

Standard 5.2 Exceeding Themes Nominated Supervisor

NQS 5.2 Relationships between children

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

Embedded Practice

Is there evidence all educators effectively facilitate cooperative and collaborative learning opportunities, in appropriate group sizes, to ensure every child is consistently supported to collaborate, learn from and help others?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators consistently guide children's behaviour, support them to self-regulate, and to communicate effectively with other children including in conflict situations?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators could confidently explain how they do this to an assessor?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators could confidently explain to an assessor how they create environments that encourage children to collaborate and help each other?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence the support educators give children meets the principles and practices of the EYLF/MTOP?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence the support educators give children meets the service philosophy, policies and procedures?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Critical Reflection

Is there evidence all educators regularly contribute to discussions and critical reflections about supporting collaborative and responsive relationships between children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators support children's interactions and collaboration through critical reflection?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators can explain how they promote and support children's collaborative learning and responsive relationships based on current recognised guidance?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident all educators can explain some of the theories that influence their teaching practices and how these contribute to continuous improvement?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators contribute to team discussions on the social justice and equity outcomes of their approaches to facilitating collaborative learning opportunities and behaviour guidance?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators contribute to team discussions about inclusive practices eg challenging stereotypes and biases?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators contribute to team discussions that identify and discuss personal, professional and organisational values that support children to build and maintain sensitive and responsive relationships?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you ensure any change to the service's approach to promoting relationships between children is understood by all and implemented appropriately?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Engagement with families and community

Is there evidence all educators promote relationships between children that reflect the service's unique geographical, cultural and community context?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators promote relationships between children that welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence all educators promote relationships between children that contribute to a culture of inclusiveness and sense of belonging for children and families at the service?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Is there evidence all educators promote relationships between children that challenge stereotypes and respect diversity, including Indigenous histories and cultures? Yes No NA

Is there evidence all educators consider the supportive practices and behaviour guidance strategies families use at home to inform their practice, and tailor these as necessary to meet children's needs at the service? Yes No NA

Actions required