

Relationships and Communication

Staff seek positive
contact and show
patience with children
whose behavior
they find challenging





Give attention to each child, assist children to become happily involved in groups or by themselves



To avoid frustration you may need to assist children when necessary



Will that behavior cause harm?
If so encourage another more appropriate behavior

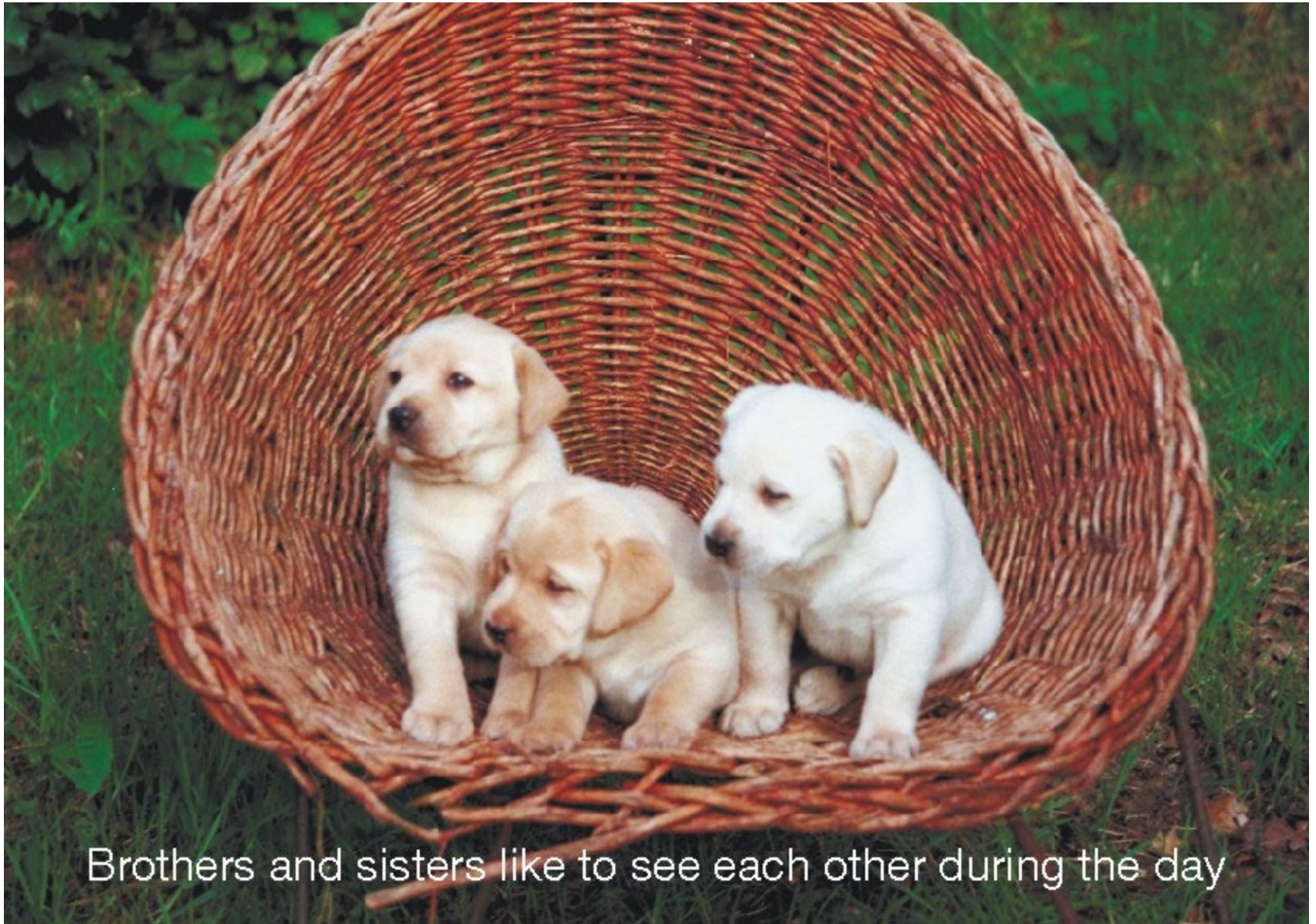


We like learning in a relaxed atmosphere that's not too loud



Show patience with
fussy or slow eaters
at mealtimes.


Sitting and interacting
with children at meal
times opens a
wonderful environment
for conversation



Brothers and sisters like to see each other during the day



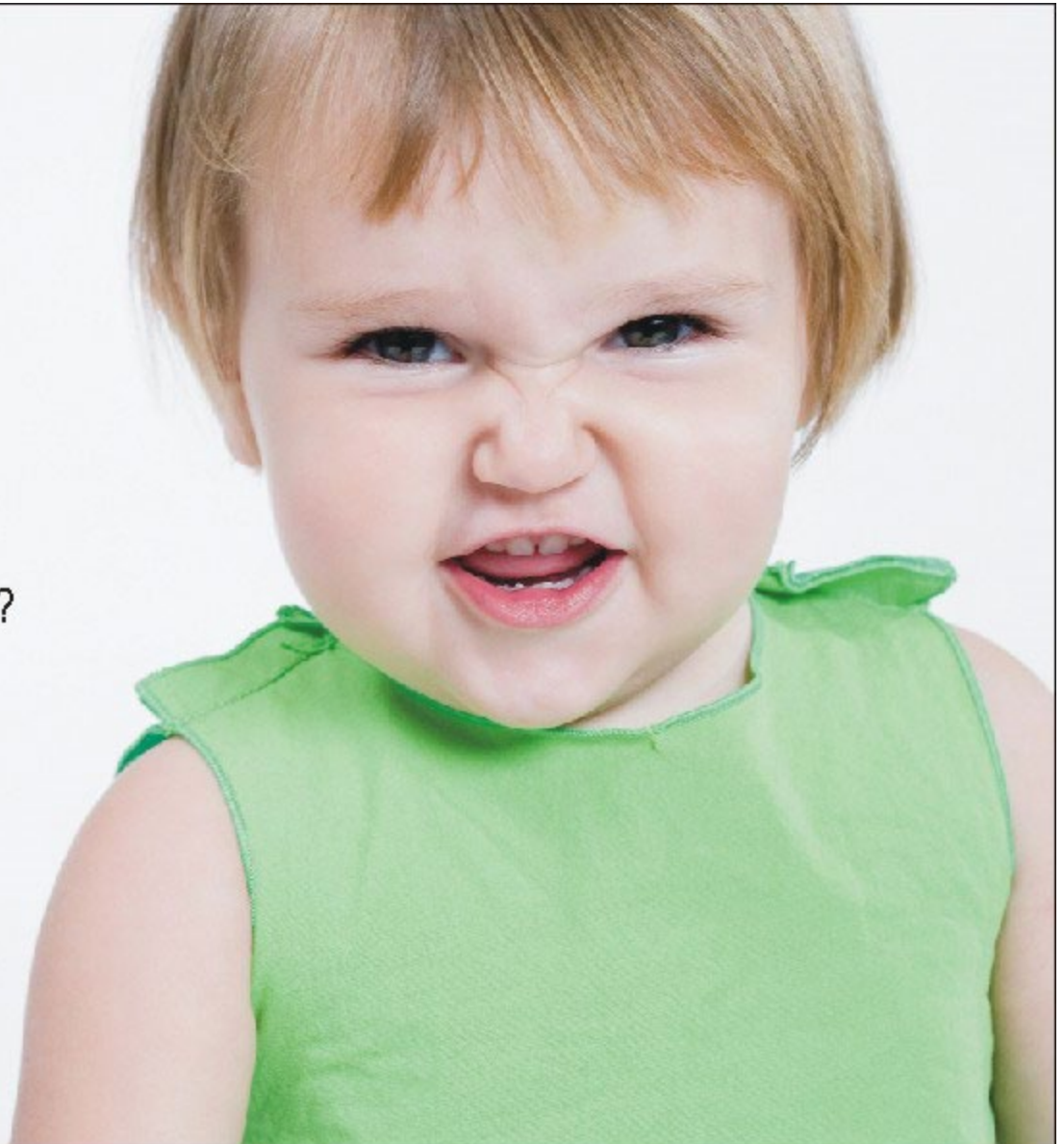
Communication needs support and assistance sometimes.
How do you help children when they are having difficulties?



What is too loud?
What are unsafe activities?

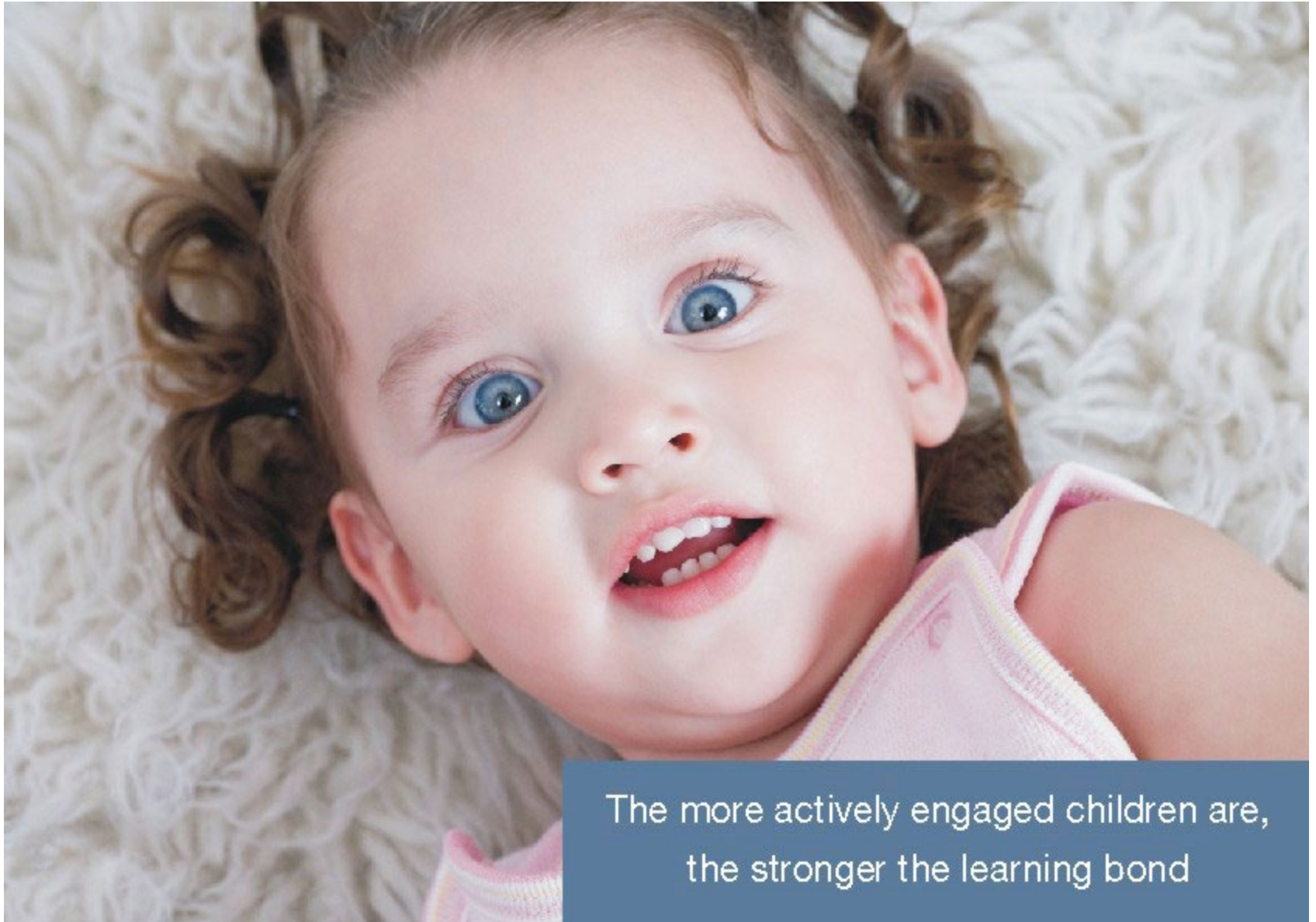
Do you have positive strategies to modify children's behavior?

What do children
subtly tell you
through their behaviour?





Children love to laugh. Let's encourage more of it



The more actively engaged children are,
the stronger the learning bond



We are sensitive to how children feel
during the day and modify our interactions accordingly



Expressing and
exploring ideas is
a magnificent
way for children
to learn



Staff consistently modify their approach in response to each child's temperament, cultural background and competence

Staff actively
engage children in interesting
and sustained
conversation at mealtimes



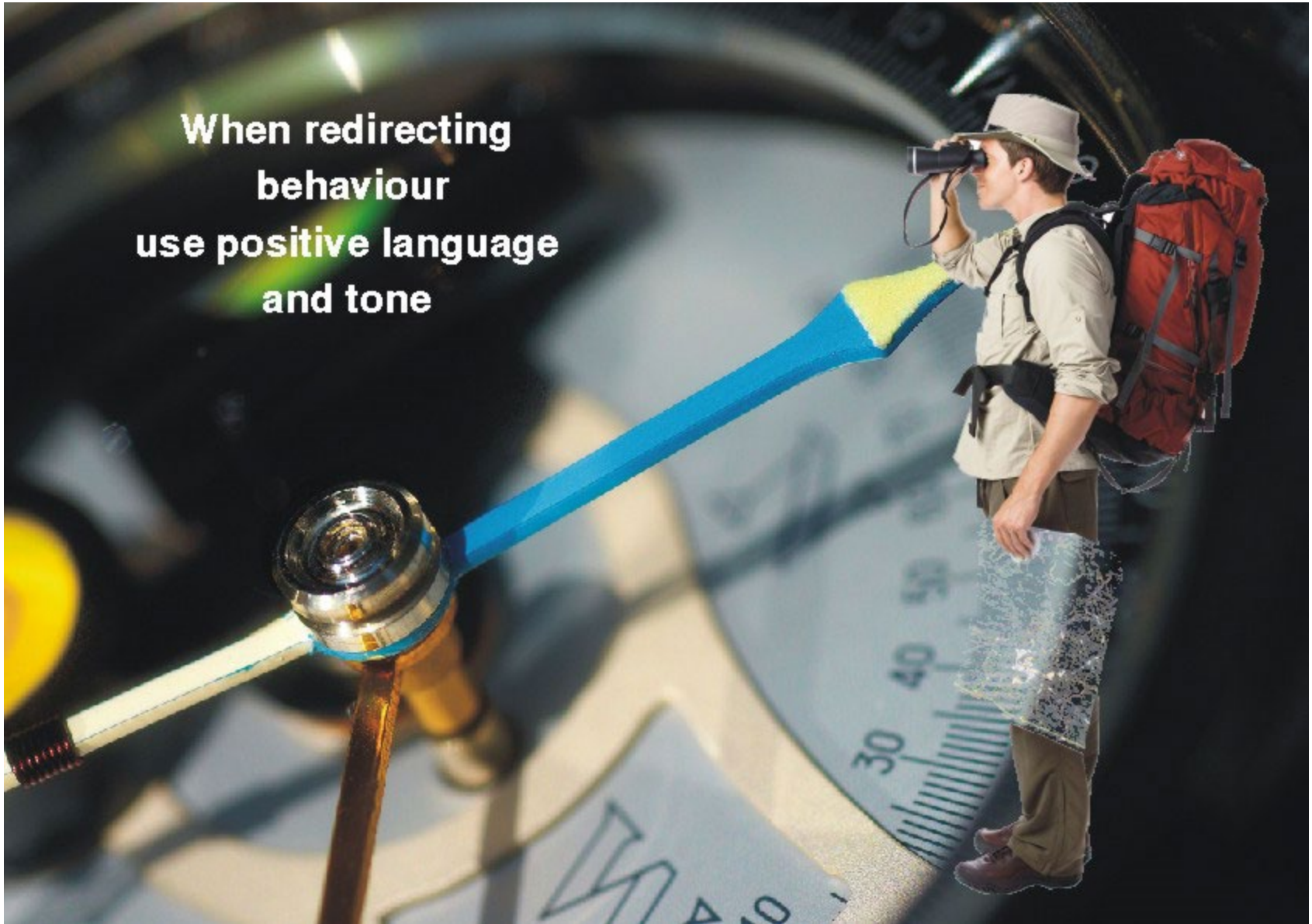
A photograph of a cardboard box with a white label. The label is divided into two horizontal sections: a black top section with the word 'FRAGILE' in red, and a red bottom section with the words 'handle with care' in black. The box is set against a solid blue background. In the background, there is a faint, upside-down label on the box that says 'IF THIS CONTAINS'.

FRAGILE

**handle
with care**

Label the behaviour, not the child.

**When redirecting
behaviour
use positive language
and tone**



No anger

No physical force

No isolation

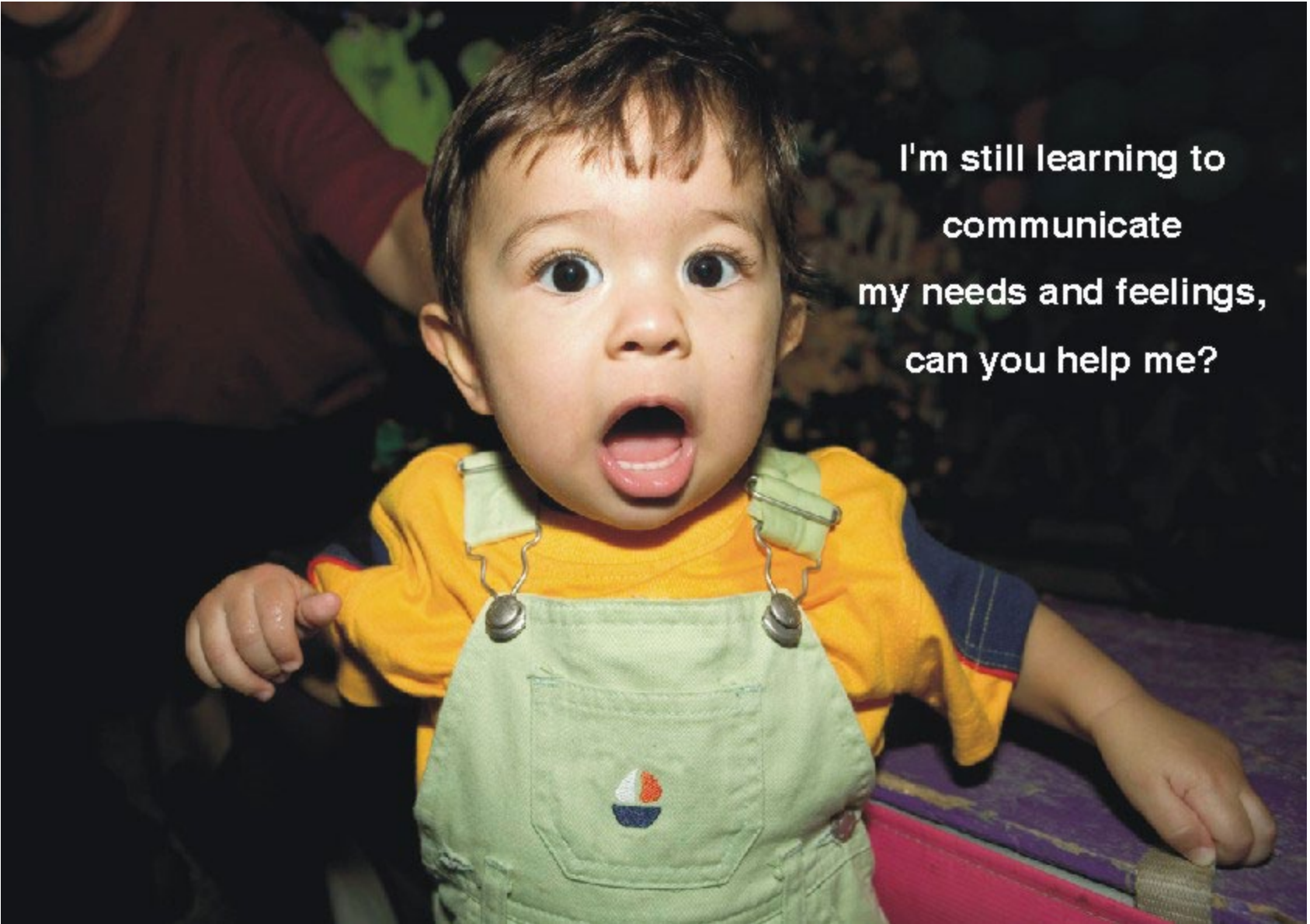
No humiliation

No threat

No shouting

Just positive guidance





I'm still learning to
communicate
my needs and feelings,
can you help me?



When I explore
I sometimes
leave a mess.
And that's okay,
I'm just learning.



Cooperation - that's how we do it best



We all work best when we set the rules together



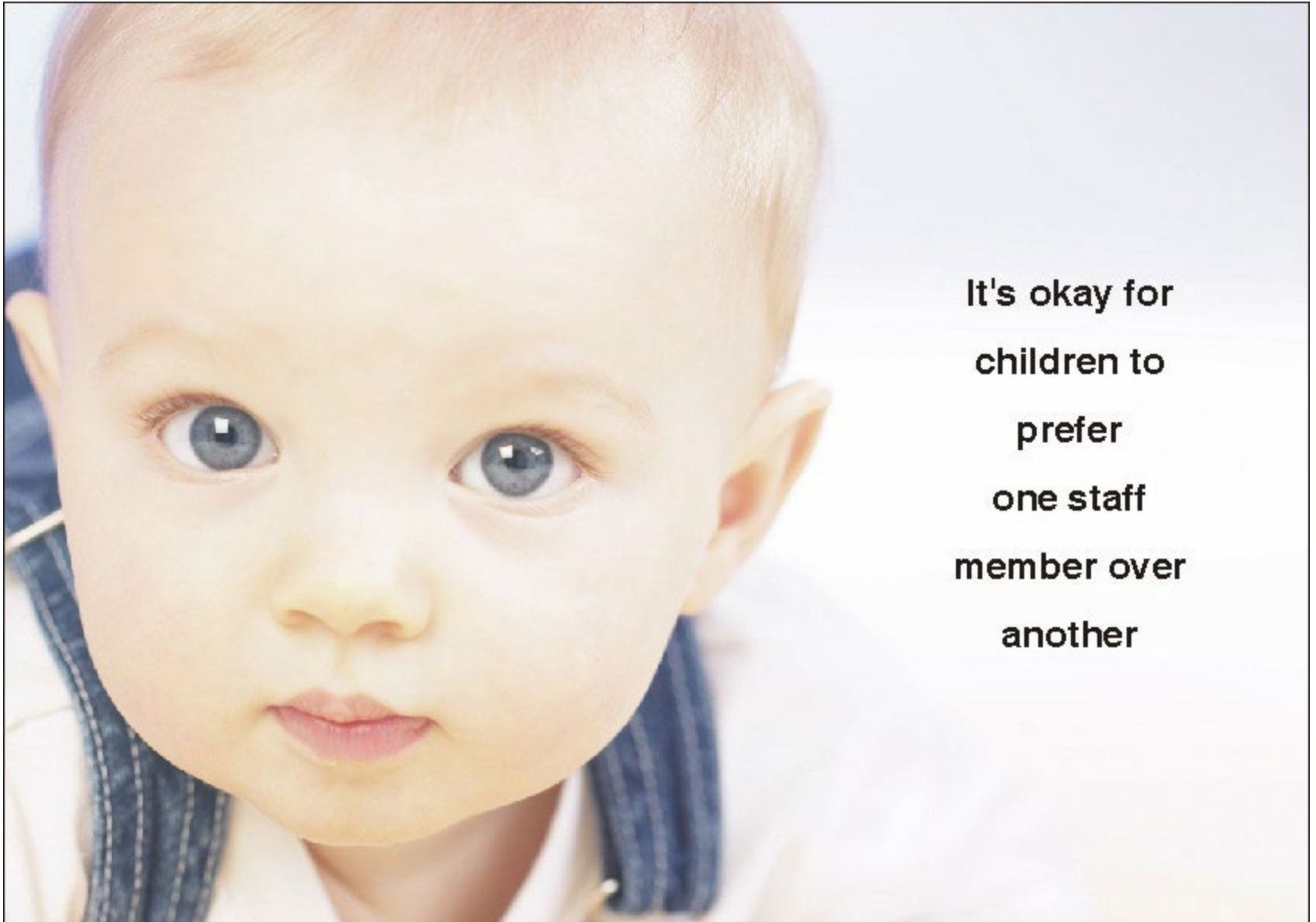


Are you
modelling
positive
behaviours
with peers?

We learn by watching adults.



**Learning to
manage feelings
starts when
adults help us to
recognise and
label them.**



**It's okay for
children to
prefer
one staff
member over
another**



Sometimes disputes can start if there isn't enough material



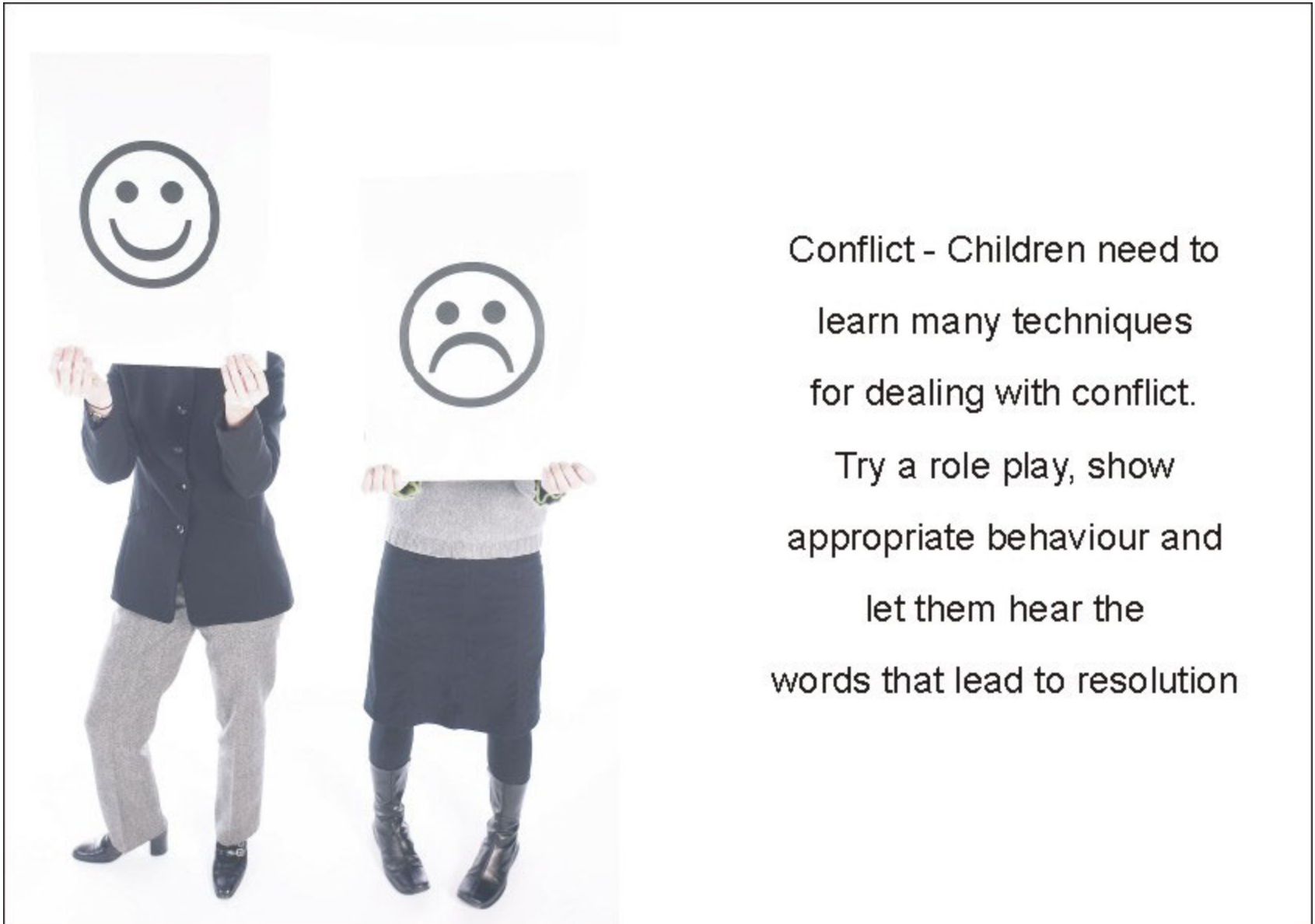
How would that feel for somebody else?



Do you acknowledge good behaviour?



Appreciate the pleasure they
derive from independence and competence



Conflict - Children need to learn many techniques for dealing with conflict.

Try a role play, show appropriate behaviour and let them hear the words that lead to resolution



Don't forget about your work colleagues,
they may need a little support too



Families may need guidance strategies.
How would you delicately raise this with them?
What support material can you provide?



Encourage empathy among children.
Develop problem solving skills
which assist in conflict resolution