

# Communication Children 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.

Style of Communication	ED1	ED2	ED3	ED4	ED5
Do you adapt your style of communication to children's needs and abilities? eg <i>show</i> things to visual children, <i>do</i> things with children who like activity or <i>talk</i> with auditory children					
Do you reflect critically on your communication practices eg which children are quiet, what practices could you change or implement?					
Do you look at your communication practices if a child is behaving inappropriately or not following instructions eg slow speech down, give one instruction at a time, say child's name first					
<b>Non-verbal communication</b>					
Do you match your body language to the words you use?					
Do you use non-verbal communication when needed? eg a smile, thumbs up, pointing					
Do you maintain eye contact with children when talking to them?					
Do you consistently respond to children's cues for help and attention? (especially those of babies and toddlers)					
Do you use key word signing to support communication?					
<b>Display</b>					
Are there visual displays of the daily routine and activities to support children that have difficulty with verbal communication?					
<b>Interactions with babies</b>					
Do you talk to babies/toddlers on the change table?					
Do you get down on the floor to talk to babies (so they can see your face)?					
Do you have real conversations with babies ie don't just say hello?					
<b>Interactions with all children</b>					
Do you have meaningful conversations with children at meal times?					
Do you use calm and soothing words to help settle children?					
Do you speak to children with love and affection?					
Do you wait until children finish talking before commenting or helping?					
Do you ask children questions to check children's understanding?					
Do you ask children lots of open-ended questions (that don't just need a yes or no answer)?					
Do you thank children for sharing information with you?					
Do you role model positive and respectful interactions?					
Do you talk with children about your expectations of their behaviour? eg "Stephanie, do you remember our rules for the block area?"					
Do you tell children about upcoming activities or transitions etc before they happen?					
Do you tell children when you're coming back if they have to leave the room?					



Do you use words and phrases from children's home language?					
Do you teach children new words and put them on a 'word wall'?					
Do you teach children about different emotions and feelings?					
Do you use empathy and different emotions in your communication with team members and children?					
Do you encourage each child to speak about or demonstrate their ideas, interests and views?					
Do you encourage and help children to form friendships and participate in group activities?					
Do you make time to talk with each child individually and in small groups?					

### Actions required

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