

Belonging at the Service Educators

NQS 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.

Babies and toddlers	ED1	ED2	ED3	ED4	ED5
Do you use key words and routines that infants are familiar with at home?					
Do you talk to infants about family members and events regularly during the day?					
Do you encourage families to provide a special toy or comfort item from home?					
Do you encourage toddlers to show parents things they have done, made or found?					
Do you encourage children to participate at their own level?					
Do you place challenging playthings easily within reach so that babies can both try out new things and explore the possibilities of the familiar?					
Do you encourage children to attempt new play activities?					
Do you display the curriculum for families and children?					
Do you encourage children to acknowledge other children's efforts?					
Do you include children's ideas and suggestions in the program?					
Do you encourage small groups of children to work together?					
Do you respond to cultural barriers children might be experiencing?					
Do you encourage children to initiate, create and explore?					
Do you ensure babies' can access their favourite cuddly things?					
Do you make sure the routine is flexible enough for babies' needs and preferences for a particular person or way of doing something?					
Do you affirm toddlers' growing recognition of their possessions and those of others eg shoes, clothing or toys?					
Do you provide opportunities for conversations with toddlers that affirm their identity, self- knowledge and belongings?					
Do you ensure the curriculum allows toddlers to take part in group activities eg at the water trough or craft table?					
Do you recognise and respect toddlers' passionate attachment to particular people, things and places in the room?					
In addition for young children					
Do you ask children for their ideas and let them make some significant decisions about the room, resources, toys and games?					
Are children able to express spontaneous affection to one or more of the people with whom they spend a lot of time?					
Do you encourage children to help arrange things and put them away in the right place?					
Does each child have a place for their personal possessions and projects?					
Do you encourage children to help fix things, clean, garden and care eg for the environment and the people in it?					

All children					
Do you encourage children to express themselves?					
Do you encourage children to develop self reliance and positive self esteem?					
Do you respect the values and diversity of families and children?					
Do you provide opportunities for children to interact and develop positive relationships with other children, educators and volunteers?					
Does the environment reflect each child's family by displaying artefacts like family photographs and articles of family significance?					
Do you regularly welcome families by name and encourage them to become involved in service life?					
Do you display children's learning, and encourage children to discuss what they have done with their families?					

Actions required