Centre Support

Interactions with Children Educators

NQS 5.1.1 Positive educator to child interactions
5.1.2 Dignity and rights of the child
6.1.1 Engagement with the service

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.

Building Trust	**ED1**	**ED2**	**ED3**	**ED4**	**ED5**
Are you always at a familiar drop off place to greet children and families when they arrive (or move there when the child arrives)?					
Do you get down to the child's height and greet them?					
Do you use the child's name?					
Do you use the family member's name?					
Do you maintain eye contact?					
Do you get down on the floor with babies so you can see each other's faces					
Do you use open body language eg arms open not crossed?					
Do you give children hugs during the day?					
Do you speak to children with love and affection?					
Do you tell children you are there to keep them safe and help them?					
Do you tell children when you're coming back if you take a break?					
Do you tell children they're doing a good job when appropriate?					
Do you notice when children need help eg are you attuned to their cues for help?					
Do you use Circle of Security techniques eg you are the bigger, wiser, stronger and kind person					
Are you attentive to each child during the day?					
Do you help settle and soothe distressed children?					
Do you involve the family in planning to support the child during the settling-in period?					
Do you offer children choices where appropriate throughout the day?					
Do you offer children the opportunities to be leaders?					
Do you encourage children to form friendships with other children?					
Building curriculum					
Do you take time to interact with children ie without rushing?					
Do you take time to answer children's questions with more than a yes or no answer?					
Do you plan activities which reflect the culture and ethnicity of all children at the service?					

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Do you teach children how to use resources (and in different ways)?					
Do your actions show children you're interested in their ideas, views and play? eg you talk enthusiastically to a child for more than three minutes					
Do you respond to children's suggestions in a way that encourages their further input?					
Are you patient with children eg give them time to work things out themselves?					
Do you help children transition between activities and environments (eg from high to low intensity activities) using routines, imaginative storytelling, signing and visualisation?					
Do you role model positive behaviours, language and respectful interactions?					
Do you teach children about different emotions and feelings?					
Do you encourage children to engage in activities with their peers?					

Actions required

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