



Communication Children Nominated Supervisor

NQS Element 5.1.1 Positive Educator to Child Interactions

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

Style of Communication

Do educators communicate in a positive way to the children most of the time? Yes No NADo educators adapt their style of communication to children's needs and abilities? eg *show* things to visual children, *do* things with children who like activity or *talk* with auditory children Yes No NADo educators reflect critically on their communication practices eg which children are quiet, what practices could the educator change or implement? Yes No NADo educators look at their communication practices if a child is behaving in appropriately or not following instructions eg slow speech down, give one instruction at a time, say child's name first Yes No NA

Non-verbal communication

Do educators match their body language to the words they use? Yes No NADo educators use non-verbal communication when needed? eg a smile, thumbs up, pointing Yes No NADo educators use key word signing to support communication? Yes No NADo educators maintain eye contact with children when talking to them? Yes No NAAre educators aware of the way their communication practices affect children? Yes No NADo educators consistently respond to children's cues for help and attention? Yes No NAAre service rules for behaviour displayed where children can see them? Yes No NA

Display

Are there visual displays of the daily routine and activities to support children that have difficulty with verbal communication? Yes No NA

Interactions with children

Do educators have meaningful conversations with children at meal/snack times? Yes No NADo educators use calm and soothing words to help settle children? Yes No NADo educators speak to children with love and affection? Yes No NADo educators wait until children finish talking before commenting or helping? Yes No NADo educators ask children questions to check children's understanding? Yes No NADo educators ask children lots of open-ended questions (that don't just need a yes or no answer)? Yes No NADo educators thank children for sharing information with them? Yes No NADo educators role model positive and respectful interactions? Yes No NADo educators talk with children about their expectations of children's behaviour? eg "Stephanie, do you remember our rules for the veggie garden?" Yes No NADo educators tell children about upcoming activities or transitions etc before they happen? Yes No NADo educators tell children when they're coming back if they have to leave the room/group? Yes No NADo educators use words and phrases from children's home language? Yes No NAAre there books and resources which reflect the culture of all children in the room/group? Yes No NADo educators teach children about different emotions and feelings? Yes No NA



Do educators use empathy and different emotions in their communication with team members and children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators encourage each child to speak about or demonstrate their ideas, interests and views?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators encourage and help children to form friendships and participate in group activities?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators make time to talk with each child individually and in small groups?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Communication Environment			
Is the atmosphere usually relaxed?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Is the noise level usually low eg there's no need to stop activities, no yelling children?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Can the children hear when educators talk quietly?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required