Australian Journal of Teacher Education

Volume 36 | Issue 7 Article 3

2011

Locating child protection in preservice teacher education

Kerryann Walsh
Queensland University of Technology, k.walsh@qut.edu.au

Louise Laskey
Deakin University, louise.laskey@deakin.edu.au

Elspeth McInnes
University of South Australia, Elspeth.McInnes@unisa.edu.au

Ann Farrell
Queensland University of Technology, a.farrell@qut.edu.au

Ben Mathews
Queensland University of Technology, b.mathews@qut.edu.au

See next page for additional authors

Recommended Citation
Walsh, Kerryann; Laskey, Louise; McInnes, Elspeth; Farrell, Ann; Mathews, Ben; and Briggs, Freda (2011) "Locating child protection in preservice teacher education," *Australian Journal of Teacher Education*: Vol. 36: Iss. 7, Article 3.
Available at: http://ro.ecu.edu.au/ajte/vol36/iss7/3

This Journal Article is posted at Research Online.
http://ro.ecu.edu.au/ajte/vol36/iss7/3

Authors
Kerryann Walsh, Louise Laskey, Elspeth McInnes, Ann Farrell, Ben Mathews, and Freda Briggs

This journal article is available in Australian Journal of Teacher Education: http://ro.ecu.edu.au/ajte/vol36/iss7/3

Locating child protection in preservice teacher education

Kerryann Walsh
Louise Laskey
Elspeth McInnes
Ann Farrell
Ben Mathews
Freda Briggs
k.walsh@qut.edu.au

Abstract:A recent report delivered by the Australian Centre for Child Protection has highlighted the need for empirical evidence of effective pedagogies for supporting teaching and learning of child protection content in Australian teacher education programs (Arnold & Maio-Taddeo, 2007). This paper advances this call by presenting case study accounts of different approaches to teaching child protection content in University-based teacher education programs across three Australian States. These different cases provide a basis for understanding existing strategies as an important precursor to improving practice. Although preschool, primary and secondary schools have been involved in efforts to protect children from abuse and neglect since the 1970s, teacher education programs, including preservice and inservice programs, have been slow to align their work with child protection agendas. This paper opens a long-overdue discussion about the extent and nature of child protection content in teacher education and proposes strategies for translating research into practice.

Introduction

This paper advances calls for further empirical evidence of pedagogies to support effective teaching and learning of child protection content in Australian teacher education programs. It follows a recent landmark study of 33 Australian universities conducted by the Federally-funded Australian Centre for Child Protection (Arnold & Maio-Taddeo, 2007). The study revealed that over three-quarters of Australian teacher education programs did not include any discrete child protection content and, of the one-quarter that did, the majority allocated it less than seven hours across the entire course. This paper considers approaches to professional learning about child abuse and neglect, and child protection, by drawing empirical evidence from undergraduate early childhood and primary teacher education programs in three different jurisdictions, South Australia, Victoria and Queensland. We present three case studies that "locate" child protection in preservice teacher education programs in similar yet subtly different ways (Taylor, 1997). Five

common "cross-case" themes (Miles & Huberman, 1994) are discussed: (a) social policy influences; (b) program structure; (c) theoretical positions; (d) praxis; and (e) teachers. Our aim in examining these case studies is to share information that will build stronger models of teacher preparation for child protection, and to propose strategies for engaging preservice teachers in social responsibility that can reduce and prevent violence towards children. To enter this discussion, in the first half of the paper, we define key terms, detail a rationale for the inclusion of child protection content in teacher education, and review the extant literature on teacher education for child protection.

Background and Literature Review

Defining the terms "child protection" and "child abuse and neglect"

What do we mean by *child protection*? In an historical sense, the term *child protection* denotes a social and political movement, which emerged from the early child rescue movement of the late 1800s, where state intervention against cruelty to children was championed by social activists (Scott, 1995; Tomison, 2001). In a practical sense, child protection includes those measures taken by professionals to act "directly as a barrier between children and significant harm" (Thorpe, 1994, p.194). From a theoretical perspective, *child protection* is a term that has been socially constructed (Hacking, 1991; Parton, Thorpe, & Wattam, 1997) and produces particular versions of childhood, discourses of child risk/resilience and vulnerability/protection. Some argue that this is problematic because it implies deficit model discourses in which "problems" are located within individuals rather than within the social and cultural systems that create and maintain inequality (Swadner & Lubeck, 1995). In this paper we do not discuss these complex ideas, as this has been done elsewhere (see for example Farrell, 2004; 2001; Parton, Thorpe, & Wattam, 1997; Singh & McWilliam, 2005). Rather, we adopt the pragmatic, activist stance of Moynihan and Webb (2010) who note, "to protect children at risk of maltreatment we must recognise both harm and potential and take appropriate action" (p.55).

What do we mean by *child abuse and neglect*? Child abuse and neglect is an umbrella term used worldwide to denote four specific forms of child maltreatment: physical abuse; emotional abuse; sexual abuse; and neglect (World Health Organisation, 2006). Physical abuse is characterised by deliberate injury to a child arising from excessive discipline or punishment in acts such as beating, shaking, punching, striking, biting, kicking, cutting, burning, restraining, throwing or choking. Emotional or psychological abuse is evident in patterns of behaviours towards children such as ignoring, rejecting, isolating, terrorising, corrupting, verbally assaulting, and over-pressuring. Sexual abuse is a crime involving a child in sexual activities with an adult or older individual (five or more years older); it can take many forms, including fondling breasts or genitals, masturbation, oral sex, vaginal or anal penetration by a penis, finger or other object, voyeurism, exhibitionism, or exposing a child to pornography or involving them in making child pornography. Neglect is failure to provide for a child's basic needs such as adequate nutrition, personal hygiene, living environment, safety, and health care relative to the resources available in the community (Gilbert, Widom, Browne, Fergusson, Webb, & Janson, 2009; United Nations, 2000; WHO, 1999; 2006). Defining the subtypes of child maltreatment is challenging because there can be

disagreement about what is and what is not abusive. One clear example is smacking. Although harsh physical punishment of children is known to be damaging, it is widely accepted in many societies (Gershoff, 2002), while other societies have enacted legislation to prohibit such corporal punishment of children (Mathews & Kenny, 2008).

A rationale for including child protection in teacher education

Why suggest that education for child protection is included in teacher education? The notion of "locating child protection in teacher education" is taken from Taylor's (1997, p.61) work on how teachers in the United Kingdom can be prepared to meet the needs of children in schools who have experienced child abuse or neglect. In this and later work (see for example Taylor & Hodgkinson, 2001), Taylor argues for the inclusion of child protection in professional standards for teachers and for it to be positioned in initial teacher education as a "broadening wedge of content" (Taylor & Hodgkinson, 2001, p.82). This inclusion would involve embedding, within a program, basic to more sophisticated levels of content, rather than one block of content being "bolted on" to professional education (Taylor & Hodgkinson, 2001, p.84). Like Taylor, we see a compelling case for locating child protection in preservice teacher education in Australia (Arnold & Maio-Taddeo, 2007). There are at least four strong reasons for this: the empirical evidence of the effects of maltreatment on children's learning at school; teachers' legal duties to report child abuse and neglect under legislation and/or duty of care; teachers' duties to report under education policy; and the links between child maltreatment, children's rights and social justice.

The first reason is the empirical evidence about the consequences of maltreatment for children's learning. All maltreatment subtypes are associated with long-term deficits in educational achievement, higher participation rates in special education classes, lower rates of high school completion, increased risk of behaviour problems such as anxiety, depression, aggression and acting out, difficulties in relationships with peers, risk-taking behaviours, self harm, alcohol and drug abuse, attempted suicide, and suicide (see for example, Gilbert, et al., 2009; Macdonald, 2001; Margolin & Gordis, 2000; Myers, Berliner, Briere, Hendrix, Jenny, & Reid, 2002). As well, many maltreated children suffer multiple forms of victimisation (Finkelhor, Ormrod, & Turner, 2007), and the effects of multiple adversity are cumulative (Gilbert et al., 2009). Teachers who are well equipped with knowledge, skills and positive attitudes (Walsh, Rassafiani, Mathews, Farrell, & Butler, 2010) can respond and assist maltreated children, including those who have been multiply victimized, by enhancing their learning potential and assuring their future safety.

The second reason for locating child protection in preservice teacher education relates to teachers' legal duties to report child abuse and neglect. These duties are established by State and Territory legislation, and are sourced in a common law duty of care. In addition, teachers' professional conduct is governed by educational authority policy obligations, which generally confirm and/or supplement the legislative and common law duties (Mathews, Cronan, Walsh, Farrell, & Butler, 2008). Across Australia, graduates of teacher education programs will work under their jurisdiction's requirements for reporting child maltreatment, which is

likely to contain all three sources of these reporting duties (i.e., legislative, common law and policy-based duties).

A *legislative* reporting duty exists in every State and Territory and requires reports of suspected significant harm. In most but not all States and Territories, this duty applies to each type of maltreatment (Butler & Mathews, 2007; Mathews & Kenny, 2008; Mathews, Goddard, Lonne, Short & Briggs, 2009).

The reporting duty based on the *common law duty of care* is less clear, but exists in each Australian jurisdiction. It is likely to apply to cases of clear negligent failure to report known serious abuse, or situations where a teacher ought to have reported suspected abuse (Butler & Mathews, 2007). Negligence may occur in cases where the failure to report can be demonstrated to have constituted a breach of the duty of care and where damage was caused or contributed to by that breach of duty (Butler & Mathews, 2007). An example of this type of failure occurred in the widely publicised Toowoomba Preparatory School case, where a resident boarding master sexually abused female students over many years. When the students reported their abuse to senior school staff, they were not believed and no action was taken, leaving the students with long-term physical and psychological harm and the school authority liable for damages in negligence (Briggs & O'Callaghan, 2003).

The teacher's duty under *educational authority policy* requires the teacher to comply with the obligations created by the employer. This obligation often confirms the legal duties, but where the legislative and or common law duty is limited, the policy obligation to report may be wider than the legal reporting duties. Failure to comply may result in disciplinary action or even the termination of employment (Mathews & Kenny 2008).

Given these various reporting obligations, there is an imperative for employing authorities to ensure that school staff are fully prepared for their role in child protection. Taylor (1997) and others argue that such preparation should begin in preservice teacher education (see for example Baginsky & Macpherson, 2005; McInnes, 2002; Walsh, Farrell, Bridgstock, & Schweitzer, 2008; Watts & Laskey, 1994).

The third reason for including child protection content in teacher education programs is found in Federal policy initiatives supporting the inclusion of child protection in teacher education. Specific coverage of child protection issues in teacher education courses was first discussed in 1996 by the Ministers for Education from each Australian State and Territory when they agreed to develop a national strategy to prevent paedophilia and other forms of child abuse (Ministerial Committee on Education, Employment, Training, and Youth Affairs [MCEETYA], 1996). The strategy, in turn, was adopted in 1997 (MCEETYA, 1997) and included four components: a) implementation of child protection education as part of health and personal development curricula; b) commitment to interagency collaboration; c) procedures for criminal history checking for employees working with children; and d) legislative or policy obligations for all school staff regarding reporting suspected child abuse and neglect. In further developments in 2003, the *National Safe Schools Framework* (NSSF) was endorsed as a set of 11 nationally-agreed principles for safe and supportive school environments and included appropriate school responses to bullying, harassment, violence, and child abuse and neglect (MCEETYA, 2003). The NSSF highlighted the importance of whole-school community approaches, appropriate training in

positive student management for teachers, and schools' proactive responses to cases of victimisation and abuse. So important was this policy that the *Schools Assistance Act 2004* (Cth.) required schools to commit to implementing the NSSF before January 2006 (The National Safe Schools Framework is currently under review with a view to incorporating the emergence of new technologies in relation to child safety (Department of Education, Employment and Workplace Relations, 2010)).

Policy for teacher education programs further strengthens the rationale. The draft *National Professional Standards for Teachers* (Ministerial Committee on Education, Early Child Development and Youth Affairs [MCEECDYA], 2010) describes what is required of teachers at four levels: graduate, proficient, highly accomplished and lead. Currently, *Standard 4: Create and maintain safe, and supportive learning environments* determines that graduate teachers be able to "contribute to students' well-being and safety, working within school, system and legislative requirements" (4.5). Also, *Standard 7: Contribute to the school and professional community* states that graduates should "understand and comply with authority policies regulations and statutes relating to teachers' and students' rights and responsibilities, including OH&S, diversity, child protection, risk management and industrial agreements" (7.2). Teacher registration boards in some jurisdictions also promote capabilities in child protection; for example, in Queensland, teachers should posses "knowledge of the legal, ethical and professional responsibilities of teachers and obligations in regard to child protection" (Queensland College of Teachers, 2006, p.16), and in Victoria teachers should "understand the legal and ethical dimensions of teaching, including duty of care and the nature of their professional commitment to students" (Victorian Institute of Teaching, 2009, p.1).

The fourth reason for addressing such content in preservice teacher education is animated by a rights-based, social justice imperative to promote the life chances of children who have experienced maltreatment. Approximately 34 000 Australian children are in out-of-home care, (children in out-of-home care are children who reside in foster care, kinship care, or residential care because they do not have a parent who is willing or able to provide for their care and protection) many of whom have been seriously maltreated (Australian Institute of Health and Welfare, 2010). In all national benchmark test areas, children in out-of-home care (including this large subset of maltreated children) perform significantly worse than the general school population. For example, in 2006, only 45% (literacy) and 40.8% (numeracy) of Queensland Year 5 children in out-of-home care reached the national testing benchmarks compared to 81.2% (literacy) and 85.4% (numeracy) for children in the general school population (Commission for Children and Young People and Child Guardian, 2008). These data confirm that the educational opportunities of severely maltreated children are significantly impeded. While substantive equality of opportunity is a longer-term prospect, the injection into the teaching workforce of knowledge and capabilities to work with children experiencing educational disadvantage as a result of maltreatment may significantly advance these children's interests at school. Such efforts can help to redress inequality and build social capital with potential to prevent child abuse and neglect in future generations. As well, they promote the rights of children as recognised by Australia's ratification of the *Convention on the Rights of the Child*, which affirms children's rights to

live free from violence and exploitation (article 19), and to achieve education on the basis of equal opportunity (article 28) (Office of the United Nations High Commissioner for Human Rights, 1989).

Child protection and preservice teachers

What is already known about preservice (student) teachers and child protection? Research in this area, although relatively recent and scant, has consistently shown that student teachers feel ill-equipped to deal with child protection matters (Briggs & Hawkins, 1997; Brown, 2008; Goldman, 2007; Goldman & Grimbeek, 2008); they are concerned about interagency cooperation with maltreating families (Bishop, Lunn & Johnson, 2002), and are apprehensive both about how to respond to student disclosures (David, 1993; Rossato & Brackenridge, 2009) and how to report suspected cases (McKee & Dillenburger, 2010; Watts & Laskey, 1994).

Studies of the knowledge levels of preservice teachers with respect to child abuse and neglect have found that, without specific instruction, students do not have sufficient knowledge to understand child maltreatment and/or their role. For example, Briggs and Potter (2004) studied 86 kindergarten and 64 special education student teachers in Singapore *prior* to their attending child protection seminars. They found student teachers were exposed to and influenced by myths about child abuse such as sexual abuse does not happen to boys, girls seduce their fathers, and children make up stories about sexual abuse. By their own admission, student teachers lacked sufficient knowledge to recognise and handle cases of child maltreatment. In a similar vein, Clarke and Healey's (2006) study assessed the training of 204 students enrolled in a primary teacher education program in New South Wales and found that, although their knowledge base was "minimal but adequate" (p.57), they possessed worrisome attitudes in relation to child protection such as questioning the veracity of children's disclosures of abuse.

Smith's (2006) study of child maltreatment knowledge and beliefs with 332 final-year students enrolled in a capstone unit in the United States found that students struggled to define cases of emotional abuse and neglect as maltreatment and indicated they would wait until they were certain an act was abuse before reporting to authorities. Goldman's (2007) study of Queensland preservice teachers found low levels of confidence in their ability to accurately identify and effectively respond to child maltreatment. Similarly, Brown's (2008) study of Queensland preservice teachers found low levels of awareness of maltreatment subtypes and indicators as well as inadequate understanding of their professional reporting obligations. McKee and Dillenburger's (2010) study of Irish student teachers found considerable gaps in their knowledge of child maltreatment prevalence, warning signs and indicators, reporting processes, policies and legislative frameworks and day-to-day working with children experiencing maltreatment.

Such studies, although highlighting the almost universal deficiencies of preservice teacher education with respect to child protection, provide a strong evidence base for "locating" education for child protection in teacher education. It is against this background that the three case studies are now considered.

Method

The three case studies are conceptualised as a *research method* and a *teaching method*. Drawing on Flyvbjerg's (2006) notion of the pedagogical value of cases in human learning, this paper's instructional purpose is to answer the research question: *What pedagogies will support effective teaching and learning of child protection content in Australian teacher education programs*? In presenting the cases, we are mindful not to deliver a paper that recounts idiosyncratic teaching and "promotes it as universal good practice, with scant regard for the myriad contextual constraints that enable or disable innovation" (Doherty, 2007, p.313). In this paper, cases are not conceptualised as traditional case studies in that they do not involve painstaking and detailed observing and recording (Cohen, Manion, & Morrison, 2003) or testing, interviewing, and review of documents and artefacts (Yin, 2006). Here they are best described as *instrumental case studies* (Ary, Jacobs, & Sorensen, 2010, p.455) of tertiary teaching practice, purposively selected because of their potential to provide insights into the topic under investigation. As such, they provide big-picture, insider accounts of the content, teaching and assessment strategies anchored in the applied settings of three teacher education programs in three different jurisdictions: South Australia, Victoria and Queensland. Table 1 provides an overview of key features of the three cases.

	Case study 1 South Australia	**Case study 2 Victoria**	**Case study 3 Queensland**
Name of course(s)/program(s)	Bachelor of Early Childhood Education	Bachelor of Early Childhood Education; Bachelor of Education (Primary); Bachelor of Teaching (Secondary)	Bachelor of Education (Early Childhood); Bachelor of Early Childhood Studies
Length of course (full-time equivalent)	BECE 4 years	BECE 2 years (building on TAFE Diploma in Children's Services) BEd(Prim) 4 years BEd(Sec) 4 years	BEd(EC) 4 years BECS 3 years
Class size	130	150	150-180
Core unit(s) with child protection content	Children in families and communities (36 hrs)	Critical issues in safety & child protection (3 hrs); Preparing for teaching (3	Early childhood foundations 2: Families and childhoods in

		hrs); Promoting student wellbeing (3hrs)	early childhood education and care (3 hrs)
Elective unit(s) with child protection content	No	Sexuality education (4 hrs); Child protection (30 hrs)	Gender and sexuality education (3 hrs)
Overall curriculum approach	Discrete	Discrete + Integrated = Comprehensive	Integrated
Child protection induction training prior to employment	Yes, compulsory 7-hour *Responding to Abuse and Neglect: Education and Care Training*	No	No
Child protection training required for maintenance of teacher registration	Yes, compulsory every 3 years: *Responding to Abuse and Neglect Education and Care* update	No	No
Working with children check required prior to first field experience	Yes	Yes	Yes
Child protection induction training required prior to first field experience	Yes	Yes	Yes
Compulsory child protection curriculum	Yes: *Keeping Safe* (DECS, 2009)	No	No
Legislative requirement to report child abuse and neglect	Yes, broad duty to report significant harm caused by physical, psychological or sexual abuse or neglect.	Yes, narrow duty to report significant harm caused by physical or sexual abuse.	Yes, very narrow duty to report sexual abuse of a child by a school staff member
Institutional policy requirement to report child abuse	Yes, legislative and policy requirements	Yes, policy extends legislative	Yes, policy extends legislative

and neglect (government schools)	are aligned.	requirement: teachers are required to report all forms of abuse and neglect.	requirement: teachers are required to report all forms of child abuse and neglect

Table 1: Overview of the three cases

Case studies

Case study 1 (University of South Australia): Authentic assessment and service learning

The University of South Australia's School of Education offers teacher education with a focus on the care and education from birth to adulthood. The focus of case study 1 is the four-year undergraduate Bachelor of Early Childhood Education (BECE) program which qualifies students to work in childcare, kindergartens, and junior primary schools. There are approximately 130 graduates each year.

Child protection education for the childcare and education workforce in South Australia is regulated by the Department of Education and Children's Services (DECS) under the *Keeping Them Safe* reform agenda (Government of South Australia, 2004) which was introduced following the recommendations of a state-wide review of child protection (Layton, 2002). Key elements of this policy are represented in Figure 1. Universal elements applying to teachers included criminal history screening of the care and education workforce, mandatory notification training for carers and educators, and a compulsory school-based child protection curriculum.

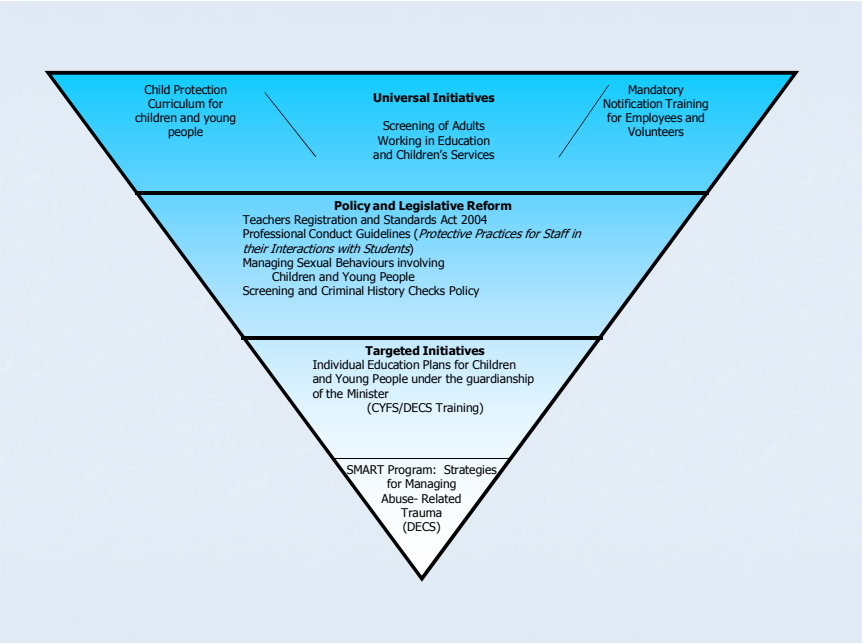

Figure 1: Key elements of child protection education for the South Australian education and care workforce

Preservice early childhood teachers undertake a full-day, face-to-face compulsory training session titled *Responding to Abuse and Neglect: Education and Care Training* (DECS, 2009) before they are able to attend professional experience placements in care and education sites. Content includes: definitions and indicators of abuse; key indicators of abuse; neglect

and family violence; suspicion on reasonable grounds; responding to children and young people; and maintaining professional boundaries with children and young people. Once employed, teachers are required to undertake updates to this training every 3 years in order to maintain their teacher registration. Teacher graduates are inducted into the use of a compulsory school-based child protection curriculum, *Keeping Safe* (DECS, 2009), when they enter employment. Table 2 displays the positioning of child protection broadly in Standard 3.

Jurisdiction	Authority	Link to Professional Standards
South Australia	Teachers Registration Board of South Australia. (2010). Professional Teaching Standards for Registration in South Australia for Entry to the Register	Standard 3 Parent/caregiver and community partnerships: Teachers work effectively with parents/caregivers and the wider community. Standard characteristic 3.3: Contribute to ethical and professional relationships that support the learning and wellbeing of learners. Standard characteristic 3.5: Manage confidential information, negotiation and conflict in a sensitive and ethical manner.

Table 2: Link to professional standards, South Australia

The undergraduate second-year 12-week unit, *Children in Families and Communities*, is the foundation course where preservice students explore common social contexts of adversity for children. The unit is taught by a sociologist with a doctoral degree and a research focus on gendered violence and child protection (McInnes, 2002; 2004). The unit has formed part of the Bachelor of Early Childhood at the University of South Australia for more than ten years. Following a recent review of the program, the course was moved from third year to second year of the four-year degree.

The unit begins by introducing students to the diversity of families in Australian society. Subsequent topics include trauma and child development, parental separation and divorce, domestic violence, the South Australian child protection system, poverty in families, child maltreatment, child sexual abuse, child abuse prevention, children of parents with a mental illness, children as carers, issues facing single parent families and issues facing Indigenous families. Each topic is explored in a one-hour lecture and two-hour tutorial each week.

There are three assessment items for the unit. Assessment tasks are characterised by peer learning and authentic assessment in the context of service learning. First, students are required to present a topic to their peers in a tutorial. This assessment aims to build students' research and presentation skills and to extend their own and their peers' learning (Boud, Cohen, & Samson, 1999). Second, students write a research essay on a topic selected from the range of topics covered in the unit. This task involves detailing the prevalence and significance of the selected topic area and the implications for educators' responses to children experiencing the selected social context. The

third assignment is a type of practical service-learning activity (Butcher et al., 2003) which requires students to select a community and a specific early childhood service (e.g., a suburban long daycare centre), as well as a topic (e.g., domestic/family violence), and to research the services available to families dealing with the issue in that specific geographical area. The students are asked to critically evaluate the help available for families using criteria such as: the types of support provided by the service; the referral process; accessibility to the service via public transport; existence of waiting lists; costs associated with the service; operating hours; funding source(s); and relationships with state or federal government departments. The assessment aims to develop student skills in identifying and making appropriate referrals for families attending early childhood services.

Case study 2 (Deakin University): A comprehensive curriculum

In Deakin University's Faculty of Arts and Education, the School of Education offers a range of undergraduate, graduate, and postgraduate courses from early childhood through school education to adult education. The focus of case study 2 is the Faculty-wide provision of education for child protection available as part of the early childhood, primary and secondary preservice teacher preparation programs.

In Victoria, the only prerequisite to gaining employment, apart from gaining approved qualifications, is registration with the Victorian Institute of Teaching (VIT), the statutory body regulating the teaching profession. Currently, VIT does not require formal preparation in child protection, although the *Code of Conduct* (VIT, 2008) specifies that teachers must be "cognisant of their legal responsibilities in relation to mandatory reporting" (p.4). The *Standards for Graduating Teachers* (VIT, 2009) highlights legal issues and duty of care, both of which are closely related to the teacher's role in child protection as detailed in Table 3.

Jurisdiction	Authority	Link to Professional Standards
Victoria	Victorian Institute of Teaching. (2009). Standards for Graduating Teachers	Standard 3: Teachers know their students. Understand the legal and ethical dimensions of teaching, including duty of care and the nature of their professional commitment to students.

Table 3: Link to professional standards, Victoria

Within the School of Education's preservice teacher preparation programs, child protection content is located in several courses as an *integrated* or *embedded* topic. Some coverage is provided in the core third-year unit, *Student Health and Wellbeing*, which features in the Bachelor of Education (Primary) and Bachelor of Teaching (Secondary) courses. It appears as a single 3-hour topic in the final-year unit, *Transition to Beginning Teaching*, and is covered as part of a health curriculum elective unit, *Sexuality Education*, concentrating on gender and violence in which around one-third of the unit's time is allocated to child protection content.

Additionally, child protection content is located in two *discrete* or *stand-alone* units. The unit *Critical Issues in Safety and Child Protection* is a

core unit in the Bachelor of Early Childhood Education with an enrolment of 150 students per year, and the unit *Child Protection* is a third-year elective unit in the Bachelor of Education (Primary) and Bachelor of Teaching (Secondary) courses with an annual enrolment of between 40-60 students. This latter unit has been offered in both on- and off-campus modes over a period of 10 years, and a more advanced version of this elective is offered in the Master of Education and Master of Special Educational Needs programs. All units with child protection content are taught by a psychologist, and registered teacher with past experience in community child protection work who, as an academic, is currently undertaking doctoral research on the topic of professional learning in child protection.

Importantly, all units are framed by a children's rights perspective via examination of the *United Nations Convention on the Rights of the Child*, and the mechanisms by which these rights are secured in State legislation, regulations, and systemic policies such as professional codes of ethics and codes of conduct. Specific topics include: consideration of the role of teachers and schools; the National Safe Schools Framework; school child protection policies; the impact of trauma on learning; features of maltreatment subtypes; domestic and family violence; responding to disclosures of child sexual abuse; child sexual abuse prevention education; out-of-home care; and interagency teamwork. At the Master's level, students also consider issues such as teacher professional development (Laskey, 2008), and engage with contemporary research about the benefits and pitfalls of statutory systems of mandatory reporting for child maltreatment (Goddard, Saunders, Stanley, & Tucci, 2002; Mathews & Bross, 2008; Melton, 2005).

In alignment with the curriculum content in these units are constructivist pedagogical approaches (Brooks & Brooks, 2001), which encourage students to build upon their existing knowledge and skills, but also provoke and challenge popularly held myths about child abuse and neglect and child protection. There is an emphasis on equipping students with experiences through which they can experiment with strategies, tools and resources needed to face complex issues involving child maltreatment (Ray, 2007; Watts, 1997). Integral to the suite of pedagogies are rehearsal and role play which are used to teach communication skills such as empathic listening and open-ended questioning – important skills required for dealing with children's direct disclosures of maltreatment (Jones, 2003). Role-play assists students by rehearsing a discussion of child concerns with a colleague, notifying child protection authorities, offering family support, and referring to community agencies. Additionally, students explore themes of child maltreatment in popular culture such as films and novels with a view to making multiple connections and achieving deeper learning (Biggs, 2003).

Assessment relies on authentic tasks (Ray, 2007; Stein, Isaacs, & Andrews, 2004) such as examining and evaluating school-based child protection policies and initiatives and interviewing school staff. In the stand-alone unit, student learning culminates in the second assignment that requires student responses to several hypothetical child maltreatment scenarios. Students interrogate the detail of the cases on a number of dimensions as the basis for their application of new knowledge and skills. Features of the scenarios include: identification of different types of maltreatment; effects of maltreatment subtypes; understanding of causal factors and family circumstances; handling the child's disclosure (students develop a hypothetical

script); actions required (students detail processes for notification to statutory child protection authorities or referral to community agencies); interagency working; provision of support for the child and family; professional support for teachers; implementation of child protection curriculum; and mapping community services and resources.

Anecdotal evidence collected as part of unit evaluation suggests that many students are initially fearful of dealing with child maltreatment; however, their study is seen to generate a sense of empowerment and practical mastery of skills in "knowing what to say and do" (Laskey, 1996). At the same time, students are provided opportunities for reviewing their own emotional responses to child maltreatment such that their initial discomfort in the face of emotionally challenging material is ameliorated by their emerging confidence in themselves as professionals able to respond competently when child protection concerns arise.

Case study 3 (Queensland University of Technology): Pedagogy for flexible delivery

Queensland University of Technology (QUT) graduates approximately 1000 teachers each year (QUT Corporate Reporting, 2010). Its flagship early childhood programs, the Bachelor of Education (Early Childhood), a four-year preservice teacher education program and the Graduate Diploma in Education (Early Years), a one-year graduate program, each have approximately 120-130 graduates per year. Currently, the State's teacher registration authority, the Queensland College of Teachers (QCT), does not require child protection training as a prerequisite for teacher registration or assessment of suitability to teach. However, the *Professional Standards for Queensland Teachers* (QCT, 2006, pp.12-13) standards six and seven refer broadly to the need for teachers to know and understand relevant legislation and policies pertaining to the provision of safe and supportive learning environments. Table 4 displays this information.

Jurisdiction	Authority	Link to Professional Standards
Queensland	Queensland College of Teachers (2009). Professional Standards for Queensland Teachers (graduate level): A guide for use with preservice teachers	Standard 7: Create and maintain safe and supportive learning environments. (Practice) Be able to identify and know how to apply school and employing authority policies and procedures with regard to behaviour management and student safety. Standard Ten: Commit to reflective practice and ongoing professional renewal. (Knowledge) Knowledge of the legal, ethical and professional responsibilities of teachers and obligations in regard to child protection.

Table 4: Link to professional standards, Queensland

Adopting Taylor's (1997) concept of a "broadening wedge" (p.66) of content, child protection subject matter is taught incrementally across the four-

year program; it is *embedded* in relevant units of study, rather than being contained in a discrete unit of its own. For example, in first year, in a unit on family studies, students are introduced to the phenomenon of child abuse and neglect, its incidence and prevalence, causes and effects, and warning signs and indicators of the four maltreatment subtypes. Students explore historical, legal and policy trends relating to child protection and examine constructions of children and childhood. In second year, in a child development unit, students learn about parenting practices and their influence on children. Prior to their first field experience in kindergartens and preparatory settings, they study relevant codes of conduct and become familiar with specific details of school/centre child protection policies. In third year, in a unit on diversity and inclusion, students more closely examine the specific educational effects of different types of abuse and neglect and the special needs of children in state care. Prior to a field experience in child care settings, they revisit their legal and policy obligations for reporting child abuse and neglect, some of which are unique to Queensland (Mathews & Kenny, 2008). In their fourth and final year of study, students explore issues relating to interagency collaboration, support services for families, and ethical practices such as the confidentiality involved in dealing with child maltreatment.

Case study 3 focuses on the first-year unit *Early Childhood Foundations 2: Families and Childhoods in Early Childhood Education and Care*. A distinctive feature of this case is a specific learning experience employed in a first year unit, and involves the incorporation of a real-world collaborative problem-based learning experience involving the case of Toby Smith, a seven-year old boy showing signs of physical abuse (Farrell & Walsh, 2010). The aim of the learning experience was for students to consider the many facets of the case and to propose a course of action (see Appendix A). The learning experience was structured around several key principles of problem-based learning (PBL), an instructional method that emerged predominantly from medical education in the 1950s (Barrows & Tamblyn, 1980; Block, 1996) and has since been implemented in P-12 education and in higher education (Hung, Jonassen, & Lui, 2008), particularly within the health sciences. Empirical research has demonstrated that PBL successfully promotes problem solving, higher order thinking, self-directed learning skills, and results in longer-term retention of information (Hung et al., 2008). The fundamental principles of PBL incorporated in the learning task included: simulation of an authentic, motivating, and complex problem with direct relevance to classroom practice; tutors who support and model reasoning processes, manage group dynamics and processes, and monitor resources; student individual responsibility for key tasks within the activity, with learning shared and further developed by the group; learners determining their own knowledge and skill needs; and participants summarising and integrating their learning (Edwards & Hammer, 2006; Hung et al., 2008; Jobling & Moni, 2004; Kwan, 2008).

The learning experience was conducted over a two-week period during the weekly one-hour lecture and two-hour computer laboratory-based tutorials. In 2007, the learning experience was delivered in two synchronous learning modes: online (via QUT Blackboard, the standard electronic learning management system) and face-to-face (in a traditional tutorial format). Student learning outcomes and experiences were evaluated as part of a larger university teaching and learning project (see Edwards, Watson, Farrell, &

Nash, 2008). Although the students' work in the sessions was not formally assessed, individual students evaluated the learning experience by participating in voluntary pre- and post-test measures of their knowledge and confidence. Groups also assisted by compiling an optional report related to the task. Findings revealed that post-test knowledge and confidence scores for students in both learning modes were significantly higher than pre-test knowledge scores, indicating that the learning experience was successful in increasing knowledge and confidence levels – the greatest gains were made by students who undertook the experience online. Online groups also submitted higher quality and more cogent reports as rated on a standardised criterion referenced assessment sheet (Farrell & Walsh, 2010).

The task was chosen because it encapsulated information the students must learn if they are able to fulfil their child protection role in a Queensland school context. In this task, students were required to identify the key issues and then locate, evaluate and learn from resources relevant to that issue. They needed to be able to work independently to acquire content knowledge and to work as a team to provide collaborative assistance in organising material to present a cogent resolution for the problem. Students committed to the outcome and to what constituted an appropriate response.

Discussion

In this section of the paper we consider the contribution of the case studies to the task of identifying pedagogies to support effective teaching and learning of child protection content in Australian teacher education programs. Five common "cross-case" themes (Miles & Huberman, 1994) are discussed: (a) social policy influences; (b) program structure; (c) theoretical positions; (d) praxis; and (e) teacher educators.

Social policy influences

There is a direct link between contemporary social policy and the goals, values, and imperatives of teacher education (Darling-Hammond, 2000, 2006; McDonald, 2005; Lingard, Mills, & Hayes, 2000). Indeed, some argue that teaching for social change should be at the core of teacher education, not a supplement to it (see for example Cochrane-Smith, 2009). As Table 1 depicts, two key social policy influences are responsible for significant differences in the positioning of child protection in teacher education in the cases presented here.

First is the legislative requirement to report suspected child abuse and neglect. This legal obligation is placed upon teachers to varying degrees depending on State/Territory legislation (Mathews & Kenny 2008; Mathews, Goddard, Lonne, Short & Briggs, 2009). In the States included in this study, the reporting duty is present in varying degrees along a continuum from an extensive duty to report physical, emotional, and sexual abuse and neglect (in South Australia), to a limited duty to report only physical and sexual abuse (in Victoria), to an even more restricted duty to report only sexual abuse by a school staff member (in Queensland). These key differences result in different external accountability requirements for teacher education programs because

these programs are provided under State/Territory approval mechanisms and credentialing guidelines.

Legislation, as a key form of social policy, has far-reaching implications for initial teacher education and continuing professional education. There is a direct relationship between legislation, teacher professional standards, and the regulation of teacher education programs. In the case studies there is considerable congruence between the strength of child protection legislation and the positioning of child protection content in teacher education. Teacher education must consider its role in changing social policy contexts including the legal context, and faculty staff must understand and implement responses to these agendas if they are to properly equip graduates to work in challenging contexts such as those involving child maltreatment.

Second is the existence of school-based child protection education curriculum which, in turn, justifies time and attention being given to child abuse prevention within the teacher education programs. In South Australia, child protection education has been taught as part of the school curriculum since 1985 and educational policy specifies that teachers must be provided with adequate training to ensure its effective delivery (DECS, 2009). In Victoria, broader sexuality education is compulsorily taught as part of the health and physical education domain of the *Victorian Essential Learning Standards* (Department of Education and Early Childhood Development [DEECD], 2010) and *Respectful Relationships Education* (DEECD, 2009) is also undertaken in Victorian secondary schools. However, there is no explicit reference to the topic of child protection education in mandated curriculum documents and there is no compulsory curriculum in place. In Queensland the situation is vastly more limited, with the *Health and Physical Education Essential Learnings* (Queensland Studies Authority, 2007) containing only broad references to general safety education. The now outdated (and optional) syllabus support materials known as the *HPE Sourcebook Guidelines* and the *HPE Sourcebook Modules* (Queensland Studies Authority, 1999) previously contained suggested units of work featuring personal safety and protective behaviours.

The commitment of the States to formal teaching of child protection education in schools results in different levels of emphasis on the topic in teacher education. Having powerful levers in place such as mandated curriculum imperatives gives freedom, scope and legitimacy to the task of locating child protection in teacher education. Clearly, South Australia is advantaged in this way: its strong child protection focus stands in stark contrast to the weaker foci in Victoria and Queensland. School-based curriculum is one of the strongest educational policies that teacher educators have at their disposal. Aligning university course structures and curriculum directives legitimizes teacher education in this context and creates a secure foundation upon which to position child protection content in preservice teacher education programs.

Program structure

Arnold and Maio-Taddeo (2007) found that teacher education programs contained *discrete* and/or *integrated* child protection content, and these themes were borne out in the three case studies. Although different approaches have been classified, no empirical research exists to determine the

effectiveness of the respective approaches. It seems reasonable, however, to suggest that there are benefits and pitfalls for each, and that the adoption of discrete or integrated approaches will be contingent on a range of systemic factors, not least being the press for time in what is perceived as an already overcrowded teacher education curriculum (Arnold & Maio-Taddeo, 2007; Watts & Laskey, 1994). *Discrete* units offer the benefit of a dedicated, intensive, specialist focus, whereas *integrated* units offer opportunities to link understandings of child maltreatment to other learning thus capturing richness and relevancy. Importantly, in the case studies where integrated units were offered, there tended to be more than one unit embedding content across the course, which offers the additional benefit of staging and sequencing content (Baginsky & Macpherson, 2005; Taylor, 1997) and revisiting concepts in ever increasing depth such that students are able to progressively engage with, understand, and apply their knowledge.

In the case studies described here, discrete content was offered in South Australia, a state in which partnerships with regulatory authorities ensure compulsory basic induction training is provided by approved training agencies and delivered to all professionals who will work with children. This induction comprises a substantial full-day training session addressing personal values and attitudes in relation to child abuse and neglect, shared responsibility for child protection, warning signs and indicators of different maltreatment subtypes, processes and procedures for reporting suspected child abuse or neglect, and legal responsibilities. Discrete content in preservice teacher education can then build upon this training and focus on specific issues arising in education settings, as well as making connections to broader social systems, circumstances, and policies creating conditions under which maltreatment of school-aged children is possible. In a different vein, both discrete and integrated content, what we refer to as a *comprehensive approach,* were present in Victoria where whole-school approaches to health promotion and maltreatment prevention dominate institutional policy. An integrated approach was evident Queensland where learning about child protection was generally embedded in units dealing with related content such as family studies, educational sociology, developmental psychology, health and welfare, and diversity and inclusion.

Theoretical positions

Overarching frameworks, theoretical positions, and/or ideological perspectives guided teaching in all three cases, notably social justice and children's rights perspectives. Whilst some would argue that social justice and equity *are* human rights, (e.g., Cannella, 1997, p.163), the kind of social justice we refer to here aims for just and caring communities where teachers "keep what is best for the child at the center [sic] of their decision making" (Darling-Hammond & Bransford, 2005, p.2). The case study descriptions are underpinned by theoretical concepts specific to understanding child maltreatment such as ecological theory, a social-psychological theory that accounts for the multiple layers of influences on individuals, and families and communities to explain how constellations of adverse factors create conditions under which child abuse and neglect happens (Belsky, 1980). Also evident, although perhaps implicit in references to social justice, are feminist approaches for explaining the gendered nature of child sexual abuse and domestic violence. We propose that child protection content in preservice

teacher education be "located" within frameworks with the capacity to explain the broader social justice issues relating to violence against children.

Praxis

By praxis we mean a kind of principled organisation of learning, via informed and committed actions (Grundy, 1987) based on concern for children and families. Praxis, in the context of child protection in teacher education, involves problem posing and dialogue wherein both teachers and students pose and consider real problems, ask critical questions and propose how structures, systems and social conditions might be transformed (Au, 2009). Specific characteristics of this praxis across the case studies include: active participation through role play and discussion (Sanderson, 2004); exploration of case studies (Jones, 2003); the use of problem-based learning (Hung et al., 2008), teamwork (Johnson & Johnson, 2006); authentic assessment (Stein, Isaacs & Andrews, 2004); and service learning (Butcher et al., 2003). While this paper does not provide detailed analysis of each element, it does highlight a common feature; that is, the positioning of students as active participants in knowledge acquisition and use, rather than as passive recipients of knowledge. This active participation is significant because much inservice teacher training involves delivery-oriented or transmissive approaches, which position teachers as passive. It is crucial, therefore, to capture opportunities for deeper, more critical learning beginning at a preservice level. It is also necessary to note that the teacher educator deliberately mediates learning rather than relying on vague notions of naive constructivism where students, as adult learners, are considered to construct their own meaning from what is presented to them. In teaching child protection content it is important, in the interests of social justice, to ensure that knowledge inaccuracies, misconceptions and myths are redressed. A clear example is the widely held but largely inaccurate notion that children make up stories about sexual abuse. From the case studies, it seems reasonable to conclude that child protection content may be best learned through a combination of experiential activities and academic knowledge.

Teacher educators

Common to all three cases were tertiary educators with practical experience within the child protection system, often in community organisations, holding higher degrees focussing on child protection and education-related topics. Elsewhere, some of us have written on the need for discipline-specific knowledge in the teaching of child protection in preservice teacher education (Walsh & Farrell, 2008). Grossman (1995) defined this type of discipline-specific knowledge as *content knowledge* which essentially includes in-depth knowledge of the subject matter and applied knowledge about how to teach it. Others refer to such robust qualifications for teaching as "source credibility" (see for example Kumkale, Albarracin, & Siengnourel, 2010), a concept which proposes that, in situations where strong established attitudes may be at play, persuasive communication matters. We suggest, therefore, that child protection content be taught by teacher educators with robust child protection knowledge, that is, with deep rather than surface level subject matter expertise.

Limitations

The case studies presented here have limitations. The data are modest in describing practice in three out of a total of 41 teacher education programs. The analysis does not 'measure' the effectiveness of the approaches used, which would be very difficult to achieve within the context of teacher education programs. Future research could address this, however, by investigating the efficacy of different models or exploring how different emphases produce changes to knowledge, skills and attitudes, and considering how knowledge from different sources is translated into practice (Walsh & Farrell, 2008). Despite these limitations, the case studies provide impetus for further investigation of effective pedagogies in teacher education. These investigations must occur in the context of a broader discussion about what prospective teachers should know and be able to do as a result of successfully completing their teacher education program (Darling-Hammond & Bransford, 2005).

Conclusion

This paper has considered approaches to professional learning about child abuse and neglect, and child protection by drawing evidence from undergraduate early childhood and primary teacher education programs in South Australia, Victoria and Queensland. We contend that education of teachers for child protection must begin in preservice teacher education programs; however, its content can be differently positioned. The case studies here provide examples of ways in which child protection content can be "located" in preservice teacher education programs in similar yet subtly different ways (Taylor, 1997). Five elements worthy of further research in these programs were identified: (a) social policy influences; (b) program structure; (c) theoretical positions; (d) praxis; and (e) teacher educators. Our aim in examining these case studies was to generate an evidence base for building stronger models of teacher education for child protection, and to prompt consideration of how we might engage preservice teachers in the type of social responsibility that is necessary to reduce and prevent violence towards children.

References

Arnold, L., & Maio-Taddeo, C. (2007). *Professionals protecting children: Child protection and teacher education in Australia.* Adelaide, SA: Australian Centre for Child Protection, University of South Australia.

Ary, D., Jacobs, L.C. & Sorensen, C. (2010). *Introduction to research in education* (8th edition). Belmont, CA: Wadsworth Cengage Learning.

Australian Institute of Health and Welfare. (2010). *Child protection Australia 2008-09*. Canberra, ACT: Author. Retrieved 10 December, 2010 from http://www.aihw.gov.au/publications/index.cfm/title/12223.

Au, W. (2009). Fighting with the text: Contextualizing and recontextualizing Freire's critical pedagogy. In M. W. Apple, W. Au, & L.A. Gandin (Eds). *The Routledge International Handbook of Critical Education* (pp.221-231). Hoboken, NY: Routledge.
Baginsky, M., & Macpherson, P. (2005). Training teachers to safeguard children: Developing a consistent approach. *Child Abuse Review, 14*(5), 317-330.
Barrows, H.S., & Tamblyn, R.M. (1980). *Problem-based learning: An approach to medical education.* New York: Springer Publishing Company, Inc.
Belsky, J. (1980). Child maltreatment: An ecological integration. *American Psychologist*, 35, 320-335.
Biggs, J.B. (2003). *Teaching for quality learning at university*. Maidenhead, UK: Open University Press.
Bishop, A., Lunn, P., & Johnson, K. (2002). 'I would just like to run away and hide, but I won't!' Exploring attitudes and perceptions on child protection issues with early years teacher trainees on the threshold of their careers. *Westminster Studies in Education, 25*(2), 187-199.
Block, K. (1996). The "case" method in modern educational psychology texts. Teaching and Teacher Education, 12(5), 483-500.
Boud, D., Cohen, R., & Samson, J. (1999). Peer learning and assessment. Assessment and *Evaluation in Higher Education, 24*(4), 413-426.
Briggs, F., & Hawkins, R. (1997). *Child protection*. Sydney: Allen & Unwin.
Briggs, F., & O'Callaghan, P. (2003). *Report of the Board of Inquiry into past handling of complaints of sexual abuse in the Anglican Church Diocese of Brisbane*. Brisbane, QLD: Anglican Church Diocese of Brisbane.
Briggs, F., & Potter, G. (2004). Singaporean early childhood teachers' responses to myths about child abuse. *Early Child Development and Care, 174*(4), 339-355.
Brown, A. (2008). Pre-service teachers' understandings of child abuse and their professional role in child protection. *Children Australia, 33*(1), 25-32.
Brooks, J.G., & Brooks, M.G. (2001). *The case for the constructivist classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
Butcher, J., Howard, P., Labone, E., Bailey, M., Groundwater Smith, S., McFadden, M., McMeniman, M., Malone, K., & Martinez, K. (2003). Teacher education, community service learning and student efficacy for community engagement. *Asia-Pacific Journal of Teacher Education, 31*(2), 109-124.
Butler, D., & Mathews, B. (2007*). Schools and the law*. Annandale, NSW: The Federation Press.
Cannella, G. (1997). *Deconstructing early childhood education: Social justice and revolution.* New York: Peter Lang.
Clarke, M., & Healey, J.B. (2006). Effectiveness of pre-service child protection training: student teacher attitudes, perceptions, and knowledge. *International Journal of Practical Experience in Professional Education*, *9*(1), 46-64.
Cochrane-Smith, M. (2009). Toward a theory of techer education for social justice. In Hargreaves, A.; Lieberman, A.; Fullan, M.; Hopkins, D. (Eds.) *Second International handbook on educational change* (pp. 445-467). New York: Springer.

Cohen, L., & Manion, L., & Morrison, K. (2003). *Research methods in education* (5th edition). London: Routledge Falmer.
Commission for Children and Young People and Child Guardian. (2008). *Snapshot 2008*. Brisbane, QLD: Commission for Children and Young People and Child Guardian. Retrieved 10 December, 2010 from http://www.ccypcg.qld.gov.au/resources/publications/snapShot/snapShot08.html.
Darling-Hammond, L. (2000). How teacher education matters. *Journal of Teacher Education*, *51*(3), 166-173.
Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(3), 300-314.
Darling-Hammond, L., & Bransford, J. (with LePage, P., Hammerness, K., & Duffy, H. (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: Jossey-Bass.
David, T. (1993). *Child protection and early years teachers: Coping with child abuse*. Buckingham, UK: Open University Press, Department of Education and Children's Services. (2004) Keeping them Safe: Our Reform Agenda. Adelaide: Department of Education and Children's Services. Retrieved 12 November, 2009 from http://www.decs.sa.gov.au/speced2/files/links/link_66688.pdf .
Department of Education and Children's Services.(2009). *Responding to abuse and neglect: Education and care training*. Adelaide, SA: Department of Education and Children's Services.
Department of Education and Early Childhood Development. (2010). *Health and physical education: Sexuality education*. Retrieved 23 November 2010 from http://www.education.vic.gov.au/studentlearning/teachingresources/health/sexuality/default.htm .
Department of Education and Early Childhood Development. (2009). *Respectful relationships education: Violence prevention and respectful relationships education in Victorian secondary schools.* Retrieved 27 October 2010 from http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/respectful_relationships/respectful-relationships.pdf .
Department of Education, Employment and Workplace Relations. (2010). *The National Safe Schools Framework Review*. Retrieved 5 December 2010 from http://www.deewr.gov.au/Schooling/NationalSafeSchools/Pages/frameworkreview.aspx .
Doherty, C. (2007). Masterclass pedagogy for multimedia applications in teacher education. *Teaching Education*, *18*(4), 313-327.
Edwards, S., & Hammer, M. (2006). Laura's story: Using problem based learning in early childhood and primary teacher education. *Teaching and Teaching Education, 22*(4), 465-477.
Edwards, S., Watson, J., Farrell, A., & Nash, R. (2008). Delivering on the e-learning promise: A case for a learning environment that enables collaborative online problem solving (COPS). *Formamente. Rivista Internazionale Di Ricerca Sul Futuro Digitale. 111*(1-2), 91-110.
Farrell, A., & Walsh, K. (2010). Working together for Toby: Early childhood student teachers engaging in collaborative problem-based learning around child abuse and neglect. *Australasian Journal of Early Childhood, 35*(4), 53-62.

Farrell, A. (2001). Legislative responsibility for child protection and human rights in Queensland. *Australia & New Zealand Journal of Law & Education. 6*(1&2), 15-24.
Farrell, A. (2004). Child protection policy perspectives and reform of Australian legislation. *Child Abuse Review. 13*, 234-245.
Finkelhor, D., Ormrod, R.K., & Turner, H.A. (2007). Poly-victimisation: A neglected component in child victimisation. *Child Abuse & Neglect, 31*(?) 7-26.
Flyvgjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry, 12*(2), 219-245.
Gershoff, E. (2002). Corporal punishment by parents and associated child behaviours and experiences: A meta-analytic and theoretical review. *Psychological Bulletin, 128*(4), 539-579.
Goddard, C., Saunders, B., Stanley, J., & Tucci, J. (2002). *A study in confusion: Factors which inhibit mandatory reporting in community professionals*. Ringwood, VIC: Australian Childhood Foundation.
Goldman, J.D.G. (2007). Primary school student-teachers' knowledge and understandings of child sexual abuse and its mandatory reporting. *International Journal of Educational Research, 46*(6), 368-381.
Goldman, J.D.G., & Grimbeek, P. (2008). Student teachers' understanding of policy behavioural directives concerning the reporting of child sexual abuse: Findings from one Australian state. *Educational Research, 50*(3), 291-305.
Gilbert, R., Widom, C.S., Browne, K., Fergusson, D., Webb, E., & Janson, S. (2009). Child maltreatment 1: Burden and consequences of child maltreatment in high-income countries. *The Lancet, 373*, 68-81.
Government of South Australia. (2004). *Keeping them safe: Our reform agenda*. Adelaide, SA: Author. Retrieved 10 December, 2010 from http://www.dfc.sa.gov.au/pub/default.aspx?tabid=283 .
Grossman, P. L. (1995). Teachers' knowledge. In L. W. Anderson (Ed.), International encyclopedia of teaching and teacher education (2nd ed., pp. 20-24). Tarrytown, NY: Pergamon.
Grundy, S. (1987). *Curriculum: Product or praxis*. London: Falmer Press.
Hacking, I. (1991). The making and moulding of child abuse. *Critical Inquiry, 17*, 253-288.
Hung, W., Jonassen, D.H., & Lui, R. (2008). Problem-based learning. In J.M. Spector, M.D. Merrill, J. Van Merrienboer, & M.P. Driscoll (Eds.), *Handbook of research on educational communications and technology* (pp. 485-506). New York: Lawrence Erlbaum Associates.
Jobling, A., & Moni, K. (2004). 'I never imagined I'd have to teach these children': Providing authentic learning experiences for secondary pre-service teachers in teaching students with special needs. *Asia-Pacific Journal of Teacher Education, 32*(1), 5-22.
Johnson, D.W., & Johnson, F.P. (2006). *Joining together: Group theory and groups skills*. Boston, MA: Pearson.
Jones, K. A. (2003) 'Making the case for the case method in graduate social work education', *Journal of Teaching in Social Work, 23*(1/2), 183-200.
Kumkale, G.T., Albarracin, D., & Seingnourel, P.J. (2010). The effects of source credibility in the presence or absence of prior attitudes: Implications for the design of persuasive communication campaigns. *Journal of Applied Social Psychology, 40*(6), 1325-1356.

Kwan, T.Y.L. (2008). Student-teachers' evaluation on the use of different modes of problem-based learning in teacher education. *Asia-Pacific Journal of Teacher Education, 36*(4), 323-343.
Laskey, L (1996) Mandatory reporting: Voices from the schools, In L. Laskey and C. Beavis, (Eds.), *Schooling and sexualities*. Geelong, VIC: Deakin Centre for Education and Change.
Laskey, L (2008) Training to safeguard: Lessons from the Australian experience, In M. Baginsky (Ed.), *Safeguarding children and schools* (pp.166-178). London: Jessica Kingsley.
Layton, R. (2002). *Our best investment: A State plan to protect and advance the interests of children.* Adelaide, SA: Department of Human Services.
Lingard, B., Mills, M., & Hayes, D. (2000). Teachers, school reform and social justice: Challenging research and practice. *Australian Educational Researcher*, *27*(3), 99-115.
Macdonald, G. (2001). *Effective interventions for child abuse and neglect: An evidence-based approach to planning and evaluating interventions*. Chichester, UK: John Wiley & Sons.
Margolin, G., & Gordis, E.B. (2000). The effects of family and community violence on children. *Annual Review of Psychology, 51*, 445-479.
Mathews, B., & Bross, D. (2008). Mandated reporting is still a policy with reason: empirical evidence and philosophical grounds. *Child Abuse & Neglect, 32*(5), 511-516.
Mathews, B., Goddard, C., Lonne, R., Short, S. & Briggs, F. (2009). Developments in Australian laws requiring the reporting of suspected child sexual abuse. *Children Australia*, *34*(3), 18-23.
Mathews, B., & Kenny, M. (2008). Mandatory reporting legislation in the USA, Canada and Australia: A cross-jurisdictional review of key features, differences and issues. *Child Maltreatment, 13*(1), 50-63.
Mathews, B., Walsh, K., Butler, D., & Farrell, A. (2006). Mandatory reporting by Australian teachers of suspected child abuse and neglect: Legislative requirements and questions for future direction. *Australia & New Zealand Journal of Law & Education, 11*(2), 7-22.
McDonald, M. (2005). The integration of social justice in teacher eduction: Dimensions of prospective teachers'' opportunities to learn. *Journal of Teacher Education*, *56*(5), 418-435.
McKee, B.E., & Dillenburger, K. (2010). Child abuse and neglect: Training needs of student teachers. *International Journal of Educational Research, 48*(5), 320-330.
McInnes, E. (2002). *Supporting mandatory reporting in schools*. Paper presented at the Role of Schools in Crime Prevention Conference convened by the Australian Institute of Criminology in conjunction with the Department of Education, Employment and Training, Victoria, and Crime Prevention Victoria, Melbourne, Australia, 30 Sept - 1 Oct.
McInnes, E. (2004). The impact of violence on mothers' and children's needs during and after parental separation. *Early Child Development and Care, 174(*4), 357-368.
Melton, G. B. (2005). Mandated reporting: A policy without reason. *Child Abuse & Neglect, 29*(1), 9-18.
Miles, M.B., & Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook.* Thousand Oaks, CA: Sage Publications.

Ministerial Committee on Education, Employment, Training, and Youth Affairs. (1996). *Information Statement 5th MCEETYA meeting*. Retrieved 8 August 2010 from http://www.mceecdya.edu.au/mceecdya/5th_mceetya_meeting,11506.html .
Ministerial Council on Education Employment Training and Youth Affairs. (1997). *Information Statement 6th MCEETYA meeting*. Retrieved 8 August 2010 from http://www.mceecdya.edu.au/mceecdya/6th_mceetya_meeting,11510.html .
Ministerial Committee on Education, Employment, Training and Youth Affairs. (2003). *National Safe Schools Framework*. Retrieved 8 August 2010 from http://www.mceecdya.edu.au/verve/_resources/natsafeschools_file.pdf
Ministerial Council for Education, Early Childhood Development, and Youth Affairs (MCEECDYA) (2010). *National professional standards for teachers: Draft*. Retrieved 30 August, 2010 from http://www.mceecdya.edu.au/mceecdya/npst2010-consultation-call_for_submissions,30532.html
Moynihan, S., & Webb, E. (2010). An ethical approach to resolving value conflicts in child protection. *Archives of Disease in Childhood*, *95*, 55-58.
Myers, J.E., Berliner, L., Briere, J., Hendrix, C.T., Jenny, C., & Reid, T.A. (2002). *The APSAC handbook on child maltreatment* (2nd edition). Thousand Oaks, CA: Sage.
Office of the United Nations High Commissioner for Human Rights. (1989). *Convention on the rights of the child.* Retrieved 10 December 2010 from http://www2.ohchr.org/english/law/crc.htm .
Parton, N., Thorpe, D.H., & Wattam, C. (1997). *Child protection: risk and the moral order*. London: Macmillan.
Queensland College of Teachers. (2006). *Professional standards for Queensland teachers*. Brisbane, QLD: Queensland College of Teachers. Retrieved 10 December 2010 from http://www.qct.edu.au/Publications/ProfessionalStandards/ProfessionalStandardsForQldTeachers2006.pdf .
Queensland Studies Authority. (2007). *Health and physical education: Essential learnings*. Brisbane, QLD: Author. Retrieved 10 December, 2010 from http://www.qsa.qld.edu.au/7294.html .
Queensland School Curriculum Council. (1999). *Health and physical education years 1 to 10 sourcebook: Guidelines.* Brisbane, QLD: The State of Queensland. Retrieved 10 February 2011 from http://www.qsa.qld.edu.au/downloads/early_middle/kla_hpe_sbg.pdf .
Queensland School Curriculum Council. (1999). *Health and physical education years 1 to 10 sourcebook: Modules*. Brisbane, QLD: The State of Queensland. Retrieved 10 February 2011 from http://www.qsa.qld.edu.au/747.html .
Queensland University of Technology, Corporate Reporting. (2010). *Course performance summary report.* Retrieved 28 April 2010 from http://www.frp.qut.edu.au/services/reporting/ .
Ray, J. (2007). Tailoring case studies to fit early childhood teacher candidates' needs and experiences. *Journal of Early Childhood Teacher Education, 28*(1), 31-40.
Rossato, C., & Brackenridge, C. (2009). Child protection training in sport-related degrees and initial teacher training for physical education: an audit. *Child Abuse Review, 18*(2), 81-93.

Sanderson, J. (2004). Child-focused sexual abuse prevention programs: How effective are they in preventing child abuse? *Crime and Misconduct Commission Research & Issues Paper Series*, *5* (June), 1-8.
Scott, D. (1995). Child protection: Paradoxes of publicity, policy and practice. *Australian Journal of Social Issues, 30*(1), 71-94.
Singh, P., & McWilliam, E. (2005). Pedagogic imaginings: Negotiating pedagogies of care/protection in a risk society. *Asia-Pacific Journal of Teacher Education, 33*(2), 115-134.
Smith, M. (2006). What do university students who will work professionally with children know about maltreatment and mandated reporting. *Children and Youth Services Review*, *28*(8), 906-926.
Stein, S, Isaacs, G., and Andrews, T. (2004), Incorporating authentic learning experiences within a university course. *Studies in Higher Education, 29*(2), 239-58.
Swadner, B.B., & Lubeck, S (Eds). *Children and families at promise: Deconstructing the discourse of risk*. New York: State University of New York Press.
Taylor, A.S. (1997). From survival to reflection: Locating child protection in teacher education. In J. Davies & P. Garner (Eds.), *At the crossroads: Special education needs and teacher education* (pp.61-74). London: David Fulton Publishers.
Taylor, A.S, & Hodgkinson, K. (2001). Subjecting the initial teacher training curriculum for England and Wales to the test of child protection. *Teacher Development, 5*(1), 75-86.
Thorpe, D. (1994). *Evaluating child protection*. Buckingham, UK: Open University Press.
Tomison, A. (2001). A history of child protection: Back to the future. *Family Matters, 60*(?), 46-57.
United Nations. (2000). *Definitions of child sexual exploitation and related terms*. NGO Group for the Convention on the Rights of the Child, Geneva.
Victorian Institute of Teaching. (2008). *The Victorian teaching profession: Code of conduct*. Retrieved 8 August, 2010 from http://www.vit.vic.edu.au/SiteCollectionDocuments/PDF/1543_Code-of-Conduct-June-2008.pdf.
Victorian Institute of Teaching. (2009). *Standards for Graduating Teachers*. Retrieved 8 August 2010 from http://www.vit.vic.edu.au/SiteCollectionDocuments/PDF/Standards-for-Graduating-Teachers-jan-09.pdf.
Walsh, K., & Farrell, A. (2008). Identifying and evaluating teachers' knowledge in relation to child abuse and neglect: A qualitative study with Australian early childhood teachers. *Teaching and Teacher Education, 24*(3), 585-600.
Walsh, K., Farrell, A., Bridgstock, R., & Schweitzer, R. (2006). The contested terrain of teachers' detecting and reporting child abuse and neglect: The need for empirical research in an Australian state with unique reporting laws. *Journal of Early Childhood Research, 14*, 65-76.
Walsh, K., Rassafiani, M., Mathews, B., Farrell, A., & Butler, D. (2010). Teachers' attitudes toward reporting child sexual abuse: Problems with existing research leading to new scale development. *Journal of Child Sexual Abuse, 19*(3), 310-336.

Watts, V. (1997). *Responding to child abuse: A handbook for teachers*. Rockhampton, QLD: Central Queensland University Press.
Watts, V., & Laskey, L. (1994). Preparing teachers for effective child protection: a pre-service curriculum approach. *South Pacific Journal of Teacher Education, 22*(2), 117-127.
Watts, V., & Laskey, L. (2002). Including teachers as 'real' partners in child protection. *Nuance, 4*, 1-11.
Yin, R. (2006). Case study methods. In J.L. Green, G. Camilli, P.B. Elmore, A. Skukauskaitė, & E. Grace (Eds.), *Handbook of complementary methods in education research* (pp.111-121). Mahwah, NJ: Lawrence Erlbaum Associates.
World Health Organisation. (1999). *Report of the Consultation on Child Abuse Prevention*. Geneva: World Health Organisation.
World Health Organisation. (2006). *Preventing child maltreatment: A guide to taking action and generating evidence.* Geneva: World Health Organisation and International Society for Prevention of Child Abuse and Neglect.

Appendix A

The case of Toby Smith (adapted from Briggs & Hawkins, 1997, p.92; Crenshaw, Crenshaw & Lichtenberg, 1995, scenario 3).

On various occasions, a 7-year old boy has come to school with noticeable bruises on his face, arms and/or legs. The facial bruises are usually around the eye or cheek area. The bruises on the arm/or leg are rectangular and oblong. Although the boy sometimes gets into fights at school, each fight has quickly ended without visible injury. You have met the parents at parent-teacher conferences and they usually seem interested and cooperative. The boy often gets very upset, particularly when disciplined by an adult. When other students get upset or angry, this boy seems oddly fascinated and concerned, particularly when an adult needs to intervene.
You are the teacher and you are trying to establish if the child has been abused and what, if anything, you and/or your school should do about it.
Students formed into groups of 3. The task was structured to reflect the complex nature of a case of child maltreatment in a school setting wherein staff members may hold different pieces of information relevant to the case and would need to work together: Student 1 had copies of Toby's school records and other classroom artefacts, and a resource sheet and scholarly articles about indicators of child abuse and details about the short-and long-term consequences of child abuse; Student 2 had the relevant school-based child protection policy, and a scholarly book chapter relating to school's legal responsibilities in child protection; Student 3 had newspaper articles and magazine feature stories about child abuse cases, government statistics about the incidence of child abuse and details about services available to assist families experiencing child abuse.
Each student read the material available to them and wrote a summary of the key points. In doing so, they focused on 3 key questions as a structure for their decision making:
Student 1 - What type of abuse could Toby be exposed to, what are the signs, and what are the possible consequences for him?
Student 2 - How prevalent is child abuse in Australia and how is it managed?
Student 3 - What are Qld teachers' reporting obligations?

Note: Teachers and schools have a duty of care to protect their students from reasonably foreseeable injuries. This duty of care is prescribed by common law, that is, law that is made by judges in court as part of their decisions in cases, as opposed to a duty that is imposed by an Act of parliament (such as a mandatory reporting obligation under a child protection act such as Children, Youth and Families Act 2005 in Victoria). Courts acknowledge that mistakes and accidents happen in schools. A teacher will have breached their duty of care with respect to reporting child maltreatment if they knew about or reasonably suspected child abuse or neglect but they did not report it AND as a result of the teachers' failure to report, the child sustained injury that was

reasonably foreseeable (not totally unanticipated). A school's duty of care is broader than an individual teachers' duty of care and extends to ensuring adequate supervision of children; protecting children from dangerous activities and situations; maintaining safe premises and equipment; and protecting students from violence with each other. A school will have breached its duty of care with respect to reporting child maltreatment if they did not provide guidelines for teachers about responding to child maltreatment, and did not take reasonable steps to protect the child from known or suspected maltreatment from which the child then suffered further injury (Butler & Mathews, 2007; Victoria Law Foundation, 2000).