

Dignity and Rights of Children Educators

NQS Element 1.2.1 Intentional teaching

NQS Element 1.2.3 Child directed learning

NQS Element 2.1.1 Wellbeing and comfort

NQS Element 5.1.1 Positive educator to child interactions

NQS Element 5.1.2 Dignity and rights of the child

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

E = **Embedded** I do that **ALL** the time

K = I **know** I need to do that, but I don't do it all the time

T = Please **teach** me how to do it or improve my understanding of why I need to do it.

ED1 ED2 ED3 ED4 ED5

Interactions with Children

	ED1	ED2	ED3	ED4	ED5
Do you encourage children to explore, make choices and experience the consequences if there's no risk of injury or harm, or the risk is low?					
Do you support children in making decisions about learning activities and daily practices eg service rules?					
Do you make sure rules are stated positively ie what children should do rather than what they should not do eg "When you are inside you walk"?					
Do you listen to children's ideas and opinions and respond in an appropriate and respectful way?					
Do you acknowledge children when they manage their behaviour in positive ways?					
Do you try to prevent potential conflict or inappropriate behaviour (eg disruptive or bullying) by monitoring children's play and providing appropriate support?					
Do you respond promptly to children's inappropriate behaviour, including aggression and bullying, and teach them other ways of responding and self-regulating?					
Do you teach conflict resolution skills in child friendly language and prompt children to use words rather than physical contact?					
Do you teach children to reflect on how their behaviour may affect others and to treat others with dignity and respect?					
Do you model and encourage children to identify and challenge discriminatory behaviour?					
Do you use positive language, gestures, facial expressions and tone of voice with children when redirecting or discussing their behaviour?					
Are you always patient, gentle, calm and reassuring even when children strongly express distress, frustration or anger?					
Do you empathise with each child and see things from their perspective?					
Do you help children build friendships with other children at the service and model social skills like sharing?					
Do you recognise and respond to each child's individual needs (including comfort needs) and interests?					

Other practices

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Do you arrange spaces, resources and routines to minimise times when children may experience stress or frustration?					
Do you use diverse resources to celebrate different cultures and backgrounds?					
Do you support each child’s rights by respectfully responding to information from families and professionals?					
Do you adjust your teaching practices to the way a child learns eg visual, auditory etc					
Do you only ever isolate children if they have an illness or accident?					
Do you respect children’s rights to privacy eg when going to the toilet/getting changed/discussing inappropriate behaviour?					
Do you discreetly deal with incidents like toileting accidents?					
Do you respect children’s right not to participate?					
Do you work to children’s schedules and routines rather than your own? (Please answer this question honestly)					
Do you include activities which breakdown stereotypes, promote inclusive practices and celebrate the diversity of your children and families?					
Do you ignore gender when dividing children into groups?					
Do you always guide children’s behaviour in positive ways that do not involve corporal punishment or belittling them?					
Do you give children time to eat their meals in a relaxed way?					
Do you respond to children’s hunger and thirst outside meal and snack times?					
Do you engage children in quiet restful activities if they’re tired don’t want to rest?					
Do you reflect on the way your values and biases may impact each child’s learning and adjust practices?					

Actions required