

Relationships Between Children Exceeding Themes Educators

NQS Standard 5.2

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.

Embedded Practices	ED1	ED2	ED3	ED4	ED5
Is there evidence you effectively facilitate cooperative and collaborative learning opportunities, in appropriate group sizes, to ensure every child is consistently supported to collaborate, learn from and help others?					
Is there evidence you consistently guide children's behaviour, support them to self-regulate, and to communicate effectively with other children including in conflict situations?					
Could you confidently explain how you do this to an assessor?					
Could you confidently explain to an assessor how you create environments that encourage children to collaborate and help each other?					
Is there evidence the support you give children meet the principles and practices of the EYLF/MTOP?					
Is there evidence the support you give children meets your service philosophy, policies and procedures?					
Critical Reflection					
Is there evidence you regularly contribute to discussions and critical reflections about supporting collaborative and responsive relationships between children?					
Is there evidence you improve the way you support children's interactions and collaboration through critical reflection?					
Can you explain how you promote and support children's collaborative learning and responsive relationships based on current recognised guidance?					
Can you explain some of the theories that influence your teaching practices and how these contribute to continuous improvement?					
Is there evidence you contribute to team discussions on the social justice and equity outcomes of educators' approaches to facilitating collaborative learning opportunities and behaviour guidance?					
Is there evidence you contribute to team discussions about inclusive practices eg challenging stereotypes and biases?					
Is there evidence you contribute to team discussions that identify and discuss personal, professional and organisational values that support children to build and maintain sensitive and responsive relationships?					
Engagement with families and community					
Is there evidence you promote relationships between children that reflect the service's unique geographical, cultural and community context?					
Is there evidence you promote relationships between children that welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service?					



Is there evidence you promote relationships between children that contribute to a culture of inclusiveness and sense of belonging at the service?					
Is there evidence you promote relationships between children that challenge stereotypes and respect diversity, including Indigenous histories and cultures?					
Is there evidence you consider the supportive practices and behaviour guidance strategies families use at home to inform your practice, and tailor these as necessary to meet children's needs at the service?					

Actions required