



Exceeding the NQS

Section 6 - Exceeding – Embedded Practice

Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Exceeding – Embedded Practice

Educators always take action where they have concerns from a child protection perspective. We have on numerous times reported potential situations of neglect or abuse (physical, emotional/psychological, sexual, domestic violence). **Please discuss on A&R visit.**

If you are doing similar practices to the example, use the below question to help you write your **'exceeding practice for embedded'** description so you can add it to your QIP or SAT (NSW only).

For Exceeding the QIP and Self-Assessment Tool (SAT)
Please give an example where you or other educators have raised concerns from a child protection perspective, discussed your responsibilities, and taken appropriate action.

If you and your educators need to learn how to achieve exceeding – embedded practice, proceed here and do below.

The following section outlines the steps to ensure you are exceeding in Embedded Practice. If you have already successfully completed the previous section demonstrating how you are exceeding in Embedded Practice, you do not need to complete this section.

Look at the words in detail to identify what is exceeding.

Please give an example where you or other educators have raised concerns from a child protection perspective, discussed your responsibilities, and taken appropriate action.

There are two parts of the question above, here is how we can look at each part.

Part 1: Observing Interaction and Recognising Signs

Example: During a parent-educator conference, an educator notices that a typically energetic and cheerful child has become unusually quiet and withdrawn. The child's parents mention that they've noticed changes in the child's behaviour at home too. The educator takes note of this change and expresses concern to the centre's coordinator. They discuss how such behavioural shifts could potentially signal emotional or psychological distress. The coordinator appreciates the educator's observation and suggests keeping an eye on the child's behaviour over the next few days to gather more information. This example shows the educator's ability to recognise signs of potential issues and initiate a discussion with appropriate colleagues.

Part 2: Training and Taking Appropriate Action

Example: At a staff meeting, the centre's director discusses the importance of child protection training and its practical implications. They bring up a recent incident where a child's frequent absences and unexplained injuries raised concerns. One of the educators shares that they recently attended a child protection workshop and recognised some of the signs mentioned. The educator brought their concerns to the attention of both the centre's management and the child's parents. The management then collaborated with local child protection authorities to conduct a thorough assessment of the situation. This example showcases the impact of proper training and the educator's proactive approach in raising concerns and taking appropriate action.

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

It is important to ensure that we make it **very clear how these above concepts have created change in your service.**

Please give an example where you or other educators have raised concerns from a child protection perspective, discussed your responsibilities, and taken appropriate action.

Practice Example 1: Scenario: During a group activity, an educator notices a child who frequently participates and engages with enthusiasm suddenly becoming unusually quiet and avoiding interactions. The educator decides to approach the child privately and asks if everything is okay. The child hesitates but eventually mentions having an argument with an older sibling at home. The educator discusses the situation with the centre's coordinator, and together, they decide to keep a close eye on the child's behaviour over the next few days to ensure the child's emotional well-being.

Practice Example 2: Scenario: An educator notices a child arriving with consistently unkempt clothes and appearing hungry every morning. They decide to document these observations and discuss them with a senior educator. Together, they consult the centre's child protection policy and decide to approach the child's parents to understand the situation better. During the conversation, the parents reveal financial difficulties that are affecting their ability to provide for the child's basic needs. The educators connect the family with local community resources that can offer assistance.

Practice Example 3: Scenario: An educator notices a sudden change in a child's behaviour; the child becomes excessively clingy and seems fearful of certain interactions. The educator recalls recent training on recognising signs of potential abuse. They discuss their observations with the centre's designated child protection officer, who then follows the centre's established protocol to report the concerns to child protection authorities for further investigation.

Practice Example 4: Scenario: A service's assistant notices a child with unexplained bruises on multiple occasions. The assistant discusses the observations with the lead educator, who informs the centre's director. The director conducts a meeting with the child's parents

to discuss the bruises and gather more information. The parents explain that the child is involved in sports, which explains the bruises. The centre still remains vigilant and ensures open communication with the parents to address any future concerns.

Your turn. Select a point from above and break it down into the subsections.

Please give an example where you or other educators have raised concerns from a child protection perspective.

... and discussed your responsibilities, and taken appropriate action.

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