



## Educational Leader

*Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect*

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element 2.2.3 and understood all employees must be aware of:

- the current child protection policy and procedures
- their legal responsibilities, roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

This week we're looking at the **Five Stage Model of Adult Skill Acquisition** developed by Stuart and Hubert Dreyfus who say there are five stages of learning new skills.

We suggest you watch the free Member webinar on our website which discusses this Model/Approach in relation to Supervision ('How to Effectively Supervise Children) and provides examples. Note the Model as summarised below can be applied to any topic.

### 1. Novice

The person who's new to the topic has the rules explained to them – but just following rules will produce poor performance.

### 2. Advanced Beginner

As the person gains experience in the topic they begin to understand why and how to behave or take certain actions. This is supported by the teacher providing clear context relevant examples and information.

After seeing enough examples the person starts to recognise new aspects of the topic and to use their experience to guide their thinking and behaviour so they proactively respond in better ways. This process is repeated.

### 3. Competence

With more experience, the number of potentially relevant elements and procedures the person can

predict, recognise and follow becomes overwhelming. A sense of what's important is missing.

To overcome this, the person learns through instruction or experience to develop a plan or choose a perspective which helps decide which elements are important (and which can be ignored.)

*"If one seeks the safety of rules, one will not get beyond competence...What matters is taking responsibility for one's successful and unsuccessful choices.....(and) just let them sink in."*

### 4. Proficiency

As the competent performer becomes more and more emotionally involved in a task, it becomes harder and harder to adopt the 'rule-following' approach of the novice. The person overcomes their anxiety about whether or not they're making the right choice, and are happy to rely on their professional judgement.

However, the proficient person is not reacting completely automatically. They can see all the important aspects of the situation, but they must still decide what to do.

### 5. Expertise

The person not only sees what needs to be achieved, they use their more subtle and refined understandings to immediately achieve outcomes in a specific situation. They can separate their responses into 'subclasses' and intuitively use the correct 'subclass' for the situation.

How can you use this Model to teach and support your educators?

## Week 28, 6-10 September 2021- 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 this policy? Please include below.

Educator's Name	Educator's Signature

## Week 28, 6-10 September 2021- 2.2.3 Child Protection