



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.' If there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/room leader who should teach/coach you how to do it. This process uses the **summative assessment process** from the **new EYLF and MTOP**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

### 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	

### Ensuring Understanding

Are you confident you know and can implement where relevant:					
• the indicators of harm/abuse/neglect?					
• the procedure for making a report of known or suspected harm/abuse/neglect?					
• mandatory reporting requirements?					
• your Child Protection Policy?					
• if applicable, your Child Safe Policy which outlines the Child Safe Principles/Standards (required in NSW, SA and VIC, currently optional in other States)					
• for ACT, NSW and VIC, employee reportable conduct requirements (refer Child Protection Policy)					
Do you understand there's no need to prove or investigate harm/abuse/neglect before reporting it?					
Do you understand you should always believe a child who discloses harm/abuse/neglect?					
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 to ensure the report has been made?					
Do you understand child protection allegations or incidents involving educators and staff must also be reported?					
Do you understand we must always try and focus on how known or suspected abuse affects a child (ie child focus) rather than why an adult may have acted the way they did (ie adult focus)?					
Do you ask for training in child protection if you don't understand it properly or aren't confident managing child protection issues?					

### 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?					
Do you ensure your working with children check is renewed before it expires?					

### Week 28, 4 to 8 September 2023 – 2.2.3 Child Protection

## 2.2.3

# Child Protection

Week 28 – 4.9.23  
Monday to Friday



The EYLF and MTOP says. "Evaluation practices involve educators' critical reflection on the effectiveness of their planning and implementation of curriculum for children's learning as part of the planning cycle, both for and with children'. Pick one of the following reflection points to complete the table below:

- What questions do you have about child protection or child safe practices? How will you find out the answers to these?
- **Could you see yourself ever discounting the existence or significance of harm/abuse/neglect of a child? What could you do to ensure this never happens? (reflection created from this question)**
- Could you improve the information you provide to families about Service child protection policies and practices? In what way?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p><b>a child</b></p>	<p>As a child, they might not fully understand the signs of harm, abuse, or neglect. They might not feel comfortable expressing their concerns. Adults need to create an environment where they can openly talk about their feelings and experiences without fear. <b>Please note:</b> if a child discloses abuse to you as an educator, they trust you.</p>	<p>As educators and adults, we need to establish trustful relationships with children, listen actively, and create safe spaces for them to share their thoughts.</p> <p>I will actively engage in ongoing professional development related to child protection, ensuring I'm well-informed about signs of harm and abuse. I'll also make sure to consult colleagues and supervisors if I have doubts.</p>
<p><b>an educator</b></p>	<p>As an educator, I must acknowledge that my biases or assumptions could lead me to downplay the significance of harm or neglect. It's crucial to receive proper training in recognising signs and reporting protocols.</p>	<p>I will attend workshops or training sessions on child protection and encourage other family members to do the same. I'll also engage in open discussions with other families about the topic to raise awareness.</p>
<p><b>your families</b></p>	<p>As a family member, I might find it difficult to accept that harm or neglect could occur in our community. To ensure this never happens, I need to be educated about child protection, signs to look for, and the importance of reporting any concerns.</p>	<p>I will regularly update my knowledge by reading current research and understanding the theories that underline the significance of child protection. This knowledge will guide my actions and decisions in the learning environment.</p>
<p><b>theorist and current research</b></p>	<p>Theorists and research emphasise the importance of not underestimating the existence of harm, abuse, or neglect. Research provides insights into the long-lasting effects of such experiences on a child's development.</p>	

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# 2.2.3

# Child Protection

Week 28 – 4.9.23  
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Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.



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 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		

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