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Chapter 1

Communicating effectively with a range of children in the school age care context

Children attending your service will be in the 5–12 years age range, generally known as the middle childhood stage. Children in this stage have usually developed a large vocabulary and the abilities to manage complex language structures, think, reason and make decisions. They can understand concepts such as time and generally can read, write and use basic numeracy skills.

Children in this stage form values, habits and behaviours that will last through their adolescence into adulthood. They learn how to interact with other people, form lasting friendships, discover interests and hobbies and develop patterns of behaviour, such as how to solve problems. They also learn to make choices about food, drinks and exercise.

It is important you have a good understanding of how to address different children's needs appropriately. It is likely you will work with children who come from a variety of different cultural and linguistic backgrounds, and children who have various abilities and additional needs. Some children may require extra care, while others may be able to participate in your program with little or no extra support.

Good communication is important for developing a sound relationship with the children in your care and has a bearing on how well you meet their needs. You may need to adjust your communication depending on the child's age, developmental stage, ability level and cultural and linguistic background.

In this chapter you will learn about:

- 1A Listening to children to understand them as individuals
- 1B Using appropriate communication strategies that encourage relationship-building
- 1C Acting upon information that children provide about their needs
- 1D Using cross-cultural communication strategies to engage with children from diverse backgrounds
- 1E Varying communication techniques to include all children

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1B

Using appropriate communication strategies that encourage relationship-building

You can build relationships with children by using effective communication strategies that are appropriate to the individual. You should understand the importance communication has at the individual child level and as a key component of the five outcomes within *My time, our place – Framework for School Age Care in Australia* (MTOP).

Communication with children is not just about talking and asking questions. It involves:

- listening carefully
- observing nonverbal communication, such as body language
- following your instincts when you suspect that something in a child's manner or behaviour is not quite right.

Developing a rapport with children

Developing a rapport with children can take time and patience. Children often need to develop trust and be engaged in a mutually respectful conversation before they can talk openly. Techniques that can help you to build rapport and approach an informative discussion with a child include:

- leading discussions
- questioning
- active listening.

Leading discussions

Adults can sometimes lead discussions with children individually or in groups to help children feel confident to talk openly. For example, you may sit with a child who is alone in the playground and ask them what they would most enjoy doing next.

Leading discussions can bring issues such as bullying out into the open. Children can be asked in groups to talk about the issue of bullying and be encouraged to express how this type of behaviour makes them feel. Discussions may also lead to how children might go about talking to an adult if bullying occurs.

You may need to liaise with other professionals as part of your role within a school age care setting. For example, you may need to consult with a speech pathologist, teacher, school vice principal or your service manager about how to support a child with a speech delay. You may need to suggest appropriate referral points for the family of a child who is experiencing difficulties, so that diagnosis and appropriate treatment can be initiated.

Children who speak English as a second language

Children who are learning to speak two languages at the same time tend to take slightly longer to master both languages than a child only learning one. You may need to rely more on gesturing, using symbols, pointing, using body language and eye contact, observing interactions with other children and blending verbal and nonverbal communication to be effective and ensure that communication is understood.

You may need to use interpreters and translators to communicate with family members and ensure policies and procedures are understood by all.

There may be educators within your program who can communicate in languages other than English, which can make it far easier to communicate on an age-appropriate level with bilingual children. You may decide to pair these educators with groups of children who speak a common language and so build stronger relationships and allow for more accurate communication.

Other strategies that can be useful when working with children learning English as a second language include:

- checking for understanding after speaking for a short time
- reducing the length of your utterances – aim for short, concise questions and sentences rather than longer ones
- using less complex questions and statements
- using more closed than open questions
- observing the child to see if they appear confused or distressed
- observing the child to see if they carry out an action that indicates they have understood, such as following an instruction or request from you
- ensuring you choose age-appropriate topics for discussion and simplifying your language, rather than choosing topics more suitable for younger children simply to make communication easier
- positioning yourself close enough to facilitate clear communication, but not so close that you invade the child's personal space, particularly with children from cultures who may not be comfortable with close proximity
- using technology such as the internet to find out how to translate simple phrases from one language to another; never rely on this alone, as internet sources are not always reliable.

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Type of information	Examples
School	<ul style="list-style-type: none"> Problems during the school day Homework needs Difficulties with peers or a teacher Notes or reminders that need to be shared with parents or caregivers later in the day
Holidays	<ul style="list-style-type: none"> Holidays being planned Sharing photos and stories after a holiday Reading emails and chatting with friends or family on Skype while on holidays Missing a family member who is away on holiday Religious or cultural holidays

Child-focused practices within the environment

As part of a child-focused approach, you can use information provided by children to help plan and develop appropriate and stimulating activities. Here are some examples of ways you can incorporate information provided by a child to your regular planning routine.

Method	Explanation
Interest books	These can be written by the children, stored in a special library or book corner and read during quiet times or when a child needs some space by themselves. This introduces a literacy component to a program, as well as focusing on individual strengths and abilities in creating books.
Digital photo frames	Use digital photos of children participating in activities at the service, ensuring you comply with your service policies for creating and displaying imagery of children (for example, obtaining permission from parents).
Cultural displays	Create a display area that shows key information about cultures relevant to your service, such as flags, traditions, foods, music and language information. For example, you may show an Aboriginal flag along with some key words in a local Indigenous language.
Choice of toys and play materials	Provide toys and play items that relate to information shared by children. For example, you may provide more sports equipment if children express an interest in sporting activities, or some Aboriginal musical instruments if children share information with you about a family music event as part of their Aboriginal heritage.
Timing of snacks	If possible, structure the timing of snack breaks so that very young children (especially prep children) can eat as soon as they arrive, particularly if they express verbally or through their behaviour that they are hungry and tired when they finish school.

- Use clear, simple sentence structures and ensure you have gained a child's attention before you begin speaking.
- Avoid colloquialisms and idioms, as these do not often translate well across cultures.
- Avoid jokes or sarcasm, as these are often misinterpreted.
- Avoid bias and stereotypes in conversations and discussions with children.

By thinking carefully about what you say as well as how you say it, you can support children learning English to build their own vocabulary and enjoy participating in activities.

Respect

Respect for other cultures is shown readily through the use of everyday actions and language. Often small actions and words can make an enormous difference to how well-respected and included a person feels. Conversely, sometimes it is easy to cause offence without even realising it.

Take the time to learn about the cultures, traditions and customs of the people who use your service so that this is less likely to happen. If it does, a simple apology may be all that is needed to get things back on track again. Of course, it is also important that other people show respect for you too. You have a right to be treated in a polite and respectful way by other educators, volunteers, children and families.

Learning more about cultures

You can learn more about supporting children and their families at your service who are from diverse cultural backgrounds in the following ways:

- Professional development – engage an expert to visit a staff meeting or provide an allocation within the training budget for staff to attend a training session on learning about other cultures.
- Local council – the local council can often provide data about community languages, and tell you about members of the council staff who have particular expertise or experience in working with diverse cultures.
- Professional interpreting and translating services – an interpreter or translator is a highly skilled professional who has spent many years training. Services such as the Victorian Interpreting and Translating Service (VITS), the Interpreting and Translating Centre (South Australian Government) and the National Translating and Interpreting Service (TIS) can be useful to access.
- Community organisations – most communities have organisations that support members from diverse cultures, and educate and share information and experiences relevant to those cultures with others in the community. By finding out what organisations exist in your community, you can tap into experiences such as training days, speakers, dance performances, musical productions, shows, food, cooking activities and entertainers, which can all add interest and significant educational value to your program.

As an educator, you need to establish a clear communication method that works well with a child with a physical disability. Focus on key aspects of routines that you engage in frequently, such as food and drinks, toileting support, play areas and activities, cooking tasks, art and craft activities and excursions. Vary this according to your program type and the child's needs and interests.

Intellectual disabilities

Children with intellectual disabilities may be limited in their ability to use logical thought, process information, recall and retain information, use judgment skills and use abstract thought. Some children may have a mild intellectual disability, whereas other children may have a severe or profound intellectual disability. The degree of disability may affect their ability to communicate with others, build and maintain friendships, participate in activities, follow instructions, remember tasks and understand safety rules.

It is important to focus on a few key areas of support for children with an intellectual disability. By adopting a child-focused approach to care, you can ensure that the child's needs are met effectively. Consider the following areas:

- Friendships and interactions: ensure the child can play appropriately and enjoy their time in your program. Offer additional support for the child to establish and maintain friendships and be close by if extra support is required.
- Safety: be mindful that some children may not understand safety rules or limits, or may forget information you tell them. Some children may not be able to read, so visual information such as pictures or posters can be helpful. You may find it useful to modify your communication by using concrete words rather than abstract ones, and visual cues such as pointing and gestures to support what you say.
- Supervision: some children may require a higher level of supervision than you would normally expect for their age, particularly for tasks where there is a degree of risk, and for personal care tasks such as using the toilet. It may not be appropriate to allow as much independence as you would for other children in the program, but you can try to provide extra supervision in an age-appropriate and unobtrusive way.

Sensory impairments

A child with a sensory impairment may be visually impaired or hearing impaired. Some children have both types of sensory impairment. Children with a hearing impairment may use signing to communicate or they may lip read. Some children have a cochlear implant or hearing aid to help increase their ability to hear. Some children with a hearing impairment can hear some sounds, while others cannot hear at all.

Chapter summary

1. Listening to and responding to children is one way of learning more about them as individuals.
2. Building strong listening skills can help you to communicate more effectively with children who have additional needs and children from diverse cultural backgrounds.
3. It is important to build relationships over time with the children in your care, using effective and age-appropriate communication strategies.
4. Communication techniques may need to be modified to suit the developmental stages and ages of the various children in your care.
5. Children provide information about themselves and their needs on a regular basis; use good judgment to choose the most appropriate actions to take based on this information.
6. Some information that children provide to you may relate to your statutory obligations about health and safety.
7. It is important to be skilled at using various strategies to communicate effectively with a range of children from different cultural backgrounds.
8. Everyone has a right to access programs such as school age care, regardless of their abilities or cultural background. This right is protected under Australian federal law.
9. You may need to adjust your communication strategies to suit the needs of children with physical, cognitive or sensory disabilities.
10. Some children with additional support needs have individual support plans that describe how to meet their needs, as well as other important information that you might need to know about them.

The following table maps this chapter to the National Quality Standard and *My time, our place – Framework for School Age Care in Australia*.

National Quality Standard	
✓	Quality Area 1: Educational program and practice
✓	Quality Area 2: Children's health and safety
	Quality Area 3: Physical environment
	Quality Area 4: Staffing arrangements
✓	Quality Area 5: Relationships with children
	Quality Area 6: Collaborative partnerships with families and communities
	Quality Area 7: Leadership and service management
My Time, Our Place – Framework for School Age Care	
Principles	
✓	Secure, respectful and reciprocal relationships
	Partnerships
✓	High expectations and equity
✓	Respect for diversity
✓	Ongoing learning and reflective practice
Practice	
✓	Holistic approaches
✓	Collaboration with children
	Learning through play
✓	Intentionality
✓	Environments
✓	Cultural competence
	Continuity and transitions
✓	Evaluation for wellbeing and learning
Outcomes	
✓	Children have a strong sense of identity
✓	Children are connected to and contribute to their world
✓	Children have a strong sense of wellbeing
✓	Children are confident and involved learners
✓	Children are effective communicators

Analysing information about children to build a child-focused approach

You can use your knowledge of each child's interests and your general knowledge of child development to decide how best to work with individual children. You may find that simply by observing how children move, play and interact with each other and listening to their language, you can make some judgments about how to provide for them. For example, if you have a group of children who are very young and in their first year of school in your program, it is reasonable to assume the following:

- They are aged somewhere around 4 and a half to 6 years old.
- They can generally make themselves understood by others in most situations.
- They can follow simple rules.
- They can manage toileting, dressing and eating independently.
- They require close supervision to remain safe.
- They can play with other children and share toys and activities.
- They cannot catch a tennis ball, tell the time or follow a complex series of instructions.
- They may still misjudge their physical capabilities.
- Their drawings may still lack complexity.
- They are probably only safe using 'child' scissors and cutting equipment, and need close supervision when cutting.
- They cannot always correctly use tense when speaking.
- They generally cannot read independently, beyond more than a very simple text with basic words.
- They become fatigued easily towards the end of the day.
- Family is still a very important focus in their lives.

You will also be aware of some common interests of children at this age. They most likely enjoy:

- dramatic play
- construction activities
- learning how things work
- simple craft and art
- being read to
- puppets
- picture books
- puzzles
- cooking
- small group games and discussions.

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2B

Evaluating issues and adjusting approaches according to children's abilities and culture

Variations in children's interests, abilities and cultural background mean you need to think, plan, consider issues, and then adjust your approach to suit individual children.

Previous experiences

Previous experience has a great deal to do with how a child gains skills, develops interests and moves from one stage of development to the next. However, it is important to remember not to hurry a child through to the next developmental stage if they are not yet ready for it, or to instil an interest in them that is not to their liking.

Experience can help a child to gain skills providing they are developmentally ready to do so. The critical factor is that the experience must be a positive one, as children are generally far more likely to develop if they are given praise, reinforcement, encouragement and support than if they receive criticism, punishment or feel put down despite their best efforts.

In particular, children can work very successfully on developmental needs if these are linked with activities that meet their individual interests. For example, a child who is praised on a regular basis for their efforts at learning to read is more likely to persist with the task. When the books they are reading are linked to an interest, they are even more motivated. These factors in turn provide them with more opportunities to practise their skills, thus leading to gains in their reading abilities over time.

By contrast, a child who is frequently discouraged when they read and receives unfounded criticism of their attempts to read and pronounce new words is more likely to find reading to be a negative experience and will avoid it, especially if they are not interested in the topic of a book. This may lead to less practice and therefore a failure to gain new reading skills.

The following case study shows how educators can assist with a child's experiences and development.

Case study

Liam is 11 years old and lives in a high-rise building. His teachers are concerned about his motor skill development as he cannot throw or catch over short distances, and does not know how to kick a ball or skip with a rope. His PE teacher has written to his parents to suggest a review by an occupational therapist.

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Life and social skills activities

Life and social skills activities have a life or social skills focus, such as activities where children are involved in cooking or preparing food for the group; interacting and communicating with each other; taking care of the play space; being responsible for a task or a pet; or playing small or large group games. It is reasonable to assume that children in middle childhood are beginning to build valuable life skills such as caring for belongings, organising their own time and tasks, and taking responsibility for some aspects of activity planning.

Homework support

In some programs, children may be provided with homework support, such as a place where they can do their homework without interruption or where they can access information to help them with their homework tasks.

Recreational activities

Recreational activities form the basis of most programs and can include small and large group games, outdoor activities and informal recreation activities. For example, children in the middle stage of childhood may enjoy board games, parachute games, a mini sports round robin competition, treasure hunts or learning to use orienteering equipment such as a map and compass within a secure environment. Including recreation activities from other cultural groups can be a useful way of helping to engage children from various cultures.

Recreation and sporting activities can be group or team based, and you can assume that children in middle childhood can understand the rules of a game once explained. Children can manage equipment such as balls and bats, although you should ensure that they can do so safely. You may need to provide soft equipment or modify the rules depending on the individuals in your group. You may also need to explain and demonstrate some skills, as not all children are familiar with a wide range of sporting activities at this stage. Remember that non-competitive sports and games can also be fun.

Modifying activities

There are many different ways of modifying the activities in your program to ensure they are appropriate for all children and inclusive of all needs. The following table shows you some of the ways you can modify activities to suit the needs of children with disabilities and children from diverse cultural backgrounds.

2D

Establishing guidelines relevant to middle childhood development

As children progress through middle childhood, they begin to develop social skills and become less self-focused. After 8 years of age, most children begin to develop an understanding of honesty and fairness. They become a lot more involved in forming friendships and interacting with others. However, social involvement comes with the need to understand that there are social responsibilities and expectations of what is acceptable behaviour.

Developing guidelines

Children in the middle childhood stage are learning a lot about their own behaviour and how it can affect other people. At this stage, children can manage and modify their own behaviour and take on feedback given to them by other people. They can take turns and see situations from someone else's point of view. They are less self-absorbed than children in the early childhood stage and have more sophisticated thinking, reasoning and linguistic skills.

Children at this stage can consider the needs of the group as well as their own. It is reasonable to develop an agreed set of guidelines or expectations of behaviour, and for children to have input into consequences that apply when rules are broken. It is also reasonable to encourage children to discuss problems that arise and work together to find a solution.

Appropriate and inappropriate behaviours

Many school age care services have a set of guidelines that specify what is appropriate and inappropriate behaviour. The guidelines usually include what happens when a child's behaviour goes outside the set boundaries and the processes to be followed. The role of families or carers in behaviour support is also spelt out.

When developing behaviour guidelines, it is important to make clear what is acceptable as well as unacceptable. Write behaviour expectations in terms of what you would like children to do rather than simply being a list of what not to do, as this gives children examples of acceptable behaviour. They should be given the chance to critically look at appropriate and inappropriate behaviours and the different effects they have on others.

Lead discussions with children to help their understanding of how different behaviours can affect others. You can give children a role in setting out play and safety limits and identifying suitable consequences for when those limits are breached. This gives you the opportunity to include the children's views in guidelines or rules for the service. The guidelines should list behaviours that are not acceptable; for example, not following directions from educators, abusing equipment, yelling and swearing. They should also outline the consequences

Assessment activity 2

Reflecting an understanding of middle childhood

Your trainer or assessor may require you to complete this assessment activity and will provide you with instructions as to how to present your responses. They may provide alternative or additional assessment activities depending on the circumstances of your training program.

The following table maps the assessment activity for this chapter against the element and performance criteria of Element 2 in *CHCSAC003 Work collaboratively and respectfully with children in school age care*.

Part	Element	Performance criteria
Whole activity	2	2.1, 2.2, 2.3, 2.4

Purpose

This assessment activity is designed to assess your skills and knowledge in reflecting an understanding of middle childhood.

Requirements

To complete this assessment activity, you need:

- access to a children's services environment
- to answer the questions and submit responses as directed by your trainer/assessor/training organisation.

Access the program of activities currently being provided at your service. Reference the program to answer the following questions. You will need to liaise with your supervisor and/or educational leader. You may need to view observation records, program evaluations and background information about children.

If any of the following points are not evident on the program of activities, develop an example yourself.

1. List the activities on the program that are included because they reflect a child's or group of children's interests. For each activity you list, explain how the educators established that this was an interest.

Developing a professional network is also an important tool for ensuring you remain up to date and continue to use a best practice approach in your work with children. For example, you may join a network such as LinkedIn that can help you remain in contact with people you know through professional networks. By being active in forums such as this, you can engage with other professionals, contribute to discussions and learn from more-experienced educators.

National Quality Standard

The National Quality Standard (NQS) lists seven quality areas that apply to working with children in registered children's services settings. The areas covered under the National Quality Standard are as follows:

1. Educational programs and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements (including the number of educators educating and caring for children)
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

As an educator, you have an important role to play in helping your service achieve excellence in these areas. You need to work collaboratively with other team members and take a positive approach in planning for and documenting the processes used in the service to meet each of the quality areas.

The NQS is part of the National Quality Framework (NQF), which also includes a national regulatory system. This system applies to registered services across Australia. A national assessment and rating system forms an important part of the NQF.

The following case study shows how an educator applies industry standards and best practice approaches to working with children in school age care.

Case study

Gill works in a community in South Australia where there are many Aboriginal families. She wants to learn about Aboriginal culture and how her service can encourage more children from Aboriginal backgrounds to attend their school holiday programs. At the moment, the program is attended very infrequently by Aboriginal children, and Gill worries that their service does not appear welcoming to Aboriginal families and does not use displays or purchase resources that may appeal to people from Aboriginal cultures.

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Child health and safety	Your responsibilities	Responsibilities of your organisation
Epilepsy	<ul style="list-style-type: none"> • Know how to access individual records and action plans for children who have epilepsy. • Know what to do if a child has a seizure, regardless of whether they are known to have epilepsy or not. • Understand and follow procedures for the administration of medication and first aid, as well as completing workplace forms as required. 	<ul style="list-style-type: none"> • Identify children diagnosed with epilepsy at enrolment. • Have policies and procedures in place for managing an epileptic seizure and for storing and administering medication. • Keep epilepsy records in a central place. • Ensure all educators are aware of children who suffer from epilepsy and where their medication and medical plans are stored.
Children at risk	<ul style="list-style-type: none"> • Be alert to indicators that may suggest a child is at risk or is being harmed in some way. • Report children at risk as required in your state or territory. • Liaise with your supervisor as appropriate in situations where you believe a child may be at risk. • Collect clear and objective records explaining concerns and store these confidentially. 	<ul style="list-style-type: none"> • Provide training and support for educators. • Have policies and procedures in place for identifying children at risk and acting on this knowledge. • Be clear about expectations, responsibilities and management lines. • Document a commitment to the welfare of all children in vision, mission and values statements, policies, procedures and parent information books. • Enrol children at risk at the service as a first priority.

Appropriate risk management

By identifying risks, you can structure the environment and the activities in such a way as to minimise the effect of a risk or remove it completely. Your organisation should have policies and procedures in place about safety and risk management in the workplace. Your supervisor can give you more information about risk management and safety in your particular work environment. Remember that you have a legal responsibility to provide a duty of care to all children in your program.

Policies and procedures that relate directly to your work will generally be explained to you. This may happen during a meeting after you are employed, perhaps as part of an induction process.

It is important to always check that you are using the latest version of a policy or procedure. In many cases these documents are stored electronically on an intranet system. If you are using a paper version or if you print copies from the intranet, make sure you find out whether the copy you have is the most up-to-date version.

Policies

Workplace policies give information about what the organisation as a whole believes is important or should happen in particular situations. Policies can be derived from the organisation's vision, mission and values statement or may be required under legislation. Policies are written statements that explain the requirements for various situations that can arise in your day-to-day work practices. Policies relate closely to procedures, with policies providing a framework to inform the procedures.

The following are policies that a registered children's service must provide to meet Education and Care Services National Regulation 168:

- Nutrition, food and beverages, dietary requirements
- Sun protection
- Water safety, including safety during water based activities
- Incident, injury, trauma and illness
- Dealing with infectious diseases
- Dealing with medical conditions
- Emergency and evacuation
- Delivery and collection of children
- Excursion
- Child safe environment
- Staffing including code of conduct, determining the responsible person and participation of students and volunteers
- Interactions with children
- Enrolment and orientation
- Governance and management including confidentiality
- Acceptance and refusal of authorisations
- Payment of fees and provision of statements
- Dealing with complaints

Here are some questions you may need to consider in assessing the situation:

- Has the child's family or living circumstances changed recently, possibly causing a significant change in their behaviour?
- Does the child have a significant behavioural difficulty (such as a child with severe autism spectrum disorder or oppositional defiance disorder) that makes parenting them extremely challenging, and therefore more likely to lead to physical and verbal conflict situations occurring at home?
- Does the child take a medication that means they bruise easily and in situations where you would not normally expect to see bruising?
- Does the child have difficulties with coordination and motor planning that means they stumble, trip or fall more frequently than other children?
- Does the child have a disability such as osteogenesis imperfecta that causes frequent fractures?
- Do the family have different standards to your own about clothing, hygiene and personal grooming?

You can access information about some of these issues through the child's records, providing your job role allows you to have access to these. In most situations it is likely you will be told by parents or caregivers if a child takes a medication or has a disability or illness that could give rise to bruising or other physical indicators, but it is possible that parents or caregivers may not yet be aware of the condition.

Caring for yourself

Any situation that involves a child being possibly harmed by another person triggers strong emotional responses from most people. It can be extremely distressing to consider the notion that someone would harm a child.

If you feel you are dealing with a situation of potential child abuse, it is important to make sure you also care for yourself. It is likely that you will experience strong emotions and find the situation upsetting. You may want to talk to other people about the situation so you can explore your own feelings and get some advice about what to do. Remember that it is also important that you protect the rights of the child and family to privacy and confidentiality. By all means talk to someone such as your supervisor, but ensure you do so at a time when there is no chance that the conversation will be overheard by others who should not have access to the information. Some workplaces also provide employee support programs that can provide confidential psychological support during difficult situations through the services of a trained psychologist.

The following case study shows how an educator identifies and reports a child at risk according to requirements and policies.

Case study

Naomi is a supervisor for a holiday program and has become concerned that running costs are rising. The main factor causing the cost increase is art and craft consumables, which are being purchased in large quantities. Although she is pleased that the children are getting valuable art and craft experiences, she is worried about the costs being unsustainable.

This presents Naomi with an ethical dilemma. On one hand she is responsible for running the program to budget, but on the other hand she can see the benefits for the children from the art and craft.

Naomi calls a team meeting with her colleagues to discuss the issue. They come up with a plan to do a simple cost-benefit analysis of the art and craft program by evaluating its impact on the children. This includes asking the parents for their views as part of the evaluation. Their evaluation provides them with a clear indication that the art and craft activities are having a positive effect on the development of the children.

Using the results from the evaluation, Naomi is able to prepare a recommendation to the board for extra funding to keep the art and craft program going at its current level.

Practice task 15

Read the following scenario, then answer the questions that follow.

Scenario

Nadira, an 8-year-old girl from a Muslim family, has started attending your service. At your first meeting with her parents, they are very concerned that Nadira should understand that girls have a different status to boys in their culture. They do not want her to participate in any ball games such as soccer or softball.

Nadira has indicated that she has an interest in ball games. Today, you observe her watching some other girls her age playing netball. Later, you notice that Nadira has joined in and is playing netball with the girls. Another educator has encouraged her to participate until just before her parents arrive.

1. What are the ethical issues involved in this case?
2. What are the ethical decisions you will need to make to ensure Nadira can participate fully in the program?