



Relationships Between Educators and Children Exceeding Themes

Nominated Supervisor

NQS Standard 5.1

Name of the person conducting the checklist: _____ Date: _____

Embedded Practice

Is there evidence educators are committed to building and maintaining respectful and equitable relationships with each child? Yes No NA

Is there evidence educators are committed to building trusting relationships with each child, and always support them to feel secure, confident and included? Yes No NA

Is there evidence educators always protect and promote the rights of each child? Yes No NA

Is there evidence educators always respect the dignity and worth of each child? Yes No NA

Could educators confidently explain what it means to maintain each child's dignity and rights to an assessor, and how their relationships with children support this? Yes No NA

Is there evidence educators' relationships with children meet the principles and practices of the EYLF/MTOP? Yes No NA

Is there evidence educators' relationships with children support your service philosophy, policies and procedures? Yes No NA

Critical Reflection

Is there evidence all educators regularly contribute to discussions and critical reflections about relationships/interactions between educators and children? Yes No NA

Is there evidence all educators enhance children's learning, sense of belonging and identity through critical reflection? Yes No NA

Can all educators explain how their interactions with children are based on current recognised guidance and what theoretical views influence their practice? Yes No NA

Is there evidence all educators are aware of how their particular practices, views, biases etc may affect their relationships with children? Yes No NA

Is there evidence all educators contribute to team discussions on the social justice and equity outcomes of their interactions with each child to support children's dignity, rights, cultures and best interests? Yes No NA

Is there evidence all educators contribute to team discussions about inclusive practices eg challenging stereotypes and biases? Yes No NA

Is there evidence all educators contribute to team discussions that identify and discuss personal, professional and organisational values that influence relationships between educators and children? Yes No NA

Is there evidence you ensure any change to the service's approach to relationships between educators and children is understood by all and implemented appropriately? Yes No NA

Engagement with families and community

Is there evidence your relationships with children reflect the service's unique geographical, cultural and community context? Yes No NA

Is there evidence relationships with children welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service? Yes No NA

Is there evidence educators' relationships with each child contribute to a culture of inclusiveness and sense of belonging for children and families at the service? Yes No NA

Is there evidence relationships with children are strengthened by meaningful relationships with families and the community? Yes No NA



Actions required