## **Standard 5.2 Exceeding Themes Nominated Supervisor**

NQS 5.2 Relationships between children

Embedded Practice Is there evidence all educators effectively facilitate cooperative and collaborative learning		ONo	ONA
opportunities, in appropriate group sizes, to ensure every child is consistently supported	, 0103	eno	ONA
to collaborate, learn from and help others?			
Is there evidence all educators consistently guide children's behaviour, support them to	O Yes	ONo	ONA
self-regulate, and to communicate effectively with other children including in conflict	0 105	eno	0107
situations?			
Are you confident all educators could confidently explain how they do this to an	O Yes	ONo	ONA
assessor?	0 105	eno	0107
Are you confident all educators could confidently explain to an assessor how they create	O Yes	ONo	ONA
environments that encourage children to collaborate and help each other?	0 105	eno	0107
Is there evidence the support educators give children meets the principles and practices	O Yes	ONo	ONA
of the EYLF/MTOP?	0103	0110	ONA
Is there evidence the support educators give children meets the service philosophy,	O Yes	ONo	ONA
policies and procedures?	0103	0110	ONA
Critical Reflection	O Yes		ΟΝΑ
Is there evidence all educators regularly contribute to discussions and critical reflections	O res		
about supporting collaborative and responsive relationships between children?	O Yes		ΟΝΑ
Is there evidence all educators support children's interactions and collaboration through critical reflection?	O res	ONO	ONA
	O Yes		ΟΝΑ
Are you confident all educators can explain how they promote and support children's		ONO	ONA
collaborative learning and responsive relationships based on current recognised guidance Are you confident all educators can explain some of the theories that influence their	O Yes		ΟΝΑ
	O res	ONO	
teaching practices and how these contribute to continuous improvement?	O Yes	0.11-	
Is there evidence all educators contribute to team discussions on the social justice and	O res	ONO	ΟΝΑ
equity outcomes of their approaches to facilitating collaborative learning opportunities			
and behaviour guidance?	O Yes		
Is there evidence all educators contribute to team discussions about inclusive practices	O res	ONO	ΟΝΑ
eg challenging stereotypes and biases?	0.1/10	0.11-	0.114
Is there evidence all educators contribute to team discussions that identify and discuss	O Yes	ONO	ΟΝΑ
personal, professional and organisational values that support children to build and			
maintain sensitive and responsive relationships?	0.14	0.11	
Is there evidence you ensure any change to the service's approach to promoting	O Yes	UNO	ΟΝΑ
relationships between children is understood by all and implemented appropriately?			
Engagement with families and community			
Is there evidence all educators promote relationships between children that reflect the	O Yes	ONo	ΟΝΑ
service's unique geographical, cultural and community context?			
Is there evidence all educators promote relationships between children that welcome,	O Yes	ONo	ΟΝΑ
reflect and draw on the voices, priorities and strengths of the children and families at the			
service?			
Is there evidence all educators promote relationships between children that contribute to	O Yes	ONo	ΟΝΑ
a culture of inclusiveness and sense of belonging for children and families at the service?			

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Is there evidence all educators promote relationships between children that challenge	O Yes	ONo	ONA
stereotypes and respect diversity, including Indigenous histories and cultures?			
Is there evidence all educators consider the supportive practices and behaviour guidance	O Yes	ONo	ONA
strategies families use at home to inform their practice, and tailor these as necessary to			
meet children's needs at the service?			

## Actions required