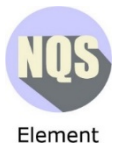


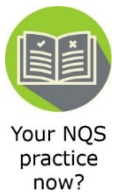


	<ol style="list-style-type: none"> <li>1. Set a goal for the week. Goal doesn't always need to link to NQS Element. A goal can be used to solve a challenge or be positive improvement i.e. learning area setup <a href="#">Click here for goal template.</a></li> <li>2. Identify barriers</li> <li>3. Track the goal daily</li> <li>4. Celebrate achieved goal.</li> </ol>
--	--

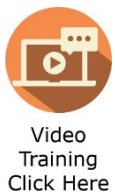


### 5.1.1 Positive educator to child interactions

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



**In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 5.1.1 and why you do this?** This is the first part of self-assessment for the NQS. You discover where your practices and knowledge are currently. On the next page you'll complete the second part of self-assessment using the checklist to compare what you're doing now to the meeting indicators of Element 5.1.1.

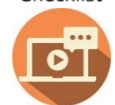


**to learn how to complete this section and see examples**

### Week 5, 24 to 28 February 2020 – 5.1.1 Positive educator to child interactions



Checklist



Video Training  
Click Here

### Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If you embed all the things in the checklist, then you are meeting the Element 5.1.1 If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

### The checklist keys to use.

- 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.

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

Too many educators are completing the checklist as **E for embedded**, but **not really checking** to see if it is embedded. Before answering the question, think about **'how'** you are doing it. For example, "Do you regularly have relaxed two way conversations with each child, including at mealtimes?" Before answering think about it "Oh yes, we have one educator who is helping the children serve and I'm sitting at the table talking to children about their day, what we're about to eat. So yes, I'm **'E'**."

### Conversations and Communication

	ED1	ED2	ED3	ED4	ED5
Do you regularly have relaxed two way conversations with each child, including at mealtimes?					
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, responding to younger children's attempts to communicate by repeating words, sounds and gestures?					
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?					
Do you sometimes collaborate with educators who have different knowledge and experience to ensure your program and teaching strategies meet all children's learning needs?					
<b>Practice</b>					
Do you regularly involve each child in decision-making about activities and routines etc?					
Do you adjust daily 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?					

### Week 5, 24 to 28 February 2020 – 5.1.1 Positive educator to child interactions

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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?					
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?					
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?					

**Week 5, 24 to 28 February 2020 – 5.1.1 Positive educator to child interactions**



Checklist



Video Training  
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Together as a team, use what you do (from your brainstorming session and the checklist) to write 6 short sentence that show “how” you are doing it. We’ve chosen 3 questions from the checklist for you. **Why are you doing this?** QIP’s need to have personalised stories about your practice so the assessor can ask you about why and how you do things. The sentences below can be used for Friday’s QIP writing section.

Write the question from checklist below	Describe ‘how’ you are putting this question into practice
eg Do you provide older children with opportunities to teach others?	Jackson from the preschool room likes to help Mel in the babies’ room most afternoons. He plays games with the babies and teaches them new skills like packing away. The babies are always happy to see him.
1. Do you encourage each child to start conversations with you through your words and behaviour?	
2. Do you sometimes collaborate with educators who have different knowledge and experience to ensure your program and teaching strategies meet all children’s learning needs?	
3. Do you always meet children’s personal care needs in a respectful, relaxed way and communicate positively with them while doing so?	
4.	
5.	
6.	



Regs!  
Do you do this?

**What Regulation goes with this NQS Element? Law section 166 Offence to use inappropriate discipline Regulation 155 Interactions with children**

**Who has to do what?** Educators must never use corporal punishment or unreasonable discipline on a child at the service. If this occurs, educators can be fined \$10,000.

Educators must:

- encourage each child to express themselves and their opinions
- include experiences which help each child develop self-reliance and self-esteem
- tailor the educational program to reflect each child’s family and cultural values, age, physical and intellectual development and abilities.

Explain how you and other educators meet this part of the law:

**Week 5, 24 to 28 February 2020 – 5.1.1 Positive educator to child interactions**

As a team now reflect critically on a situation in your room that comes under Element 5.1.1 and write a contribution for the Improvement plan section of your QIP. **Why are you doing this?** It's not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. All educators must contribute to the QIP. It's part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice. **Wednesday 26 February 2020**

### Step 1 Critical Reflection



#### Critical Reflection

The EYLF and MTOP say "Critical reflection involves closely examining all aspects of events and experiences from different perspectives." There is no checklist for critical reflection.

Please watch the video for more information



Video Training Click Here

#### Example Situation

Miss Kerry is finding it difficult to include Rhiahn's ideas into the program.



#### Child/ren

*I feel like my ideas are never good as the other kids. It's like Miss Kerry doesn't want to hear what I say because she never acts on the things I suggest. (Rhiahn)*

#### Educators and Nominated Supervisor

*It's hard to plan activities around Rhiahn's ideas. The other day she wanted to learn about fairies including the tooth fairy. I can just imagine all the boys' reactions to that! (Miss Kerry)*

#### Families and community

*Rhiahn's been saying she doesn't want to go to care. I just don't think she's engaged there in stuff she finds interesting. Fairies are huge in our house at the moment. What can you do though? I bet that topic would bore a lot of the children. (Mum)*

#### Theorist and current research

*Friedrich Frobel (1782-1852) recognised the importance of play in relation to learning. His ideas included that it should be up to children to determine what they will learn each day based on their interests.*

### Step 2 Change Practice

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

*Room Leader Terri and Miss Kerry discussed the situation and Miss Kerry realised she was letting personal biases affect her programming. She also agreed she needed to acknowledge Rhiahn's ideas and talk with her and all the other children to get their views on activities involving fairies.*

*Terri and Kerry also discussed how it's tricky planning learning around these types of myth based topics. Miss Kerry will get family input on how they treat this at home and how they would like us to cover it at the Service.*

*Families supported the learning and gave insights into how they managed life with fairies. All families wanted us to keep the magic of fairies alive.*

*It was interesting to see the children split into 2 groups. Half wanted to learn more about tooth fairies and half were more interested in learning where fairies might live and building homes for them outside.*

#### Week 5, 24 to 28 February 2020 – 5.1.1 Positive educator to child interactions

As a team now reflect critically on a situation in your room that comes under Element 5.1.1 and write a contribution for the Improvement Plan section of your QIP. **Why are you doing this?** It's not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. All educators must contribute to the QIP. It's part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice **Wednesday 26 February 2020**

### Step 1 Critical Reflection



#### Critical Reflection

The EYLF and MTOP says "Critical reflection involves closely examining all aspects of events and experiences from different perspectives". Critical reflection has no criteria like the checklist.

Select one or more from below to critically reflect upon:

- Would children and families say you're always enthusiastic and respectful?
- Would families say you know their child well and have a unique relationship with them?
- Do visitors to the service always see a relaxed, happy and positive environment which reflects the lives of the children, their families and the community?



#### Child/ren

#### Educators and Nominated Supervisor

#### Families and community

#### Theorist and current research

### Step 2 Change Practice

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

### Evaluate the change in practice due to your reflection

#### Week 5, 24 to 28 February 2020 – 5.1.1 Positive educator to child interactions

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**Why are you doing this?**

In this new section, each week we are exploring Quality Area 1, Educational program and practice by viewing quick, small videos and examples explaining the Area’s background and how you can look at your practices and connect it to the NQS element. Click on the icons to the right to watch the videos or see the example.

**Training Video 1**



Video Training  
Click Here

**Examples of practice**



Example  
Click Here



Complete QIP

The next step if you’re meeting the indicators is to self-assess against the Exceeding Indicators. We will look at these more closely in two weeks. On the next page we look at how to write the Strength part of your QIP based on meeting or exceeding Element indicators. Use the below points to guide your writing.

Inclusions	Yes	N/A
1. Write the <b>room location into the strength</b> . This will ensure the assessor knows where to look for your strengths.		
2. Write the educator’s name into the strength. This will ensure the assessor knows who to ask about your strengths.		
3. Include the child/children’s names in your strength. This will give educators confidence to talk about a subject they know about (the child/ren).		
4. Evidence eg learning story, photo that’s easy to access.		
<b>5. Write how you are achieving the exceeding themes.</b>		
Embedded Practice		
Critical Reflection		
Engagement with families/community		
6. Tell the assessor exactly where to find the <b>location of other evidence</b> they need to see to show how you’re exceeding.		
7. Show the assessor the <b>location and time of other practice</b> they need to observe to show how you’re exceeding.		

**Week 5, 24 to 28 February 2020 – 5.1.1 Positive educator to child interactions**



Working Towards

Eddie, Max, Jack and Kody were having a great time riding in the train they just made from cardboard boxes. Maybe they wanted Miss Taylor and Miss Heidi to join in but they were busy catching up on paperwork and the children were enjoying themselves without any help from educators.



Meeting

The green text is directly related to the meeting indicators for Element 5.1.1 on pages 229-232 of the NQS Guide

Eddie, Max, Jack and Kody (giraffe room/group) were having a great time riding in the train they just made from cardboard boxes. Miss Taylor asked the boys where they were going and Eddie said ‘into town.’ Miss Heidi asked if they needed a train guard to open and close the doors at the station. “Great idea,” said Kody as Jack made toot, tooting noises. Miss Heidi boarded the train and after Jack said they were coming into the station she made a public announcement saying “this train will shortly be stopping at Redfarm station. Please change here if you’re going to Newgate.” “Quick open the doors Miss Heidi,” said Eddie. There’s people waiting to get on.” (see photos 24\_2\_20)



Exceeding

Click the logo above to see the ACECQA NSQ Exceeding Themes for 5.1

Below is a case study that demonstrates how the Exceeding themes 1 Embedded Practice, 2 Critical Reflection and 3 Meaningful engagement with families and communities link into practice. The blue text is based on or directly quotes the exceeding indicators in the NQS Guide pages 236-237.

Educators in the Giraffe room/group supported Eddie, Max, Jack and Kody’s interests in transport and trains, ensuring they felt secure, confident and included, by resourcing the construction of a train from numerous cardboard boxes. The boys were having a great time riding in the train. Miss Taylor asked the boys where they were going and Eddie said ‘into town.’ Maintaining respectful relationships, Miss Heidi asked if they needed a train guard to open and close the doors at the station. “Great idea,” said Kody as Jack made toot, tooting noises. Miss Heidi boarded the train and after Jack said they were coming into the station she made a public announcement saying “this train will shortly be stopping at Redfarm station. Please change here if you’re going to Newgate.” “Quick open the doors Miss Heidi,” said Eddie. There’s people waiting to get on.” (see photos 24\_2\_20) Educators reflected on their interactions with children and children’s collaborative learning during this experience and planned further learning around safe transport (eg not rushing to get on trains as doors close) and different locations the train visits to enhance children’s learning outcomes.

Write an example and use the exceeding theme (words in blue) to show how you are exceeding.

Or write a plan describing how you could improve to get to exceeding.

**Week 5, 24 to 28 February 2020 – 5.1.1 Positive educator to child interactions**



## Relationships with Children Policy

Policy contains information and guidance on:

- **interactions with children** eg educators encourage children to talk about their experiences inside and outside service, engage in sustained conversations with children, communicate with children in a respectful, two-way manner, engage with children during use personal care routines, participate in children’s play, integrate a child’s culture, language, traditions, interests etc into the curriculum
- **group relationships** eg educators will promote shared decision making and a sense of community at the service, will pre-empt potential conflicts between children and support children’s interactions.
- **behaviour guidance** which will be covered in another week
- **inclusion** eg educators will value and promote diversity and equity by exploring children’s culture and other cultures, including activities that break down stereotypes, looking at different family structures, educators will reflect on their own beliefs
- **supporting children through difficult situations** eg symptoms, educator strategies
- **bullying** eg characteristics of children who bully or are bullied, educator strategies
- **biting** eg reasons for biting, biting procedure

Do you have any feedback or comments about this policy? Please include below.

Educator’s Name	Educator’s Signature

### Week 5, 24 to 28 February 2020 – 5.1.1 Positive educator to child interactions

Completing the table below gives you information about where the ideas and activities in your curriculum are coming from. Remember the EYLF and MTOP require most of your curriculum to be based on children’s ideas and interests, or related to their families and community. Educator input should not be the largest number in the table.

The table is designed to be used with Centre Support’s curriculum symbols showing where an activity or experience came from. Count the symbols for child input, family input etc and add under the Total Column. To work out the percentage divide each input number by the total of all inputs and multiply by 100.

**Exceeding theme 2: Practice is informed by critical reflection**

Curriculum Input	Total	Percentage
Child Input	eg 20	eg 57%
Family Input	eg 10	eg 28%
Community Input	eg 3	eg 9%
Educator Input	eg 2	eg 6%
<b>Total</b>	<b>eg 35</b>	<b>eg 100%</b>

Curriculum Input	Total	Percentage
Child Input		
Family Input		
Community Input		
Educator Input		
<b>Total</b>		

Completing the table below helps you reflect on how your day at work went compared to your best ever and worst ever days. Think about why you’ve given the day this rating. What could you change?

<b>Mon</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Tues</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Wed</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Thurs</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Fri</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				

Space for further reflections if required

**Week 5, 24 to 28 February 2020 – 5.1.1 Positive educator to child interactions**