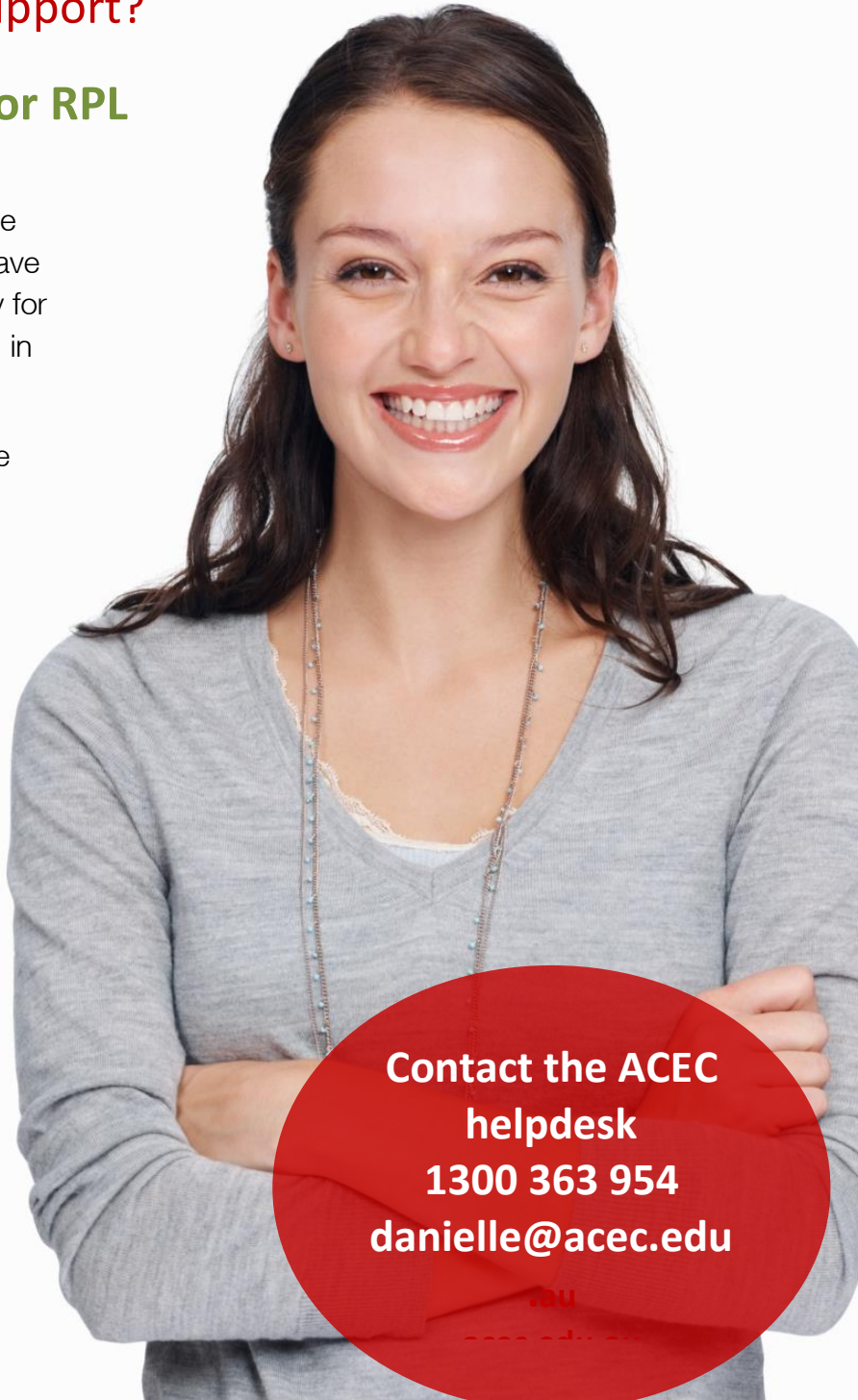
Have you been contributing to the Weekly Tasks with Centre Support?

You might already qualify for RPL

If you or anyone at your service is currently contributing to the weekly tasks as part of the Centre Support systems, you may already have enough knowledge and experience to qualify for recognition of prior learning for a Certificate III in Children's Services.

The Australian Community Education College is affiliated with Centre Support, so as a client of Centre Support, please consider us as your first stop when it comes to all of your training needs.

Call our helpdesk today for a complimentary initial assessment of whether you or someone in your team qualifies for an RPL, or perhaps a traineeship. Substantial government funding may be available to your service.



**Contact the ACEC
helpdesk
1300 363 954
danielle@acec.edu**

Australian Community
education college



Remember:
Our material can be printed or used as a digital PDF copy and kept on your computer.



Video Training
Click Here
Video One



Management

Your team crave feedback on their weekly Centre Support professional development.

Getting appropriate feedback and seeing actions which come from their comments and reflections inspires them to keep on completing the professional development. It's important therefore that you read the Educators' section and make sure you and/or the Educational Leader:

- action the checklist results eg if educators ask for help by answering 'T' they get the help they need
- follow up their critical reflection ie help implement outcomes
- use their QIP contributions and display them.



Complete QIP

Note QIP contributions can come from educators':

- Monday checklist - If educators discovered practices, processes, checklist or areas they need to improve, help them improve eg with training, changing a checklist, a procedure or a physical area and decide whether to include in QIP Improvement section
- Tuesday sentences that explain how they're meeting example indicators. Decide whether to include as a QIP strength
- Wednesday reflection leading to changed practices. Decide whether to include in QIP Improvement section
- Friday QIP strength writing which includes how they're exceeding the element. Decide whether to include as a QIP meeting or exceeding strength.



40 Week QIP Template
Click here to download

Each week in the Nominated Supervisor section we will include:

- an area where you can set and monitor weekly goals
- a checklist based on the meeting indicators for the Element
- a review of the Regulations that apply to the Element (or other relevant information if no Regs apply)
- information about employment practices from the Federal Government's Fair Work website



2020 Weekly learning activities
Click here to download

Please note the 'Partnerships with Families' document that comes with the email should be displayed somewhere families can easily see it eg near attendance book and on your social media site i.e. Facebook. It provides families with the opportunity to contribute to policy reviews as required under Element 6.1.2.



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



Educational Leader



Nominated Supervisor's NQS Self-Paced Learning Modules

MONDAY TO FRIDAY

7 September to 11 September
2020

Analysis of Centre Support – Part 1 [To see a completed sample of these pages click here](#)

Room or Group:

Section	Comment
Goal (Page 1)	
Brainstorm (Page 1)	
Checklist (Page 2)	
6 Meeting sentences (Page 3)	
Reg (Page 3)	
Critical Reflection (Page 5)	
Training Video (Page 6)	
Policy review (page 8)	
Critical Reflection Group (page 9) Optional	

Use the information from the Critical Reflection on Page 5 right hand column (Step 2 Change Practice) and the Policy Review to complete this section. We strongly suggest all educators complete their own Critical Reflection page so they can contribute to the QIP.

Critical Reflection and Policy Review - Actions identified

Input	Quality	Educator	Ideas to be actioned – these become your improvement plan	Date complete

As Nominated Supervisor and Educational Leader, you need to help your educators to plan HOW they are going to action the improvements they identified.

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Educational Leader



Nominated Supervisor's NQS
Self-Paced Learning Modules

MONDAY TO FRIDAY
7 September to 11 September
2020

Detailed analysis of Centre Support - Part 2, comment and give feedback to your educators from the 3 sections

<p>Use the bottom section from page 1</p> 	
<p>Then use the meeting sentences from page 4</p> 	
<p>Then use the QIP entry from page 8</p> 	

Last step – if no adjustments are required, copy directly into your QIP’s strength section and display QIP so all educators can see how their valuable input creates your QIP.

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

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Checklist

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'. The checklist will assess your practices against the NQS Element. 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 you may need help and training to do what's on the checklist.

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

NQS 2.2.3 Child Protection

Please conduct this checklist and address issues that are identified

Clearances and Qualifications

Do all employees have a current Working With Children Clearance?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do visitors and volunteers have a current Working With Children Clearance if required by law? (See Child Protection Policy or google exemptions to Working With Children Clearance in your State/Territory)	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you have a register where you can easily monitor the details and expiry dates of Working With Children Clearances?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you diarise to ensure Working With Children Clearances are renewed before they expire?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Ensuring Understanding

Is there evidence that staff are given information about child protection procedures at the service and what is expected of them? For example:	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
<ul style="list-style-type: none"> do you get all employees, volunteer and students to sign an acknowledgement that they've read and understood the Child Protection Policy and are aware of the child protection laws? 	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
<ul style="list-style-type: none"> do you include child protection policy and procedures in employee/volunteer/student induction processes? 	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you organise training in child protection for new employees as soon as possible?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you diarise to organise refresher training for all employees in child protection at least once a year?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you discuss child protection at staff meetings at least several times a year?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident that all employees/volunteers/students know:	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
<ul style="list-style-type: none"> the indicators of abuse/neglect 	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
<ul style="list-style-type: none"> the procedure for making a report of (suspected) abuse/neglect 	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
<ul style="list-style-type: none"> mandatory reporting requirements 	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
<ul style="list-style-type: none"> service reporting requirements 	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you ensure allegations or incidents involving employees/volunteers/students are also reported?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

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Do you refer families to relevant support services (with their consent) when there are 'lower level' issues that are not reportable?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you have a current list of community resources providing information and support in child protection matters?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is the Child Protection Policy dated and a plan in place to review it?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Interactions and best practice			
Do you encourage employees to talk to you about any child protection concerns they have and support them through the decision making and reporting process?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you give families information about service child protection practices eg share child protection policy/procedures with them?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are visitors and students always supervised?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you try to have at least two adults present whenever a child is at the service?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you ensure a child is never taken into areas which can be locked or aren't visible to others?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required to embed practice

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Law and Regulations

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

The approved provider of an education and care service must ensure that each nominated supervisor and each person in day-to-day charge of the service has successfully completed the child protection training (if any) required by or under the law of this jurisdiction, a Government protocol applying to the approved provider in this jurisdiction or otherwise required by this jurisdiction

Regulation 84 Awareness of child protection law

The approved provider of an education and care service must ensure that nominated supervisors and staff members at the service who work with children are advised of—

- (a) the existence and application of the current child protection law; and
- (b) any obligations that they may have under that law.

Penalty: \$1000. Note. A compliance direction may be issued for failure to comply with this regulation.

Who has to do what?

Each Nominated Supervisor and Person in Day-to-Day Charge must successfully complete any child protection training specified by the Department in the State or Territory where the service is located. Currently only NSW has specific training requirements. See [here](#)

You must ensure that all employees who work with children are aware of the indicators of abuse and neglect, how to manage disclosures of abuse or neglect, mandatory reporting requirements, and how to make a report based on a disclosure or suspicion of abuse/neglect.

Approved Providers can be fined up to \$1,000 if this does not occur. In certain situations they may also be prosecuted in a court of law.

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4.2.2 Professional standards

Professional standards guide practice, interactions and relationships.

Fair Work

The Federal Government's Fair Work website <https://www.fairwork.gov.au/> has a lot of simple, easy to understand information about employee entitlements as well as some useful templates. Each week we'll share information from the website.

Did you know there are various [Best Practice Guides](#) which you can download from the website?

We have attached the Employer's Guide to Resolving Workplace Disputes to this week's email. As mentioned in the Guide, registering for an online account has several benefits:

My account

Register for an online account with us at www.fairwork.gov.au/login and you'll be able to:

- make enquiries online for priority support
- save results from our Pay and Conditions Tool (PACT)
- save your favourite pages from www.fairwork.gov.au to read or refer to later
- get information tailored to your needs.

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