# 5.1.1 Positive Educator to Child Interactions

Responsive and meaningful interactions build trusting relationships that engage and support each child to feel secure, confident, and included.

* How do you as an educator build trusting relationships?
* How do you as an educator have meaningful interactions?
* Child to feel secure – what does that look like?
* Child to feel confident – what does that look like?
* Child to feel included – what does that look like?

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| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| Please give an example of a time recently where you comforted a child who was distressed.  | Please explain how your interactions with children align with your service philosophy. |
| Educators consistently comfort children who are distressed. For example, recently, I comforted a child visibly upset from missing their parent. I gently spoke to them, recognising their emotions, and handed them their favourite storybook. This act of understanding not only calmed the child but also reinforced our sensitivity towards their emotional state and the circumstances of their family, which is a vital aspect of our care strategy. It's these small, thoughtful actions that help maintain a comforting and secure environment for the children. | Our interactions with children are aligned with our service philosophy, ensuring we meet various aspects of their development and wellbeing. We reinforce positive behaviour by praising specific actions, promote high-quality learning by integrating play-based educational activities, and meet children’s needs by adjusting our approach based on individual observations. We ensure our practices reflect families' expectations by maintaining open communication, encourage children to participate actively in group activities, and continuously work to build trusting relationships through consistent, supportive interactions. |
| 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. | Please give an example of a time you’ve reflected on your interactions with children and made changes resulting in improved learning outcomes. |
| A child with a keen interest in dinosaurs and I recently engaged in a lengthy discussion about these ancient creatures. We explored various species, their habitats, and even crafted dinosaur figures from clay, diving deep into the child's passion. This sustained interaction not only enriched the child's learning experience but also demonstrated our commitment to nurturing individual interests, which is crucial for their intellectual and creative development. | Reflecting on our teaching approach, We realised that we were using overly complex language for younger children which hindered their engagement. We shifted to using simpler, clearer language and incorporated more visual aids which significantly improved their understanding and participation in activities. This change not only enhanced learning outcomes but also demonstrated our commitment to adapt our teaching strategies to better meet the needs and abilities of each child. |
| Please explain how you decide when and how much to participate in children’s play, that is, what comments, non-verbal cues do you look out for? | Please give an example of a time your interactions with children were strengthened through a relationship/partnership with a child’s family or community.  |
| Educators participate in children’s play when invited either verbally or through children’s cues. For example, our participation in children's play is guided by their verbal or non-verbal cues. For instance, if a child points towards their play area or invites me verbally, I join them, ensuring that my involvement is both welcomed and beneficial. This approach helps me enhance their play experience while respecting their autonomy, fostering an environment where children feel supported and encouraged to explore their interests freely. | We enhanced our interactions with a child by collaborating closely with their family, gaining insights into the child’s interests and cultural background. For example, after learning from the family about the child’s interest in space, we incorporated more astronomy-related activities, which significantly increased the child’s engagement and learning. This partnership with the family provided valuable context that allowed us to tailor our educational approach more effectively. |
| Please give an example of the way you set up learning environments to support children feel secure, confident, and included. | Give an example of the way your interactions with children consistently support each child to feel secure, confident, and included.  |
| 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. | Our interactions are designed to make every child feel secure, confident, and included. For instance, we greet each child by name and a smile every morning, which sets a welcoming tone. During activities, we ensure that each child is actively involved and receives individual attention, adapting tasks to their capability levels to foster a sense of achievement and belonging. We also use circle times to share and celebrate each child's ideas, enhancing their confidence and sense of community. |
| Please give an example showing how you promote trusting relationships when interacting with children during routines and transitions.  | Please give an example that shows the team identifying and reflecting on personal, professional, and organisation values that influence relationships with children. |
| 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. | Our team regularly reflects on how our personal and professional values influence our interactions with the children. For example, recognizing a tendency to direct activities led us to encourage more child-led play, respecting their agency and capabilities. We also revisited our values concerning family involvement, leading to more inclusive practices that consider parents as partners in their children's education. These reflections help us maintain a culture of continuous improvement and respect for diversity within our educational environment. |