

Are you a child-centred leader?

Being a child-centred leader means creating an organisational culture that champions respect, inclusivity, and transparency.

Use this reflective tool to measure if you are modelling the qualities and behaviours of a child-centred leader.

Communication

Yes

Maybe

No

Are you open, honest, transparent, and trustworthy?

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Do you actively listen to others to ensure they're heard, acknowledged, and believed?

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Do you value all perspectives and listen, even when opinions are challenging?

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Do you answer questions directly and model transparency, even when it's difficult?

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Do you report back to people you've consulted to explain what you did with their feedback?

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Do you ask for clarification if you don't understand what someone is telling you?

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Do you use open body language and speak in a friendly, warm way?

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Do you regularly ask children and young people for their opinions and genuinely consider what they say?

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Behaviour and attitude

Do you adopt a positive and inspiring attitude that energises others?

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Do you enjoy your role and love what you do?

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	Yes	Maybe	No
Are you approachable and able to start challenging conversations in a gentle (but not passive) way?	☐	☐	☐
Do you treat people as equals and, where appropriate, give them opportunities to lead?	☐	☐	☐
Are you consistent in your values and attitudes, regardless of who you're engaging with?	☐	☐	☐
Do you openly admit when you get something wrong?	☐	☐	☐
Are you well-reasoned, confident, competent, and consultative?	☐	☐	☐
Do you let people speak their truth without getting defensive or reacting negatively?	☐	☐	☐

Inclusion and respect

Are you inclusive, respectful, curious, informed, and engaged?	☐	☐	☐
Do you respect diverse needs and educate yourself about inclusive practices?	☐	☐	☐
Do you create an environment where people can be themselves, instead of putting them in 'a box'?	☐	☐	☐
Do you make consultation opportunities meaningful and non-tokenistic?	☐	☐	☐
Do you seek out information about the groups and communities you serve and trust their feedback?	☐	☐	☐

Actions and accountability

Yes

Maybe

No

Are you consistent and reliable, doing what you say you'll do?

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Do you make time to connect with frontline staff or volunteers to hear their experiences and ideas?

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Do you think critically about organisational environments to ensure they're comfortable, welcoming, and appropriate?

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Do you take steps to make justified changes, even if it means challenging the status quo?

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Do you regularly remind people how they can contact you and speak up about concerns?

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Giving and receiving feedback

Do you give compliments freely and sincerely?

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Do you give criticism in a constructive, clear, and actionable way?

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Do you seek feedback, including from children and young people, to understand if you are perceived as safe and approachable?

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Do you acknowledge when you are struggling and seek support if needed?

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Emotional intelligence

Are you supportive, calm, and aware?

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	Yes	Maybe	No
Are you able to show emotion and model a healthy level of vulnerability?	☐	☐	☐
Do you seek out multiple perspectives to work through complex issues?	☐	☐	☐
Do you delegate effectively to avoid burnout?	☐	☐	☐
Building relationships			
Do you create a welcoming and encouraging environment?	☐	☐	☐
Are you empathetic, approachable, and friendly?	☐	☐	☐
Do you introduce people and their roles when meeting for the first time?	☐	☐	☐
Do you know your organisation well, including its unique risks to children and young people?	☐	☐	☐

"Standard 1 is so important in setting the tone and culture of the organisation. Whether you are a leader or at the coal face. Everyone is responsible, everyone needs to know their part, and everyone needs to be able to speak up if they see potential harm."

- From a victim-survivor of child sexual abuse in a Tasmanian institution.

This reflective tool incorporates insights from Laurel House's Lived Experience Advisory Panel for Youth and the Department of Justice's Lived Experience Advisory Panel.