

# Dignity and rights of children Educators

## NQS 1.2.1 Intentional teaching

### 1.2.3 Child directed learning

### 2.1.1 Wellbeing and comfort

### 2.2.3 Child Protection

### 5.1.1 Positive educator to child interactions

### 5.1.2 Dignity and rights of the child

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.

	ED1	ED2	ED3	ED4	ED5
Do you let children make choices and experience the consequences where there is no/low risk of injury or harm?					
Do you involve children in making decisions about learning activities and daily practices eg service rules?					
Are rules stated positively ie what children should do rather than what they should not do eg "When you are inside you walk"?					
Do you listen to children's ideas and opinions and respond as appropriate?					
Do you acknowledge children when they make positive choices in managing their own behaviour?					
Do you only isolate children if they have an illness or accident?					
Do you respect children's rights to privacy eg when going to the toilet/getting changed/discussing inappropriate behaviour?					
Do you discreetly deal with incidents like toileting accidents?					
Do you help children build friendships with other children at the service?					
Do you arrange spaces, resources and routines to minimise times when children may experience stress or frustration?					
Do you pre-empt potential conflicts/challenging behaviours by monitoring children's play and supporting interactions where there is conflict?					
Do you use positive language, gestures, facial expressions and tone of voice with children when redirecting or discussing their behaviour?					
Do you respond promptly to children's aggressive or bullying behaviour?					
Do you teach conflict resolution skills in child friendly language and prompt children to use words rather than physical contact?					
Are you always patient, gentle, calm and reassuring even when children strongly express distress, frustration or anger?					
Do you empathise with each child and see things from their perspective?					
Do you speak in comforting tones and cuddle babies when they're crying?					
Do you encourage babies' and toddlers' to explore?					
Do you recognise and respond to each child's individual needs and interests?					
Do you respect children's right not to participate?					

Do you work to children's schedules and routines rather than your own? (Please answer this question honestly)					
Do you respect children's heritage and include relevant cultural activities in the curriculum?					
Do you include activities which breakdown stereotypes and promote inclusive practices?					
Do you divide children into groups based on things other than gender?					
Do you adjust your teaching practices to the way a child learns eg visual, auditory etc					
Do you make reports to Child Protection Services if you believe a child is at risk of abuse or neglect?					
Do you always guide children's behaviour in positive ways that do not involve corporal punishment?					
Do you give children time to eat their meals?					
Do you have children's meals ready before they fall asleep?					
Do you give children something to eat and drink even when it's outside meal and snack times?					
Do you allow children to engage in quiet restful activities if they don't want to sleep?					
Do you let children sleep/rest outside routine sleep times?					

Actions required