

Initial Teacher Education Program Outcomes

Initial teacher education programs should ensure that graduate teachers have demonstrated knowledge and/or skills, as noted below.

Knowledge

- Understanding what is domestic violence and family violence, including the different forms of each
- Awareness of the prevalence of domestic and family violence in Australia and the significant and long-lasting effects on its victims
- Knowledge of the common signs/ indicators of abuse and/or neglect
- Understanding of how to respond appropriately to signs and/or disclosures of domestic and family violence, including how to speak with suspected victims and implement practical safety measures
- Understanding of the teachers' role in promoting fundamental attitudinal change in relation to long-held and entrenched beliefs about gender, masculinity, power and relationships
- Understanding of the relevant sub-strands and threads of the Australian curriculum: Health and Physical Education as an important starting place for teaching and learning in relation to domestic and family violence

Teaching strategies

- Ability to enact a range of classroom management strategies to ensure that students feel safe, valued and respected at all times
- Awareness of curricular and extra-curricular programs that focus on developing students' understanding and skills related to personal safety and the safety of others, including how to recognise and respond when they, or others, are unsafe (e.g. the relevant sub-strands and threads of the Australian curriculum: Health and Physical Education)
- Ability to design and implement learning experiences that promote acceptable boundaries, respect for self and others, equality, productive relationships, and proactive strategies for managing and resolving conflict without violence
- Ability to engender students' trust and the confidence to seek help if required

Priorities, policies and resources

- Understanding of ethical standards, code of conduct and public service values which require teachers behave in a way that promotes an environment free from violence and supports those who are affected by domestic and family violence
- Understanding of legislative requirements, key systemic policy documents and resources that assist teachers to respond appropriately and report/refer suspected abuse and/or neglect
- Knowledge of the range of personnel and services available to support children, young people and adults affected by domestic and family violence
- Teachers are conscious of protecting their own physical and mental health when responding appropriately in situations where domestic and/or family violence is suspected

Program Design

Initial teacher education programs may address these issues in specific units of study or by embedding them across the program of study.

This priority area links to the following Focus areas of the Australian Professional Standards for Teachers.

Standard 1: Know students and how they learn

Focus area 1.1: Physical, social and intellectual development and characteristics of students

Standard 4: Create and maintain supportive and safe learning environments

Focus area 4.1: Support student participation

Focus area 4.4: Maintain student safety

Standard 7: Engage professionally with colleagues, parents/carers and the community

Focus area 7.1: Meet professional ethics and responsibilities

Focus area 7.2: Comply with legislative, administrative and organisational requirements

Focus area 7.4: Engage with professional teaching networks and broader communities

Resources for Queensland Teachers

Queensland Government

- *Not Now, not Ever: Putting an End to Domestic and Family Violence in Queensland Taskforce Report, 2015 and the Queensland Government Response.*

- *Domestic and Family Violence Prevention Strategy 2016-2026*

<https://www.justice.qld.gov.au/initiatives/end-domestic-family-violence/dfvp-strategy>

- *Recognise, Respond, Refer: Domestic Violence and the Workplace* online modules
- Second Action Plan (July 2016)

Department of Education

- *Not Now, not Ever: Domestic and Family Violence Awareness (PTT)*
- *Identifying and responding to domestic and family violence*
- Public Service Directive 4/15 Support for Employers affected by domestic and family violence
- Supporting Staff affected by Domestic and Family Violence Policy
- Domestic and Family Violence Workplace Safety Plan
- Domestic and Family Violence Workplace Safety Checklist
- Further guidance about indicators of suspected abuse and neglect, speaking with children and young people about suspected abuse and neglect, reporting processes and procedures, contact details for Child Safety and police, and services available to support students and families

Department of Communities, Child Safety and Disability Services
- Your Instinct campaign

<https://studylib.net/doc/7583185/domestic-and-family-violence--trust-your-instinct-campai...>

DVConnect <https://www.dvconnect.org/>

White Ribbon <http://www.whiteribbon.org.au/>

Our Watch <https://www.ourwatch.org.au/>

Australia's National Research Organisation for Women's Safety (ANROWS) <https://www.anrows.org.au/>

Victoria Health

<https://www.vichealth.vic.gov.au/media-and-resources/publications/community-attitudes-to-violence-against-women>

Theories of Violence from the University of Minnesota Human Right's Library

<http://www1.umn.edu/humanrts/svaw/domestic/link/theories.htm>

National Plan to Reduce Violence against Women and their Children 2010-2022

<https://www.dss.gov.au/our-responsibilities/women/programs-services/reducing-violence/the-national-plan-to-reduce-violence-against-women-and-their-children-2010-2022>

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