



Case Study



Community



Theory



Critical Reflection



Complete QIP



## Educators

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 MTOP, 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 (*Framework for School Age Care*, p. 19).

Secure, respectful and reciprocal relationships are key to establishing a positive and trusting community in school age care settings, and enable children to develop their independence, leadership and social skills, and a strong sense of identity.

### Case Study - Critical Reflection

After critically reflecting upon the element educators at a Centre understood that element 5.1.1 is about how educators' positive and responsive interactions with each child help the child feel safe and included and therefore ready to learn.

**Action from critical reflection – identified practice meeting the element description.**

### Example 1

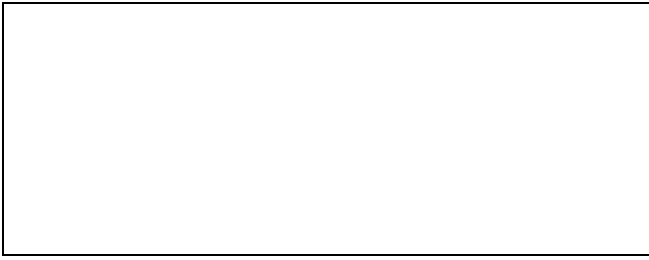
Katie, Approved Provider says morning conversations with parents which helps us build responsive interactions with each family. For example, it was identified through critical reflection some children had difficulty transitioning from the centre to school. We worked with parents and children to discover what would assist. A buddy system with older children was created for the transitions until the children became more confident and included. Please see our Buddy System Roster in foyer.

### Example 2

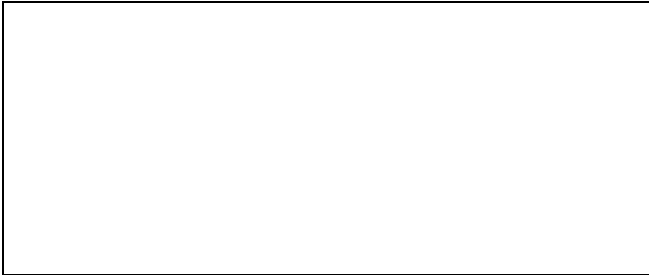
Coordinator Jack builds connections and trusting relationships with Lukas' interests in bugs by using the community nature trail next to our service. Educators were concerned and identified through visual observations of Lukas' behaviour that he struggles interacting socially with his peers. Through a conversation with his Dad, we discovered Lukas finds comfort in caring for/looking for bugs and insects in our environment. Please see Learning Story (15.03.21), and daily journal for pictures.

Child to feel secure - What does that look like for you?

Child to feel confident - What does that look like?



Child to feel included - What does that look like?



## Theory

### Attachment and developing trusting relationships

The foundation of the EYLF and MTOP is the relationships children have with their family, educators, other children, and people in their community. It is very important for children to learn how to learn to attach to others, to form trusting relationships and social connections.

Securely attached children are outgoing and go through life with confidence and enthusiasm. Children insecurely attached are timid and dislike new situations. They display behaviours of "neediness" and "excessive clinginess" and require more emotional support from educators. Others will not join groups and distance themselves from other groups of children. They're not confident and don't like receiving the positive feedback they need and crave. They won't reach out to others for help.

Neuroscientist Jaak Panksepp believes these reactions are hardwired into our brains through the **"care circuit"** which is activated by the presence or absence of chemicals like oxytocin. Oxytocin is the chemical that allows breast milk to flow, and it chemically supports bonding between mothers and their babies. Oxytocin makes us feel good and confident.

Separation anxiety occurs when the **care circuit** is overtaken by the **"Panic circuit."** Children stop producing oxytocin and start crying. Chemical reactions are occurring in parents' brains too and they feel miserable. Excessive separation distress can sensitise a child to chronic anxiety and insecurity, often creating depression later in life.

As children get older, they rely less on the parents and more on the peer group at school and OSHC service to build the secure attachment. Educators may need to help facilitate these types of interactions between peers and understand children use these positive emotions and secure attachments to learn.

The opposite is true for insecurely attached children. They are timid and dislike new situations. They have difficulty learning as their focus is trying to feel secure and this takes up a lot of energy, but we can role model and guide them to learn that your OSHC service is a safe place to build these secure relationships.

### Conversations which help build attachment

#### **Children don't know your service is a safe place.**

Children don't automatically know or understand that your service is a safe place and that educators are there to care for and protect them. There are types of conversations that can occur between educators and children to help children transition between schools and the service. For example:

Educator Chris meets the school children at the bus stop and walks them to the OSHC service. During the ten-minute walk there are many great conversations. Chris uses this valuable time to encourage children to debrief about their busy day, ask what they would like to do that afternoon, uncover any play yard tension that may be brewing so it can be diffused before it becomes a problem, and gain valuable feedback about the service. For example, Lachlan in year three told Chris, "I like having guys look after us 'cause they do sport with us, not like the girls, they just sit and watch." This valuable feedback is reflected upon as a service, has helped inform educator training and encouraged our service to book in more outside sports activities with males. This has helped meet the needs of Lachlan and other children.

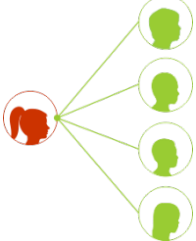
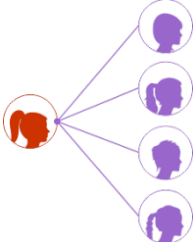
### Week 7, 15-19 March 2021- 5.1.1 Positive educator to child interactions

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The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives..” Pick one of the following reflection points to complete the table below:

- How does the way you put together your groups help you interact with children in positive ways? (*example below and in QIP Improvement example*)
- What aspects of your indoor environment help educators build trusting relationships with children eg displays, rules, routines, setups, transitions etc?
- How do you use intentional teaching strategies (eg demonstrating, open-ended questioning, explaining, speculating etc) to help children feel safe and confident?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p><b>a child</b></p>	I wish Miss Emily had more time to spend with me when we do group activities but she always seems to spend more time with the kids that are louder or need extra help (Logan).	
 <p><b>an educator</b></p>	I feel like there’s some children that I could spend more time with if only I had the time. It doesn’t seem fair that just because they don ’t have special needs or aren’t as outgoing that they miss out on the one-on-one connection.	The Educational Leader reflected with educators and suggested combining two groups of similar aged children to increase the number of educators available to work with a particular group. The EL also asked educators what they knew about Logan’s strengths and interests, whether these were included in the curriculum, and whether Logan was given opportunities to collaborate with other group members.
 <p><b>your families</b></p>	It would be good if Logan’s educators could help him become a bit more confident. He’s got some great ideas but is often wary of sharing them with others. (Logan’s mum).	
 <p><b>theorist and current research</b></p>	Friedrich Froebel (1782-1852) created the idea of kindergartens and among other things believed that the quality and ‘connectedness’ of children’s relationships with others, including their teachers, was a central importance to their learning and development.	

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 <p><b>your families</b></p>		
 <p><b>theorist and current research</b></p>		

**Week 7, 15-19 March 2021- 5.1.1 Positive educator to child interactions**



## Complete your QIP

The information you write below can go directly into your QIP or Self-Assessment Tool (SAT) (NSW ONLY)

### Instructions

For a <b>MEETING</b> QIP and Self-Assessment Tool (SAT) <i>Please give an example of a time recently where you comforted a child who was distressed.</i>	For <b>Exceeding</b> the QIP and Self-Assessment Tool (SAT) <i>Please explain how your interactions with children align with your service philosophy.</i>
<i>Please give an example of a time recently where you interacted (verbally or non-verbally) with a child/group of children for a sustained period of time.</i>	<i>Please give an example of a time you've reflected on your interactions with children and made changes resulting in improved learning outcomes.</i>
<i>Please explain how you decide when and how much to participate in children's play ie what comments, non-verbal cues etc do you look out for.</i>	<i>Please give an example of a time your interactions with children were strengthened through a relationship/partnership with a child's family or community. (Used for QIP Strength example)</i>
If you cannot answer these questions above the you are not meeting. This means you need to create an improvement plan and make changes to your practice	If you cannot answer these questions above the you are not exceeding. This means you need to create an improvement plan and make changes to your practice

### Week 7, 15-19 March 2021- 5.1.1 Positive educator to child interactions

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Checklist

### Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If you embed all the things in the checklist, then you are meeting the Element 5.1.1. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

### The checklist keys to use.

**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.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

<b>Building trusting relationships</b>	ED1	ED2	ED3	ED4	ED5
Do you set up learning environments that encourage children to collaborate and interact with each other in positive ways?					
Do your interactions with children during routines and transitions always help them feel safe and included?					
Do you understand and always respond in positive ways to each child's cues/requests for comfort, help, support or invitations to join their play?					
Do you find time to spend with children in relaxed, sustained conversations?					
Do you encourage each child to share their ideas, stories, questions, problems etc and do you always respond in positive ways?					
Do you enthusiastically support and encourage each child's different abilities and strengths?					
Do you encourage children to help make decisions/choices about routines, activities and experiences etc, and give them opportunities to act as leaders?					
Do you seek information from families (about family activities, culture, language, traditions etc), and support agencies where relevant, and use this in your planning and programming to help each child feel secure and included?					

### Week 7, 15-19 March 2021- 5.1.1 Positive educator to child interactions

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