



Case Study



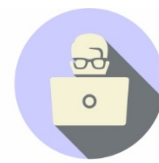
Community



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 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).

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

### 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

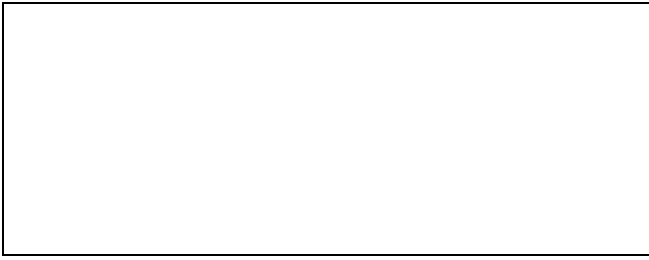
Educators build trusting relationships by warmly greeting both child and parent by name upon arrival. We follow this with our five important questions that all educators are trained in. They include how was your child's sleep, is there any medication, any special visitors (like grandparents) or interesting thing you've been doing over the weekend, who is collecting the child and what time we expect you/them back. This process allows for us to really know the children and for them to feel included. For example, we discovered Max's Grandma had visited from Townsville and we were then able to include this in the program.

### Example 2

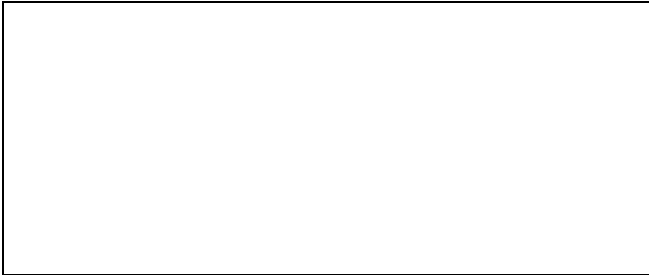
Toddler teacher Kate plants vegetables with Charlie to help strengthen the connection between home and care. Charlie lives on a farm and grows vegetables at home, and the family has assisted with planting and gardening. Kate demonstrates that she considers family input as an important practice to implement when building and strengthening relationships with Charlie and his family. Please see garden and learning stories 1/3/21.

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

Child to feel confident - What does that look?



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 who are 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.

When educators learn how to activate children's and parents' **care circuit**, they allow children to feel safe, secure and loved.

### 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. Robyn Dolby gives examples of the types of conversations that can occur between educators, parents and children to help young children transition to ECEC settings. You may need to help parents learn how to have these types of conversations. For example:

*Dad to Jack: "Jack, I'm leaving now. Judy is here to look after you and keep you safe for me."*

*(Or if Jack is upset Dad might say to Jack: "I know you feel sad to say goodbye and you will miss me. I'll be thinking about you today. Judy is here to look after you and keep you safe for me.")*

*Dad to Judy: "Judy, will you look after Jack today?"*

*Judy to Dad and Jack: "Yes Jack. I'm pleased I get to keep you safe and play with you till Daddy comes back. I'm always here when you need me."*

*Here is an example of a conversation which understands and supports a child's fear and need for reassurance and security.*

*Educator to Sara: "You're holding on tight. I see you want to be close to mummy right now. You can both sit down here with me." Sara sinks into her mum for a longer cuddle.*

*Educator to Sara: "I'm glad you're getting filled up with Mum's cuddle. You can keep that cuddle inside you when mummy leaves. I'll stay here with you."*

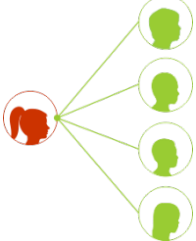
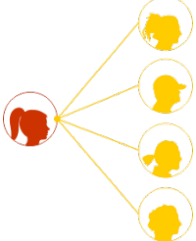
### Week 7, 15-19 March 2021- 5.1.1 Positive educator to child interactions

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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>	<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>	
 <p><b>an educator</b></p>	<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.</p>	<p>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>
 <p><b>your families</b></p>	<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>	
 <p><b>theorist and current research</b></p>	<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.</p>	

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



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 <p><b>an educator</b></p>		
 <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	

### Building trusting relationships

	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 or non-verbal interactions?					
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?					
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