



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

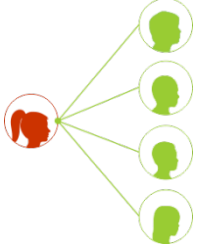
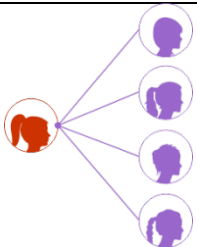
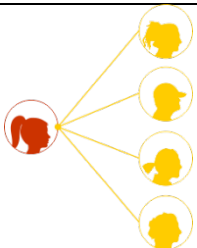
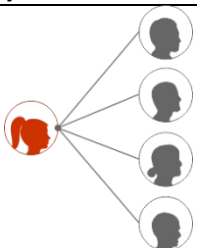
Are you confident you know and can implement where relevant:					
• the indicators of harm/abuse/neglect?					
• the procedure for making a report of known or suspected harm/abuse/neglect?					
• mandatory reporting requirements?					
• your Child Protection Policy?					
• if applicable, your Child Safe 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 discuss any child protection concerns with team members and the Nominated Supervisor?					
Do you refer families to local support services for minor issues (with their consent)?					
Do you always supervise visitors and students?					
Do you ensure that a child is never taken into areas that can be locked or aren't visible to others?					
Do you renew your Working with Children Check before it expires?					

Week 28, 2 to 6 September 2024 – 2.2.3 Child Protection



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?

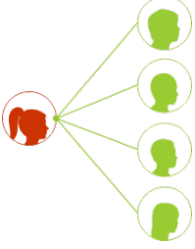
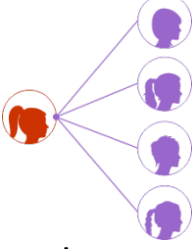
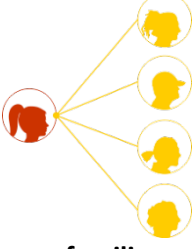
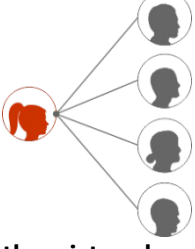
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>As a child, I might wonder if I am safe when I share my concerns with educators. I may also question whether adults really understand my feelings or if I can trust them to help me when I feel scared or uncomfortable.</p>	<p>I will ensure children feel heard and supported by creating a more approachable environment where they feel safe to express their feelings. This could involve more open conversations about safety and reassurance that their voices are valued and taken seriously.</p>
 <p>an educator</p>	<p>As an educator, I often question whether I have the most up-to-date knowledge on child protection laws and procedures. I also wonder if I am doing enough to create a safe environment and if there are any gaps in my practice that could be improved.</p>	<p>I will seek additional training on child protection to ensure my knowledge is current. I will also implement more regular team discussions to share experiences and strategies for improving child safety practices.</p>
 <p>your families</p>	<p>Families might wonder whether the childcare service is a safe place for their children and if educators are fully equipped to protect their children from harm. They may question the transparency of child protection policies and how they are implemented.</p>	<p>I will engage more with families by providing regular updates on child safety measures and policies. This could include hosting information sessions or sending out newsletters that outline our commitment to child safety and any recent improvements.</p>
 <p>theorist and current research</p>	<p>Reflecting through the lens of theorists, current research, and the advocacy work of Rosie Batty in former Australian of the Year, there are significant questions about how well evidence-based practices are integrated into our child protection strategies. Rosie Batty's work highlights the need for a trauma-informed approach to child safety, recognising the profound impact of domestic violence on children. Are we adequately incorporating these insights into our methods to prevent harm and promote safety? Batty's advocacy also pushes for a more systemic approach to child protection, where the environment is consistently monitored, and all staff are trained to respond effectively to signs of domestic violence and child abuse.</p>	<p>I will review the latest research on child protection and integrate evidence-based practices into our policies, particularly those advocated by Rosie Batty, such as trauma-informed approaches. This could involve revising our current child safety protocols to better address the needs of children exposed to domestic violence and ensuring all staff are trained to recognise and respond to these specific risks.</p>

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

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