



## Assess your practice first.

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

**Exceeding – Critical reflections.** Educators consider social justice and equity by ensuring all children have equal access to safety and support. For example, they may assist vulnerable families by providing essential items like clothing or food. Educators also guide these families towards local support services and reflect on the inclusivity of activities for children from low socio-economic backgrounds. They remain attentive to any signs of challenges, such as substance abuse, and work closely with families to support children’s needs and rights.

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

For **Exceeding** the QIP and Self-Assessment Tool (SAT)

**Critical Reflection** - Please reflect on the following indicator from a child protection perspective. “All educators consider and discuss social justice and equity implications of their practice decisions to support and promote each child’s safety and ensure that practice takes into account the needs and rights of every child at the service.”

**If you and your educators need to learn how to achieve exceeding – critical reflection, proceed here and do below.**

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

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

Please reflect on the following indicator from a child protection perspective. “All educators consider and discuss social justice and equity implications of their practice decisions to support and promote each child’s safety and ensure that practice takes into account the needs and rights of every child at the service.”

### Part 1: Considering Social Justice and Equity Example:

An educator is planning a classroom activity involving role-playing different professions. They consider the social justice and equity implications of their choices. Instead of assigning traditional gender roles to certain professions, they ensure that all children have the opportunity to choose any role they are interested in. This decision promotes gender equality and challenges stereotypes.

### Part 2: Supporting Needs and Rights Example:

A service is planning an excursion to a local museum. One child has mobility challenges and requires a wheelchair. The educators discuss how to ensure the child's needs and rights are met during the trip. They coordinate with the museum to ensure wheelchair accessibility and plan activities that all children can participate in, making sure the child with mobility challenges feels included and supported.

Now that we have examined the words in detail, we can start exploring what these concepts could look like for you. It is important to ensure that we make it very clear how these concepts have **created change** in your service.

Please reflect on the following indicator from a child protection perspective. “All educators consider and discuss social justice and equity implications of their practice decisions to support and promote each child’s safety and ensure that practice takes into account the needs and rights of every child at the service.”

**Embracing Cultural Diversity. Scenario:** An educator notices a child from a culturally diverse background is often excluded from group activities. To promote inclusion and safety, the educator introduces culturally diverse activities and discusses inclusion with the children. This ensures every child feels safe, valued, and included. The educator reflects with colleagues on ways to better support cultural diversity.

**Providing Equal Support for All Children. Scenario:** A child with a disability is having difficulty with daily routines. The educator, recognising the need for equitable support, adapts activities to be more accessible and engages with the child’s family and support services to create a tailored plan. This ensures the child’s safety and full participation.

**Addressing Bullying Promptly. Scenario:** A child confides in an educator about being bullied. The educator acts quickly, involving the service’s child protection officer and adjusting supervision to prevent further incidents. They also educate all children about the impact of bullying, promoting a safe and inclusive environment.

**Supporting Families Facing Financial Hardship. Scenario:** An educator sees a child regularly coming to the centre without appropriate clothing for the weather. Understanding the potential financial stress, the educator discreetly provides extra clothing and connects with local charities for support, ensuring the child's comfort and safety.

**Responding to Signs of Family Violence. Scenario:** A child starts exhibiting signs of distress and withdrawal, and the educator suspects there may be family issues at home, potentially involving domestic violence. The educator reflects on the child protection policies and decides to speak with the child in a supportive and non-intrusive manner to understand their needs better. They then document the observations and consult the child protection officer to determine the best course of action. This approach ensures that the child's rights to safety and support are prioritized and that all actions are taken to protect the child from harm.

**Ensuring Digital Safety and Fair Access. Scenario:** An educator notices that some children are more familiar with digital devices than others, which affects their participation in certain activities. Considering the equity implications, the educator reflects on how to provide equal learning opportunities. They implement a digital literacy program that includes all children, regardless of their prior exposure to

technology, while also discussing online safety and protecting personal information. The educator collaborates with families to ensure consistent messaging about digital safety at home and in the centre.

**Promoting Gender Equity in Play. Scenario:** An educator observes children engaging in gender-stereotyped play. To promote equity, they introduce a range of activities that encourage all children to explore different interests, fostering a safe space where everyone feels free to express themselves.

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

Please reflect on the following indicator from a child protection perspective. “All educators consider and discuss social justice and equity implications of their practice decisions ... *(Remember reading these descriptions becomes a part of the reflection).*

... to support and promote each child’s safety and ensure that practice takes into account the needs and rights of every child at the service. *(Describe the changes you made after the reflection).*

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