



Read the below description and evaluate it in relation to your practices.

Meeting – During routines and transitions, we focus on building trusting relationships with the children by engaging them in meaningful interactions. Whether it's through conversation at meal times, maintaining eye contact, or physically aligning myself at their level, these efforts are aimed at creating a supportive and secure atmosphere. Recognising and responding to their needs and interests not only enhances their comfort but also instils a sense of belonging and independence, essential for their overall development.

Educators set up learning environments in ways that support children to feel secure, confident and included. Our learning environments are intentionally set up to support a sense of security, confidence, and inclusion for all children. We incorporate cosy corners for quiet time, culturally diverse toys and books, and maintain consistent and familiar routines. These elements help mitigate confusion and anxiety, promoting a stable and welcoming space where every child feels valued and understood, crucial for their emotional and educational growth.

Educators use non-verbal communication to engage with the child, such as getting down to their level, making eye contact, and using facial expressions and body language to show interest and enthusiasm. As the child continues to play and explore, the educator continues to engage with them in a sustained conversation, asking follow-up questions and offering suggestions and ideas to support their play.

If you are doing similar practices to the example, use the below questions to help you write your 'meeting' description so you can add it to your QIP.

A MEETING QIP and Self-Assessment Tool (SAT)

Please give an example showing how you promote trusting relationships when interacting with children during routines and transitions

Please give an example showing the way you set up learning environments which support children to feel secure, confident and included.

Please give an example of a time recently where you interacted (verbally or non-verbally) with a child for a sustained period of time about their individual interests.

Week 14, 13 to 17 May 2024 – 5.1.1 Positive educator to child relationships