

Positive Relationships Educators

NQS Element 5.1.1 Positive Educator to Child Interactions

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

E = **Embedded** I do that **ALL** the time

K = I **know** I need to do that, but I don't do it all the time

T = Please **teach** me how to do it or improve my understanding of why I need to do it.

ED1 ED2 ED3 ED4 ED5

Conversations and Communication

	ED1	ED2	ED3	ED4	ED5
Do you regularly have relaxed two way conversations with each child, including at meal times?					
Do you regularly talk with each child about what they're learning, their interests and what's happening or will happen eg routines and transitions?					
Do your responses show children that you are listening to what they say and understand their non-verbal cues?					
Do you acknowledge each child's individual achievements?					
Do you encourage each child to start conversations with you through your words and behaviour?					
Do you regularly talk with families, share information about their child, and discuss how sharing relevant information with you supports their child's learning and wellbeing?					
Do you include a child's home language in everyday interactions?					
Do you implement a range of strategies to support your communication with each child eg depending on age and ability sign language, non-verbal communication, maintaining eye contact, getting down to child's level, discussing objects and events as children play?					
Do you always respond in a positive and respectful way to children's comments, questions and requests for help?					
Do you invite families to help young children settle by bringing in a favourite toy or other item?					

Practice

Do you regularly involve each child in decision-making about activities and routines etc?					
Do you adjust session schedules where possible if this flexibility will help children's sense of security and learning?					
Do you always guide children's inappropriate behaviour in positive ways ie never yell at or blame child but try to understand why behaviour occurs and how best to help child?					
Are you always patient, gentle, calm and reassuring even when children strongly express distress, frustration or anger?					
Do you always comfort children when they're upset or distressed?					
Do you teach children about different emotions and feelings?					
Do you use 'Circle of Security' techniques to help develop secure relationships with children eg each child can rely on you to be available when required?					
Do you always meet children's personal care needs in a respectful, relaxed way and communicate positively with them while doing so?					

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Do you deal with things which may embarrass or upset a child discreetly (eg toileting accidents)?					
Do you use children's cues to guide the way you participate and how much you participate in their play?					
Do you model strategies needed to find and process information eg reasoning, predicting, reflecting and language?					
Do you recognise each child's different abilities, strengths and confidence and adjust your interactions to help each child achieve success and progress towards the learning outcomes?					
Do you collaborate with educators who have diverse knowledge and experience to ensure each child's learning needs are met?					
Do you ensure your language and program promotes equity and inclusion and does not reflect any bias or stereotypes?					
Would children and families say you're always enthusiastic and respectful?					
Would families (and older children) say you know their child well and have a unique relationship with them?					
Do you set up environments which support older children's independent learning?					
Do you provide older children with opportunities to teach others?					
Does your learning documentation show how your interactions with children promote learning outcomes?					
Would visitors to the service always see a relaxed, happy and positive environment which reflects the lives of the children, their families and the community?					

Actions required