

## Review Procedures

NQS

6.1.2

## Communication Families Educators

Yes	No	Do you always communicate in a positive way with families eg are you open, friendly, respectful, sensitive, empathetic? Do you ask how their day has been?
Yes	No	Do you always use families' names (especially those in your room)?
Yes	No	Can you confidently talk to families?
Yes	No	Do you adapt the style of communication to families' needs and abilities eg they don't use acronyms like EYLF or explain what they mean to families
Yes	No	Do you match body language to the words eg facing a person while saying "it's so nice to share this information with you"?
Yes	No	Do you understand the importance of non-verbal communication eg smiles, nods, open arms?
Yes	No	Do you show you're happy talking with families eg never roll your eyes or sigh?
Yes	No	Do you react in a calm, professional manner when parents are anxious or upset?
Yes	No	Do you welcome constructive feedback about your practices?
Yes	No	Do you maintain eye contact when talking with families?
Yes	No	Do you wait until families have finished talking before responding?
Yes	No	Do you actively listen eg paraphrase what they've heard to demonstrate interest and ensure understanding?
Yes	No	Do you thank families for sharing information with them?
Yes	No	Do you ask families open-ended questions that don't just need a yes or no answer?
Yes	No	Do you use words that convey your partnership with families eg "we" and "us"?
Yes	No	Are you always honest when talking with families

## Review Procedures

## NQS

5.2.2, 5.2.3

## Behaviour Management Educators

Yes	No	Do you give families information about particular behaviours where relevant eg biting?
Yes	No	Do you discuss with families what you will do to manage the behaviour?
Yes	No	Do you work with families and support services/professionals if relevant to manage behaviour eg with behaviour management plan?
<b>Communicating with children and team members</b>		
Yes	No	Do you role model appropriate behaviour at all times eg never yell across the room and use gentle, nurturing interactions?
Yes	No	Does your non-verbal communication match what you are saying eg arms open rather than crossed if you are inviting child to engage with you?
Yes	No	Do you use a variety of strategies to teach children eg often use pictures rather than a whole lot of words?
Yes	No	Are your actions to manage inappropriate behaviour consistent with those of other educators?
<b>Educator practices</b>		
Yes	No	Do you explore all possible reasons for the behaviour eg hunger, tiredness, delayed speech, receptive language difficulties
Yes	No	Do you make sure you're meeting children's interests?
Yes	No	Do you ignore negative behaviour where safe to do so and praise positive behaviour?
Yes	No	Do you build strong relationships with children using Circle of Security techniques?
Yes	No	Do you make sure you're extending children's learning eg word walls
Yes	No	Do you allow children to 'run around' and burn energy through physical activity if they are having trouble sitting or concentrating?
Yes	No	Do you teach children how to be calm and live in the moment (mindfulness?)
Yes	No	Do you redirect inappropriate behaviour rather than banning it altogether eg child climbing on outdoor equipment but not indoor furniture?
Yes	No	Do you try and see things from a child's perspective so you can understand where the behaviour came from eg "I know you'd love to play in the rain. Maybe we can go outside in our raincoats soon?"
Yes	No	Do you show children you respect them eg use their name, respect their privacy?
Yes	No	Do you discuss the service rules with children, and why we have them?
Yes	No	Do you involve children in setting service rules?
Yes	No	Are rules stated positively –what you want children to do not what they can't do eg 'we use quiet voices inside' not 'no yelling'
Yes	No	Do you intentionally teach behaviours like walking inside and never assume children know how to do things?
Yes	No	Do you teach children about their emotions?
Yes	No	Do you support children through their difficult emotions?
Yes	No	Do you help children to reflect on their actions eg "Tommy I saw you... What were you about to do with...?"
Yes	No	Do you use key words with signing visual cues to help children understand their behaviour eg traffic lights 'Stop, think and do'
Yes	No	Do you provide directions 1 or 2 at a time, and give children time to understand?
Yes	No	Do you document inappropriate behaviour and when it's occurring, then develop a behaviour plan with parents and if relevant other professionals?
<b>Display</b>		
Yes	No	Are service/group rules displayed?

Week 1 30 January to 3 February 2017

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