

Trusting 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
Practice					
Do you comfort children when they're upset or distressed?					
Do you always guide children's behaviour in positive ways eg no yelling, blaming but trying to understand why the behaviour occurs and how best to help the child?					
Do you teach children about different emotions and feelings?					
Do you take measures to ensure no child is injured or harassed by another child?					
Do you encourage children to implement their own activities and ideas, providing support as required?					
Do you regularly encourage children to try new activities and experiences?					
Do you recognise each child's progress towards learning outcomes, and celebrate each small achievement?					
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 join in children's creative and imaginative play and follow their lead?					
Do you ensure your language and program promotes equity and inclusion and does not reflect any bias or stereotypes?					
Do you establish friendly, professional relationships with families where you both regularly share information about the child's concerns, feelings, interests etc?					
Do you use the information shared by families to support your relationship with each child as well as their learning?					
Do you use routines and key words to help children, particularly young children, feel safe and secure?					
Do you adjust schedules where possible if this flexibility will help children's sense of security and learning?					
Do you deal with things which may embarrass or upset the child (eg toileting accidents) discreetly?					
Are you always patient, gentle, calm and reassuring even when children strongly express distress, frustration or anger?					
Do you always greet children and families at a familiar drop off place when they arrive?					
Communication					
Do you review your 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?					



Do you often engage in relaxed two way conversations with each child, including at meal/snack times?					
Do you maintain eye contact with children, including babies, when interacting with them?					
Do you use each child's name?					
Do you get down to children's level when interacting with them?					
Do your responses show children that you are listening to what they say and understand their non-verbal cues?					
Do you use key word signing to support communication?					
Do you use non-verbal communication when needed? eg a smile, thumbs up, pointing					

Actions required