

Relationships Between Educators and Children Exceeding Themes

Educators

NQS Standard 5.1

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 are committed to building and maintaining respectful and equitable relationships with each child?					
Is there evidence you are committed to building trusting relationships with each child, and always support them to feel secure, confident and included?					
Is there evidence you always protect and promote the rights of each child?					
Is there evidence you always respect the dignity and worth of each child?					
Could you confidently explain what it means to maintain each child's dignity and rights to an assessor, and how your relationships with children support this?					
Is there evidence your relationships with children meet the principles and practices of the EYLF/MTOP?					
Is there evidence your relationships with children support your service philosophy, policies and procedures?					
Critical Reflection					
Is there evidence you regularly contribute to discussions and critical reflections about relationships/interactions between educators and children?					
Is there evidence you enhance children's learning, sense of belonging and identity through critical reflection?					
Can you explain how your interactions with children are based on current recognised guidance and what theoretical views influence your practice?					
Is there evidence you're aware of how your particular practices, views, biases etc may affect your relationships with children?					
Is there evidence you contribute to team discussions on the social justice and equity outcomes of educators' interactions with each child to support their dignity, rights, cultures and best interests?					
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 influence relationships between educators and children?					
Engagement with families and community					
Is there evidence your relationships with children reflect the service's unique geographical, cultural and community context?					
Is there evidence your relationships with children welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service?					



Is there evidence your relationships with each child contribute to a culture of inclusiveness and sense of belonging for children and families at the service?					
Is there evidence your relationships with children are strengthened by meaningful relationships with families and the community?					

Actions required