

Dignity and Rights of Children - Nominated Supervisor

NQS 5.1.2 Dignity and Rights of Children

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

Practice

Are children's meals always ready before they fall asleep?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident educators respond to children's hunger and thirst outside meal and snack times?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident educators can explain how they adjust schedules and routines to meet children's needs?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can you confidently explain how you support a culturally inclusive environment and educators' cultural competence?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can you confidently explain how you/educators communicate with families about culturally diverse practices?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you always support educators when they encourage children to engage in risky play (not hazardous play)?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you ensure there are sufficient resources available for children so there are not excessive wait times?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you ensure diverse resources are available to celebrate different cultures and backgrounds?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident educators engage children in quiet restful activities if they don't want to sleep/rest, and let children sleep/rest outside routine sleep/rest times	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Documentation

Can educators show you many examples of learning documentation that shows how family backgrounds and values are included in the program?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is the UN Convention on the Rights of the Child displayed in an appropriate area eg classrooms, staffroom?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can educators show you documented reflections on the ways they:	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
meet the equity and rights of each child?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
identify and minimise the impact of their own biases on practices and relationships with children and families?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are there documented policies and procedures to follow when managing incidents like biting, bullying and other inappropriate behaviour?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence of professional development undertaken by educators in areas which support children's rights and dignity eg behaviour management, cultural competence, gender equity, positive communication?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required