

Trusting Relationships - Nominated Supervisor

NQS 5.1.1 Positive educator to child interactions

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

Staffing

Do you roster familiar caregivers for children to build attachment and help them feel safe and secure?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you consider children's attachment to caregivers when organising room educators for a new year?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you consider educators' experience, strengths and interests when allocating staff to children's groups?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do your group sizes and makeup always promote children's sense of belonging at the service and communication with families?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Environment

Do you support educators to adapt the environment and provide resources to ensure learning is inclusive eg so children with additional needs, from various cultural backgrounds or various learning styles can confidently participate?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does the environment always sound relaxed and calm – a place where each child can feel safe, happy and secure?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does the environment reflect the daily lives of the children, their families and the community?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Practices

Does your Statement of Philosophy explain your approach to equity and inclusion?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are there processes in place to ensure you and your educators learn about the histories, cultures, languages, traditions and parenting practices of service families eg enrolment and orientation procedures, family information nights etc?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can you and educators confidently discuss practices which support each child's preferences and help them feel a sense of belonging at service?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence you discuss plans to include children with additional needs with educators and staff?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident educators can talk about how the program and routines are guided by children's input, preferences, needs and what's happening on the day?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are you confident educators can demonstrate how they use information from observations and interactions with children to extend each child's learning?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is there evidence educators with diverse knowledge and experience collaborate to ensure each child's learning needs are met?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does children's documented learning show how educators' interactions with children promote learning outcomes?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you support educators to maintain children's home language eg by using home language words and signage?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you ensure educators always guide children's behaviour in positive ways ie never yell at or blame child but try to understand why behaviour occurs and how best to help child?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you take measures to ensure no child is injured or harassed by another child?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you maintain eye contact with children when interacting with them and use their name?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do you establish friendly, professional relationships with families, and pass on any information they share about the child's concerns, feelings, interests etc to Room Leaders?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required