Educational Leader

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

A service broke down the sections of the elements, then added a question to it to identify practice.

- How do you as an educator build trusting relationships?
- How do you as an educator have meaningful interactions?
- Child to feel secure - What does that look like?
- Child to feel confident - What does that look like?
- Child to feel included - What does that look like?

Then the educators looked at the EYLF, followed by the NQS to see what sections could help better understand the element's requirement.

When children feel safe, secure and supported, they develop confidence to explore and learn (*Early Years Learning Framework*, p. 20; *Framework for School Age Care*, p. 19).

Positive and responsive one-on-one interactions, especially with children under three years old, are important to children's wellbeing and their future development.

Are you sure your educators understand what is meant by 'positive interactions' and all the ways they can implement this? Look at the list and start identifying when you see your educators practicing this.

Don't forget to tell them what a great job they're doing when you see it by explicitly telling them.

"Lucy, you're doing a great job by speaking to children at their eye level"

Practice list

- Speaking to children at their eye level
- Interacting in sustained ways with babies
- Having sustained conversations with children during meal-times
- Joining in play when invited
- Immediately responding when children are upset
- Asking open-ended questions to encourage children to share ideas, problem solve etc
- Providing opportunities for children to collaborate with each other
- Supporting children in turn-taking and interactions with peers
- Developing strong relationships with families
- Ensuring a calm and relaxed atmosphere (no excessive noise)
- Consistently enforcing room rules
- Reflecting a child's culture and community in learning setups
- Enthusiastically supporting children when they try new skills and activities

Remember to read the educator's section of the weekly professional development.

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 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 these policies? Please include below.

Educator's Name	Educator's Signature