

A Strengths Approach to Child Protection Preparation: Online Learning Resources

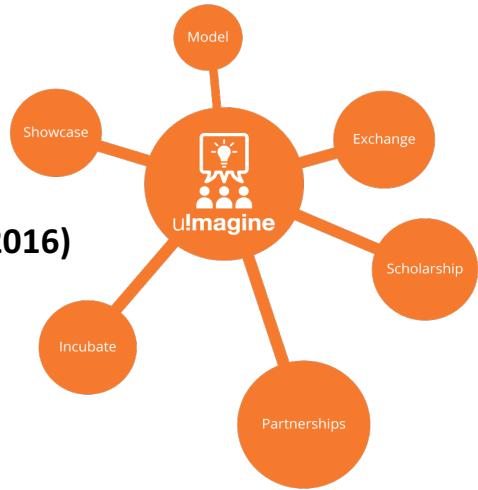
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Uimagine Distance Education Innovation Grant Scheme 2015-2016 Final Report

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Part 1. Achievements Statement

Uimagine Distance Education Innovation Grant (2015-2016)

Child Protection Preparation: A Strengths Approach

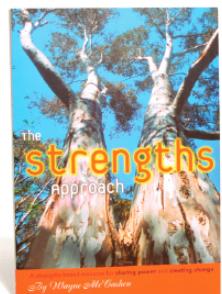
Background

Child abuse and neglect is a complex societal issue that detrimentally affects children and families, locally, nationally and internationally (AIHW, 2015). Teachers face many competing responsibilities and barriers in their objective to protect children, which consequently presents many challenges for pre-service teacher education.

Both pre-service and practicing teachers report that child protection is an area of practice in which they feel least prepared (McCallum, 2003). The grant project drew on current research (Fenton, 2016) confirming that strengths approaches (McCashen, 2005) contribute to increased awareness and confidence in child protection education.

	Child Protection Uimagine Grant Project Team
	Project Leader (Academic) Dr Angela Fenton - webpage Faculty of Arts and Education
	Educational Designer Kathryn Dalton Division of Student Learning

This u!magine grant project was designed to “foster innovative practice and scholarship in online learning” (CSU, 2015, para. 2) for strengths-based child protection preparation in teacher education.



Project Achievements

1. Cross-Disciplinary Reference Group

A reference group guided and collaborated throughout the development of this project. Members included current and past students, teachers, school principals, directors of early childhood and protection services as well as academics and researchers in child protection, community services and policing. Research, graphic and educational designers and learning analytic technicians contributed to the research and design elements of the project.



2. Child Protection Site

The u!magine grant has enabled a repository to be developed as an [Interact2 resource and training site](#) containing digital media child-protection training resources such as:

The screenshot shows a sidebar with navigation links for 'O-SATCPP (Strengths Approach to Child Protection Preparation)' (including 1. Welcome - Start here!, 2. Introduction, 3. EC Workshop, 4. Primary Workshop, 5. Secondary Workshop), 'Announcements', 'Discussion / Comments', and 'Child Protection Resources' (Counselling Support, National and State Resources, Community Organisations, The Daniel Morcombe Foundation, Government and Reporting Resources).

- **videos, recorded workshops & learning simulations**
- **links to practitioner resources, mandatory reporting guidelines and organisation websites**
- **authentic child protection scenarios & child safety games**
- **Scaffolded discussions to support students with complex & sensitive questions of child protection**

The screenshot shows a resource page titled 'Strengths Approach to Child Protection Preparation Resource Site'. It features a video player with a thumbnail of a person speaking, and a small logo at the bottom.

The screenshot shows a welcome message from Dr. Angela Fenton: 'Hi my name is Angela Fenton. I am a teacher educator and researcher. I would like to invite you to watch an introductory video to this site.' Below the message are two video thumbnails: one for 'Dr. Angela Fenton' and another for 'Kathryn Fallon - Researcher'.

3. Research Project:

The project was evaluated through a mixed method evaluative case study. Qualitative strengths-based research techniques (Fenton, 2013) such as electronic interviews (EViews) were used. Additionally, quantitative [Learning Analytics](#) tools generated statistical usage measurements through the Interact2 site (Blackboard platform) to record and help evaluate engagement with resources. The research explored the student responses to the resources, training, format and the strengths approach used and evaluated the effect of these on reported confidence in child protection. The research findings were presented in stages -at [CSU ED conference](#) in 2015 (*Child Protection without Borders*) and internationally in 2016:



[Link to full paper here](#)

4. Findings

Responses to this project confirm the significant practical and moral demands of child protection for teachers. Importantly, there is strong inter-disciplinary support and willingness to be involved in solutions-based practice in this area. The interactive scenario tool was most highly rated by participants as being a most effective, authentic way of investigating child protection situations and the decisions required as a teacher. Teacher educators were able to scaffold and support students to explore this sensitive and complex area of their practice. *“... the extended, interactive strengths approach to child protection preparation assisted pre-service teachers to connect with, understand, develop strategies and act on child protection issues with increased confidence.”*

Part 2. Executive Summary

Uimagine Distance Education Innovation Grant (2015-2016)

Child Protection Preparation: A Strengths Approach

Context:

Child abuse and neglect is a complex 21st Century societal issue that crosses many physical and moral borders. Abuse detrimentally affects children and families, locally, nationally and internationally (Abused Child Trust, 2014; AIHW, 2014; Commonwealth Government of Australia, 2014; IPSCAN, 2014). Teachers face many competing responsibilities and barriers to protect children, which consequently also presents many teaching and learning challenges for pre-service teacher education. Both pre-service and practicing teachers report that child protection is an area of practice in which they feel least prepared (Fenton, 2008; McCallum, 2003). The project drew on current research (Fenton, 2013, 2014) confirming that strengths approaches (McCashen, 2005) contribute to increased awareness and confidence in child protection education.

Aim and Purpose of the Project:

The aim of the project was to develop resources and a repository for strengths-based online learning materials accessible by a suite of CSU teacher education. The repository, in the form of an Interact2 site, was developed to contain digital media training resources including an interactive real-life scenario-based simulation to guide and support students through complex child abuse situations and protection decisions that they are likely to encounter in their careers as teachers. The purpose of the project was to evaluate the site and resources for potential future use in teacher education courses in the Faculty of Arts and Education at Charles Sturt University to enhance the child protection preparation of students. Additionally, the evaluation included the possibility of cross-disciplinary applications of the child protection site and resources.

Project Approach:

The UImagine grant project designed to “foster innovative practice and scholarship in online learning” (CSU, 2015, para. 2) for child protection. The repository was developed to contain digital media training resources, such as links to child protection organisations, learning modules, discussions forums and counselling/help services. A highlight of the site resources was the development of an interactive real-life scenario-based simulation to guide and support students through complex child abuse situations and protection decisions that they are likely to encounter in their careers as teachers. The site was piloted with the Faculty of Education with Bachelor of Education (birth to five years) research cohort.

Methods for data collection and evaluation were through a mixed method study. Qualitative strengths-based research techniques (Fenton, 2013) such as electronic interviews (EViews) of students and Reference Group members' responses were used. Additionally, quantitative *Learning Analytics* tools will generate statistical usage measurements through the Interact2 site (Blackboard platform) to record and help evaluate engagement with resources.

Project Outputs/Deliverables/Resources:

- 1. A cross-disciplinary reference group was developed to guide the project.** A reference group with nine members, guided and collaborated throughout the development of this project (see Appendix B). Members included current and past students, teachers, school principals, directors of early childhood and protection services as well as academics and researchers in child protection, community services and policing. Research, graphic and educational designers and learning analytic technicians also contributed expertise to the research and design elements of the project (see Appendix C).
- 2. A child protection training repository, in the form of a purposed Interact2 site was developed.** Strengths-based child protection (CP) online resources were developed and organised within the Interact2 site repository. Digital media child-protection training resources were included such as:
 - videos, recorded workshops, strengths-based modules & learning simulations
 - links to practitioner resources, mandatory reporting guidelines and child protection organisation websites
 - authentic child protection scenarios & child safety games
 - Scaffolded discussions to support students with sensitive questions of child protection
- 3. An evaluative research project was completed and the project findings were disseminated.** The project was evaluated through a mixed method evaluative case study. Qualitative strengths-based research techniques (Fenton, 2013) such as electronic interviews (EViews) were used. Additionally, quantitative Learning Analytics tools generated statistical usage measurements through the Interact2 site (Blackboard platform) to record and help evaluate engagement with resources. The research explored the student responses to the resources, training, format and the strengths approach used and evaluated the effect of these on reported confidence in child protection. The research findings were presented in stages -at CSU ED conference in 2015 *Child Protection without Borders* (see Appendix E), and in 2016 at the Higher Education Higher Education Close Up (HECU8) International Conference at Lancaster University, UK (full paper below) and the Uimagine online Scholarship Seminar (see Appendix D).

Impact of the Project/Key Findings:

An early finding from this project (Reference Group feedback) was that there is strong inter-disciplinary support and willingness to be involved in solutions-based practice. Importantly, there was also unanimous agreement on the urgent need and necessity for the outcome of the project to be enhanced child protection skills. It is anticipated that cross-disciplinary adaptations could be beneficial in the future for other courses/subjects across faculties including Policing, Social Services, Nursing and Psychology. The interactive scenario tool was most highly rated by participants as being a most effective, authentic way of investigating child protection situations and the decisions required as a teacher. Teacher educators scaffolded and supported students to explore this sensitive and complex area of their practice. The extended, interactive strengths approach to child protection preparation assisted pre-service teachers to connect with, understand, develop strategies and act on child protection issues with increased confidence. To this extent, early findings in this project indicate that the interactive scenarios allowed participants to examine complex moral judgements required in authentic child abuse cases. There are encouraging reports of increases in confidence on how participants might be able to make a positive impact with their actions as teachers.

Part 3. Detailed report

The following published research paper provides a detailed report of the approach and evaluation of this project. It is included to be read in addition to the previous Executive summary of the project and following appendices to allow the reader seeking to reference, implement or replicate aspects of the project with sufficient information to do so.

Please cite this paper as:

Fenton, A. (2016). Human flourishing versus failure to thrive: Higher education and child protection. In *Higher Education Close Up 8 International Conference July 18th -20th: Lancaster University, UK conference proceedings* (No. 28. pp. 1-6). Retrieved from <http://www.lancaster.ac.uk/fass/events/hecu8/conferencepapers.htm>

Human flourishing versus failure to thrive: Higher Education and child protection

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Abstract

As prompted by Jennifer Case in the *HECU8 Think Piece*, the paper examines how we might “forward the notion of social justice into our engagements with higher education” (2015, p. 1). If, as Case suggests [with reference to Nussbaum (2003), Sen (2011), Walker & Unterhalter (2007)], “we start with a conception of human flourishing” of social justice, then teacher preparation programs have clear social justice responsibilities for child protection. Indeed, the author found that child abuse continually raises itself as a most important factor influencing young children’s ability to thrive and yet pre-service teachers expressed that they feel most under prepared in their higher education courses to take action in child protection. This paper will discuss a ‘close up’ research project evaluating the development and outcomes of an Australian University Innovation Grant received by the author in 2015. The grant was awarded to develop child protection online learning materials for a suite of higher education courses in the Faculty of Education at the university.

The aim of the project is to use a strengths approach (McCashen, 2005) to enhance the child protection preparation of student teachers. Foundational to the project, is the goal of making a positive difference for graduating teachers who will be working with families and children at risk of, or experiencing, the social injustice of child abuse and neglect. The research is a case study describing and evaluating stakeholder (pre-service teachers’) engagement with the grant initiative. Responses to the pilot site from a small group of (40) Bachelor of Education (birth to five) student participants were analysed. Student responses were gathered by online surveys (pre and post using the site), email interviews and quantitative statistics using Blackboard Learning Analytics to indicate student engagement and reactions to the site resources. The paper explores the hypothesis that the extended, interactive strengths approach to child protection preparation assisted pre-service teachers to connect with, understand, develop strategies and act on child protection issues with

confidence. Further analysis will be required to identify the particular elements of this project in higher education that contribute to enhanced knowledge and preparation for the complex social justice practice of child protection.

Keywords

Higher Education, Child Protection, Teacher Preparation, Strengths Approaches.

Introduction

In order to locate social justice in our close-up research in higher education, Case (2015) urges us to ask “what are the educational questions that need attention?” For the author, it is the urgent need to improve the minimal preparation in child protection that Australian universities currently offer pre-service teachers. Current preparation has long been criticised as inadequate and is generally limited to an adjunct, obligatory-reporting workshop or online module of a few hours within a three to four-year teaching degree (Arnold and Maoi-Taddeo, 2007).

This paper will discuss a ‘close up’ research project evaluating the development and outcomes of an Australian University Innovation Grant received by the author in 2015. The grant was awarded to develop new and extended child protection online learning materials for a suite of higher education courses in the Faculty of Education at Charles Sturt University (New South Wales). The research project aims to address the educational question of ‘how do we better prepare our teachers for their vital child protection roles?’ Foundational to the project, is the goal of making a positive difference for graduating teachers who will be working with families and children at risk of, or experiencing, the social injustice of child abuse and neglect. Analysis of the participants’ responses is applied to identify the particular elements of this pilot project in higher education that contribute to enhanced knowledge and preparation for the complex social justice practice of child protection.

Literature Review

Child abuse and neglect is a complex societal issue that crosses many physical and moral borders and prevents human flourishing. There is wholehearted agreement that physical, sexual, verbal, emotional and spiritual abuse detrimentally affects children and families, locally, nationally and internationally (Bone & Fenton, 2015; Abused Child Trust, 2014; Australian Institute of Health & Welfare, 2015; International Society for Prevention of Child Abuse and Neglect, 2014; Pinheiro, 2006). In Australia, a *Royal Commission into Institutional Responses to Child Abuse* (Commonwealth Government of Australia, 2016) recently revealed further grave and extended suffering of victims of child abuse in educational systems. Although educators are mandated to report abuse and to protect children (Australian Institute of Family Studies, 2016), the commission reported that, paradoxically, many of the perpetrators of such abuse were educators in positions of power (Commonwealth Government of Australia, 2016). In this context, it can be summarised that the role and standing of teachers in maintaining child safety in Australia is a timely issue of great public concern.

In higher education, increased preparation for child protection in teacher education programs has been recommended for well over three decades (Baginsky, 2003; Levin, 1983; Watts, 1997). Despite this, little has changed in the format of teaching preparation for child safety in this time. Both practising and student teachers continue to report feeling under-prepared and lacking confidence in

their child protection roles (Laskey, 2005; Singh, 2005). Yet, educators, in contact with children on an extended and regular basis, are ideally placed for implementing protection strategies and making a difference in child wellbeing (Briggs & Hawkins, 1997; MacIntyre & Carr, 2000). The author found pre-service teachers fully understood child abuse as a most important factor influencing young children's ability to thrive. However, they also expressed that they feel most under-prepared in their higher education courses to take action in child protection (Fenton, 2013).

Strengths approaches, emanating from the United States (Saleebey, 2009), have been found to assist social workers to prepare for complex social justice issues such as child protection, family violence and drug and alcohol addiction. Strengths approaches are often described as methods based on an ecologically-based, solution-focused philosophy for supporting individuals, families, groups, organisations and communities (O'Neil, 2005; Scott & O'Neil, 2003). In an Australian version of the approach, McCashen (2005) describes the Strengths Approach as a useful collaborative and solutions-based, "philosophy for working with people to bring about change ... [that] acknowledges and addresses power imbalances between people working in human services" (p. v). Although the successful application of this approach in the social services field is evident (St. Lukes Anglicare, 2016), the approach has not been widely articulated or understood in educational contexts and is not a common focus in Australian teacher education courses (Education Services Australia, 2011).

Method

The aim of the project (currently in progress) is to develop an online strengths-based child protection resource site, designed to enhance the child protection preparation of student teachers at Charles Sturt University, Australia. The site is organised as a resource repository (not an assessable subject site) which students can access throughout their 3-4 year degree course. The research is a case study (Yin, 2009) describing and evaluating stakeholder (pre-service teachers') engagement with a pilot site. Ethics approval was granted from the University Ethics Committee (protocol 2016/023) to invite student teachers to give feedback on the pilot site and resources. Care was taken to ensure that participants had access to counselling services should the sensitive nature of the child protection materials cause them distress and were made aware that involvement in the research was not linked with their course marks.

The research participants are a small group of (40) Bachelor of Education (birth to five) teacher education interested students who gave voluntary consent to access the site for one week and give responses to the site organisation and resources. The participants are all completing their studies part-time by distance education while they work in early childhood education and care services. They include a mix of mature and recent school leavers. Participants range from students who are just beginning their course to those who are ready to graduate. Only two of the participants identify as male, which is representative of the female dominated enrolments for this course overall.

Student responses are currently being gathered (pre and post to their access of the pilot site), using a brief online survey (Survey Monkey) comprising of 10 questions. Email interviews (EViews, Fenton, 2013) will be used for gathering additional qualitative data. EView questions include participant reflections about the resources within the pilot site and their recommendations for improvements. Additional quantitative descriptive statistics will be gained using a Blackboard Learning Analytics computer program that gathers data about student access and engagement to the site resources. The statistics indicate which sections and tools of the pilot site are activated and the duration and

frequency of usage. Thematic analysis (Aronson, 1994) is currently being applied to the first phase of participant data being collected in order to sieve the data for meaning and clues and to be attuned to solutions and different stakeholder perspectives as they emerge (Denzin & Lincoln, 2005; Patton, 2002).

Discussion and Early Findings

The research explores the hypothesis that the extended, interactive strengths approach to child protection preparation can assist pre-service teachers to connect with, understand, develop strategies and act on child protection issues with confidence. While the research participants have had limited access to the pilot site in its development stage, the final site will be accessible to students from first enrolment through to graduation in their teaching course. The pilot site contains digital media training resources, including videos, discussion boards, story books, links to organisational child protection websites, lectures, tutorials and interactive, real-life, scenario-based simulations. The simulations are aimed to guide and support students through complex child abuse situations and protection decisions that they are likely to encounter in their careers as teachers. For instance, students receive an audio visual scenario through the site (such as a possible physical abuse situation with a child), are given the role of the teacher. Students are posed decision-making questions from the scenario and are given expert guidance in working through the situation. The site also contains strategies for communication with children and families and interviews with practising teachers, principals, social workers and child protection staff. Interest in the site was evident from initial responses “I was very interested and excited to find new ideas there about the concerns and resolutions for issues like these [*child abuse and protection*] within early childhood” (Participant 3, 2016).

Evidence suggests that the Learning Analytics as “measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs”(as cited in Long & Siemens, 2011, p. 34) paired with qualitative comments will be a useful way of monitoring engagement with the online resources. Overall, first responses are confirming that participants are accessing all sections of the site and report finding the visual, audio and interactive elements of the pilot site particularly engaging in comparison to the “one off departmental presentation” (Participant 28, 2016) typically offered. Participants comments seem to support the intentional design elements of the site that include features that Biggs and Tang (2007) describe as vital to rich teaching and learning contexts in higher education. These features include a motivational context, formative feedback, and reflective practice (p. 92). Participant 8 commented “It is definitely something that I am now very passionate about” (2016). Qualitative responses also indicate that the positive framing of the opportunities, as well clear links to support and multiple resource/organisations available to assist teachers in their child protection roles, are appreciated by pre-service teachers. The resources section of the pilot site is accessed most frequently for short periods (2-5 minutes) and demonstrates a pattern expressed by one participant as “easy to dip in and out – to find what you might need to help with a particular child or category of abuse quickly – or just to find out where to get help with reporting” (Participant 18, 2016).

Positive student engagement (Hoskins, 2012; Kahn, 2014; Leach & Zepke, 2011) to the site and resources appears to be a key element in the early responses of the participants, encouragingly evident in both the “numbers and words” (McArthur, 2015). Engagement is evident from the

Learning Analytics gathered for each site section and across the range of responses from participants regardless of age or gender. For example, one participants stated “This is so useful. I am a pre-service teacher although I am in my 30th year of working with children and their families with Family Day Care” (Participant 12, 2016) while another commented “I am a new student this is my first session and as a male it is reassuring to have this information as I worry about stories of teachers being wrongly accused of child abuse” (Participant 11, 2016). However, student engagement is a complex, multifaceted construct (Axelson & Flick, 2010, Kahu, 2013, Zepke, 2014) and further analysis will be required to identify the particular elements of this project in higher education that contribute to enhanced knowledge and preparation for the complex social justice practice of child protection.

Responses in this first phase of the project, seem to support earlier research that found strengths approaches (McCashen, 2005) contribute to increased awareness and confidence in child protection education (Fenton, 2013). Participants described the Strengths Approach as a “practical process” (Participant 6, 2016) and a “positive way of dealing with possible abuse” (Participant 11, 2016) with steps that were “easy to follow and implement in practice” (Participant 34, 2016). One particular resource, a strengths planning template, was downloaded by every participant. The template is a guide for implementing a Strengths Approach to child protection that practitioners can complete to help apply the Strengths Approach to child protection issues, as shown in Table 1 (below).

Table 1: The Column Approach

Issue	Vision	Strengths	Resources	Plan
What is happening? What have you observed or been told? Category of abuse or protection need	What do you want to be happening instead? What will be different when the issues are addressed?	What strengths do you (child or family) have that might be helpful? What do you do well?	Who else might be able to help? What other skills, organisations or resources might be useful?	What steps can be taken? Strengths and resources used? Who will do what? When? How? By when?

Note. Adapted from The Strengths Approach (p. 48), by W. McCashen, 2005, Bendigo: Innovative Resources. Copyright 2005 by the St.Lukes Innovative

Resources. Reprinted with permission.

To attempt to answer our educational question, the grant project utilised the strengths approach (McCashen, 2005; Glicken, 2004; Saleebey, 2009), to allow integrated opportunities for deep reflexivity to increase student awareness and confidence in child protection. The approach appeared to allow students to explore abuse definitions and protection issues from different stakeholder perspectives in the learning module (and this section often experienced multiple return ‘visits’ from participants). In the site design, the interactive scenario appeared after completing the learning module. It was noted that in answering the early childhood (physical abuse) scenario questions, all participants were able to identify strengths and give practical resources to assist with developing strategies for the child and parent in that particular scenario. In essence, participants used a strengths approach and found clear solutions to a complex issue (Hodges & Clifton, 2004).

The *actualisation* of a strengths approach to child protection preparation in the project was a complex feat, involving both theory and practice elements in the design process and a need “to breach these separations” (McArthur, 2015). Case (2015) examines how ideal definitions of social justice centred on fairness are often of “limited utility when faced with real world contexts [such as child protection], where ideals are seldom attained but the necessity for moral judgements is important.” To this extent, although traditional child protection workshops include definitions of child abuse and the mandatory reporting (social justice) requirements for teachers, they do not typically include features that examine the complex moral judgements required in authentic child abuse cases. They do not reveal to students, for example, how child protection cases might happen in practice and how they might be able to make a positive impact with their actions as teachers. In this regard, early findings suggest that the interactive scenario tool was reported as the most useful tool for all of the participants. Participants accessed this section of the site most frequently and participants engaged for extended blocks of time (15-30 minutes). Qualitative feedback suggests that they found the scenario (and accompanying guiding responses) both engaging and challenging as it offered “a real life situation” for which participants felt they needed preparation. Participants indicated they (typically) felt more prepared for the “type of situation if it ever happened to a child in my class” (Participant 7, 2016) after accessing the site and resources. A student (about to graduate) commented:

Child protection was barely touched when I started my teaching degree. I actually don't remember much at all. It's a HUGE part of teaching and sometimes teachers are the very first point of call for getting some of these kids the help that they need. They have the rapport with the kiddies and sometimes they feel safe enough to disclose to them what's going on at home. Teachers need to know what to do and how to go about it including what to say to the children to ensure that they have an obligation to tell and that the child won't be in trouble. This type of preparation is so important.

For the next stage of the project, the pilot site will be refined based on the student feedback and a revised site and resources offered to all teacher education students at the university. Over 8000 students requiring child protection training in the Faculty of Education figures for various teacher education courses could potentially be beneficiaries of the initiative (Charles Sturt University, 2016).

Conclusion

Through the articulation of a current child protection research project, this paper examined how we might “forward the notion of social justice into our engagements with higher education” (2015, p. 1). If, as Case suggests [with reference to Nussbaum (2003), Sen (2011), Walker & Unterhalter (2007)], “we start with a conception of human flourishing” of social justice, then it has been argued that teacher preparation programs have clear social justice responsibilities for child protection. While further analysis is yet to occur, early findings seem to suggest that the strengths-based interactive child protection site tools were not only engaging, practical and informative for the participants but also may assist in raising their child protection confidence. Participants reported an increase in knowledge and understanding of their important child protection roles as future teachers as a result of using the pilot site. When Case (2015) states that “human flourishing feels so close to an intrinsic understanding of the purposes of education”, an imperative to actualise this statement remains. For

this case study, it is the explicit conclusion to continue preparing teachers to enable children to thrive.

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Appendix A. Financial report

Budget item number	Budget item description	Basis of calculation	Total	Total needed in 2015	Total needed in 2016	Spent	Remaining
1	Teaching relief for CI1 Angela Fenton	100 hours = 44hrs marking@AX160 \$57.55 + 6 hrs subject prep/teaching staff consultation @AX170 \$41.05 + 16.5% on costs (50 hrs 201530). 44hrs @AX160 \$59.28 + 6 hrs subject prep/teaching staff consultation @AX170 \$42.28 + 16.5% on costs (50 hrs 201630)	\$6,571	\$3,236.95	\$3,334.23	\$6,571.18	
2	CI1 Angela Fenton	Project Leader within workload 201590. In kind (est. \$3334.23)	\$0.00	\$0.00	\$0.00	\$0.00	
3	Educational Designer Kathryn Dalton	50 hours = 25hrs @Level 6 step 1 \$47.92 + 25.7% on costs (2015) + 25hrs @Level 6 step 1 \$49.36 + 25.7% on costs (2016)	\$3,057.01	\$1,505.88	\$1,551.13	\$3,057.01	
4	Educational Designer Ellen Clarkstone-(replaced with Kathryn Dalton additional hours as Ellen was no longer able to fulfil this role)	50 hours = 25hrs@Level 6 step 1 \$47.92 + 16.5% on costs (2015) + 25hrs @Level 6 step 1 \$49.36 + 16.5% on costs (2016)	\$2,833.28	\$1,395.67	\$1,437.61	\$2,822.71	\$10.57
6	CSU Media & Technical Services	CSU Recording & technical support in kind (estimated 24 hours@ Level 6 Step 1 \$47.92 per hourm+ 16.5% on costs = \$1339.84)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			\$12,461.47	\$6,138.50	\$6,322.97	\$12,450.90	\$10.57
Actual Expenditure							

Budget item number	Expenditure description	Basis of calculation	Amount	Date	Status	Account code for funds transfer
1	Marking relief CI1 Angela Fenton	44hrs marking@AX160 \$57.55 + 6 hrs subject prep/teaching staff consultation @AX170 \$41.05 + 16.5% on costs	\$3,236.95	13/05/20 15	received/ expended	A109 -156-xxx-30411 – SE – CSU UImagine Grant
3	Educational Designer Kathryn Dalton	25hrs @Level 6 step 1 \$47.92 + 25.7% on costs	\$1,505.88	13/05/20 15	received/ partly expended	A109 -156-xxx-30411 – SE – CSU UImagine Grant
4	Educational Designer Ellen Clarkstone Kathryn Dalton additional hours	Originally 25hrs@Level 6 step 1 \$47.92 + 16.5% on costs for Ellen - approx equivalent to 23hrs claimable for Kathryn	\$1,395.67	13/05/20 15	received/ not expended	A109 -156-xxx-30411 – SE – CSU UImagine Grant
1	Marking relief CI1 Angela Fenton	44hrs @AX160 \$59.28 + 6 hrs subject prep/teaching staff consultation @AX170 \$42.28 + 16.5% on costs (50 hrs 201630)	\$3,334.23	14/12/20 15	received	A109 -156-xxx-30411 – SE – CSU UImagine Grant
3	Educational Designer Kathryn Dalton	25hrs @Level 6 step 1 \$49.36 + 25.7% on costs (2016)	\$1,551.13	14/12/20 15	received	A109 -156-xxx-30411 – SE – CSU UImagine Grant
4	Educational Designer Ellen ClarkstoneKathryn Dalton additional hours	23hrs @Level 6 step 1 \$49.36 + 25.7% on costs (2016)	\$ 1,427.04	14/12/20 15	received	A109 -156-xxx-30411 – SE – CSU UImagine Grant



Appendix B. Reference Group – A Strengths Approach to Child Protection

	<p>Dr Kylie Murphy, Lecturer in Health Studies, School of Community Health kmurphy@csu.edu.au (02) 6051 9269</p>	<p>Kylie is currently interested in pragmatic health and community services research, including collaborative service-improvement evaluation.</p>
	<p>James Brann, Manager of CSU Outreach, Office for Students jbrann@csu.edu.au (02) 6338 4601</p>	<p>James leads the Outreach team, which aims to remove the isolating experiences of DE study and make it a successful experience.</p>
	<p>Dr Amanda Davies, Course Director, School of Policing Studies adavies@csu.edu.au (02) 4824 2559</p>	<p>Amanda has expertise in the development, utilization and evaluation of simulation for developing policing knowledge and skills</p>
	<p>Steve Murphy – Principal Wangaratta Primary School murphy.steven.p@edumail.vic.gov.au (03) 5721 2658</p>	<p>Steve has experience working with vulnerable children and child protection in both primary and secondary school contexts.</p>
	<p>Dr Tace Vigliante – Lecturer School of Teacher Education – Bathurst tvigliante@csu.edu.au (02) 6338 4272</p>	<p>Tace is a social justice educator who focuses on the importance of social justice as a central goal of education.</p>
	<p>Simon Welsh, Manager Adaptive Learning & Teaching Services siwelsh@csu.edu.au (02) 6051 9848</p>	<p>Simon brings his expertise in learning technologies to our project - especially in the area of interactive/adaptive resources.</p>
	<p>Jen West, Professional Experience Coordinator, Professional Experience Unit jenwest@csu.edu.au (02) 6051 9427</p>	<p>Jen works closely with students, services & schools in the Professional Experience Unit (PEU). Child protection awareness is an integral part of readiness for professional experience.</p>
	<p>Mario Anania, Classroom Teacher Glenrowan Primary School anania.mario.m@edumail.vic.gov.au (03) 5766 2221</p>	<p>Mario is a former CSU student and has current classroom experiences and brings a grounded perspective to child protection issues</p>
	<p>Michelle Muller, Director Ross Circuit Preschool michelle@rosscircuitpreschool.com.au (02) 6025 4866</p>	<p>Michelle is a former CSU student and current sessional staff member with longstanding experience as a Director. She uses strengths approaches with young children and their families</p>

Appendix C Child Protection Graphics (see separate attachment)

Appendix D – Uimagine Scholarship and Online Learning Group Seminar (see separate attachment)

Appendix E CSU ED poster (see separate attachment).