



Room Leader

Aspect	Room Leader's Management Role	Room Leader's Leadership Role
Positive Interactions	Ensure that all staff understand and comply with Section 166 (Offence to use inappropriate discipline) and Regulation 155 (Interactions with children), integrating these standards into daily routines.	Model positive and respectful interactions with children, demonstrating how to view each child as capable and competent, thereby setting a standard for other educators to follow.
Responsive Relationships	Monitor and support educators in developing responsive, secure, and trusting relationships with children, particularly those under three years of age, as per the guidelines of the Early Years Learning Framework.	Lead by example in forming secure attachments with children and provide mentorship to staff on how to enhance relational trust and security.
Cultural and Social Identity	Manage resources and create an environment that reflects the diverse identities of children in the room, including cultural, social, gender, and linguistic aspects.	Inspire and encourage staff to incorporate inclusive practices and materials that help children explore and understand their identities.
Wellbeing and Confidence	Implement strategies that support children's wellbeing, ensuring that all activities and interactions help children feel safe, secure, and supported.	Champion the importance of building children's self-esteem through everyday interactions and learning activities, fostering a sense of belonging.
Child-led Learning	Facilitate environments where children are encouraged to make choices and participate in decision-making about their learning experiences, ensuring alignment with the Framework.	Encourage creativity and independence among staff in planning and executing child-led activities that promote agency and personal growth in children.
Community and Family Engagement	Coordinate with families and community members to integrate valuable cultural and personal information into the curriculum, enhancing relevance and engagement.	Lead initiatives to deepen the connection between the service and the community, fostering a collaborative environment that supports children's overall development.

Week 14, 13 to 17 May 2024 – 5.1.1 Positive educator to child relationships



Educational Leader

Aspect	Room Leader's Management Role	Room Leader's Leadership Role
Positive Interactions	Oversee that all educators are aware of and adhere to Section 166 (Offence to use inappropriate discipline) and Regulation 155 (Interactions with children). Ensure these standards are integrated into daily practices.	Model exemplary interactions with children, showing how to treat each child as capable and competent, setting a high standard for staff interactions.
Responsive Relationships	Support educators in establishing responsive, secure, and trusting relationships with children, with a focus on practices outlined in the Early Years Learning Framework and Framework for School Age Care.	Lead by example in nurturing close, trusting relationships with children, and mentor staff on enhancing emotional and relational support for children.
Cultural and Social Identity	Manage resources and environments to reflect the diverse cultural, social, gender, and linguistic backgrounds of the children. Ensure materials and activities are inclusive.	Encourage staff to embrace and integrate diverse cultural perspectives into the curriculum, thereby enriching children's learning experiences and understanding of their own identities.
Wellbeing and Confidence	Implement and monitor strategies that promote children's wellbeing and confidence, ensuring that interactions and environments are supportive and nurturing.	Promote practices that build children's self-esteem and confidence through positive reinforcement and supportive interactions, leading initiatives that prioritize children's emotional health.
Child-led Learning	Facilitate the implementation of child-led learning opportunities, ensuring that children have the ability to make decisions and influence their own learning experiences in alignment with educational frameworks.	Inspire educators to create dynamic, engaging learning experiences based on children's interests and choices, fostering a sense of agency and independence in children.
Community and Family Engagement	Organize and maintain active engagement with families and community resources, ensuring that educational practices are relevant and informed by the community and familial inputs.	Lead outreach and engagement initiatives that strengthen the ties between the educational setting and the wider community, enhancing the educational content with real-world relevance.

Week 14, 13 to 17 May 2024 – 5.1.1 Positive educator to child relationships



Nominated Supervisor

Aspect	Room Leader's Management Role	Room Leader's Leadership Role
Positive Interactions	Ensure that all staff are trained on and adhere to Section 166 (Offence to use inappropriate discipline) and Regulation 155 (Interactions with children), integrating these standards into daily practice.	Lead by example, demonstrating how to engage in positive, respectful, and meaningful interactions with children, setting a high standard for all staff to follow.
Responsive Relationships	Monitor the development of secure and responsive relationships within the setting, ensuring alignment with the practices outlined in the Early Years Learning Framework.	Mentor and support staff in understanding and implementing strategies that foster trust and emotional security among children.
Cultural and Social Identity	Manage the inclusion of culturally diverse and inclusive materials and resources in the learning environment to reflect the backgrounds of all children.	Inspire and guide staff to integrate cultural awareness into their teaching, ensuring that every child feels represented and valued.
Wellbeing and Confidence	Oversee strategies and environments that promote the wellbeing and confidence of all children, ensuring they feel safe, secure, and supported.	Advocate for and lead initiatives that enhance children's self-esteem and personal development, emphasizing the importance of a supportive and nurturing environment.
Child-led Learning	Facilitate the implementation of child-led learning opportunities, ensuring staff provide choices and support children's agency in their learning experiences.	Encourage creativity among staff in the planning and execution of educational activities, promoting learning that is guided by the children's interests and choices.
Community and Family Engagement	Coordinate the integration of family and community input into the educational programs, ensuring that these insights inform practice and engagement strategies.	Lead efforts to strengthen community and family relationships, promoting a collaborative approach to education that respects and incorporates diverse perspectives.

Week 14, 13 to 17 May 2024 – 5.1.1 Positive educator to child relationships