

## **Relationships Between Children Exceeding Themes**

**NQS Standard 5.2** 

Name of the person conducting the checklist:			
Embedded Practice			
Is there evidence all educators effectively facilitate cooperative and collaborative learning	g O Yes	O No	ONA
opportunities, in appropriate group sizes, to ensure every child is consistently supported			
to collaborate, learn from and help others?			
Is there evidence all educators consistently guide children's behaviour, support them to	O Yes	ONo	ONA
self-regulate, and to communicate effectively with other children including in conflict			
situations?			
Are you confident all educators could confidently explain how they do this to an	O Yes	O No	ONA
assessor?			
Are you confident all educators could confidently explain to an assessor how they create	O Yes	O No	ONA
environments that encourage children to collaborate and help each other?			
Is there evidence the support educators give children meets the principles and practices	O Yes	O No	ONA
of the EYLF/MTOP?			
Is there evidence the support educators give children meets the service philosophy,	O Yes	O No	ONA
policies and procedures?			
Critical Reflection			
Is there evidence all educators regularly contribute to discussions and critical reflections	O Yes	O No	ONA
about supporting collaborative and responsive relationships between children?			
Is there evidence all educators support children's interactions and collaboration through	O Yes	ONo	ONA
critical reflection?		•	0
Are you confident all educators can explain how they promote and support children's	O Yes	ONo	ONA
collaborative learning and responsive relationships based on current recognised guidance		<u> </u>	
Are you confident all educators can explain some of the theories that influence their	O Yes	ONo	ONA
teaching practices and how these contribute to continuous improvement?		O 11	0
Is there evidence all educators contribute to team discussions on the social justice and	O Yes	ONo	ONA
equity outcomes of their approaches to facilitating collaborative learning opportunities			
and behaviour guidance?	OYes	ONo	ONA
Is there evidence all educators contribute to team discussions about inclusive practices	Ores	ONO	ONA
eg challenging stereotypes and biases?	OYes	ONo	ONA
Is there evidence all educators contribute to team discussions that identify and discuss personal, professional and organisational values that support children to build and	OTES	ONO	ONA
maintain sensitive and responsive relationships?			
Is there evidence you ensure any change to the service's approach to promoting	O Yes	ONo	ONA
relationships between children is understood by all and implemented appropriately?	0 163	ONO	ONA
Engagement with families and community			
Is there evidence all educators promote relationships between children that reflect the	O Yes	ONo	ONA
service's unique geographical, cultural and community context?	0 163	ONO	ONA
Is there evidence all educators promote relationships between children that welcome,	OYes	ONo	ONA
reflect and draw on the voices, priorities and strengths of the children and families at the		0110	OWA
service?	•		
Is there evidence all educators promote relationships between children that contribute t	o OYes	ONo	ONA
a culture of inclusiveness and sense of belonging for children and families at the service?		- 110	÷
Is there evidence all educators promote relationships between children that challenge	OYes	ONo	ONA
is there evidence an educators promote relationships between children that Chanlenge		- 110	• NA

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P a g e | 1



stereotypes and respect diversity, including Indigenous histories and cultures?			
Is there evidence all educators consider the supportive practices and behaviour guidance	O Yes	O No	ONA
strategies families use at home to inform their practice, and tailor these as necessary to			
meet children's needs at the service?			
Actions required			