



We can solve problems with practice with the help of the NQS



The NQS can guide our critical reflections



The NQS is what we assess against to write our QIPs



The NQS is what assessors assess us against to write their A&R report



Families can make a choice based on our NQS rating

## How are the National Quality Standards used by stakeholders?



### Educators

**5.1.1 Positive educator to child interactions** – *Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.*

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element 5.1.1 and understood educators must interact with children in ways that build children's confidence and encourage them to participate.



Solving Problems with the NQS

**Problem the element can solve** – some educators are scared of managing groups of children (which is very different to babysitting 1 or 2 children).

**Aim:** Educators confidently manage children in groups.

**What to do:** Go to NQS element 5.1.1.

**Select just one point** from the element that could help guide or change your practice.

*Assessors may observe educators*

- *using appropriate techniques, such as sign language and other resources and tools, to support communication with all children (page 233 NQF Guide)*

**Reflect and think about the point** in relation to managing groups of children.

**Practice change** – The Educational Leader reflected with educators, and noted some educators were often present but not engaged with children. She suggested they try a 'point and describe' strategy with the

**Week 12, 2 May – 6 May 2022 - 5.1.1 Positive educator to child interactions**

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children –pointing to things and describing what they see – to increase interactions with children eg by encouraging children to ask questions, respond non-verbally etc as they learn more. This builds relationships with children, provides opportunities for learning more about each child’s interests, and makes engaging with individual children or large groups much easier. We learnt the ‘point and describe’ strategy has even been linked with improved literacy outcomes.

**Problem to improve upon** – some educators think it’s best to let a child to wander around by themselves when they’re crying because they’ll eventually settle down, and it’s best not to get involved.

**Aim:** Educators always comfort distressed children.

**What to do:** Go to NQS element 5.1.1.

**Select just one point** from the element that could help guide or change your practice.

*Assessors may observe educators*

- *demonstrating that they know each child well and have developed a unique, reciprocal relationship with each child (page 233 NQF Guide)*

**Reflect and think about the point** in relation to comforting distressed children.

**Practice change** – The Educational Leader held a training session explaining how positive interactions can easily stop children crying when they’re emotionally upset. (This is different to children who are crying because they physically hurt themselves.) The EL explained when educators know each child’s favourite places at the service, favourite things etc, they can take children to these, or use the ‘point and describe’ strategy mentioned above, to soothe and support the child.

From the list below, select a point and explore how you could interact with children in ways that build children’s confidence and encourage them to participate when:

- they arrive at the service
- they try new things

- things have turned out differently to what they expected
- they transfer what they know from one context to another
- they work in groups
- they make new friends.

**What problem needs to be improved upon?**

**Aim** (selected from the above points)

Select just one point from the NQS Element

Select just one point from the NQS Element

Reflect and think about the point in relation to the problem.

**Create a practice change**

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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 there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/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**

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 always respond in positive ways?					
Do you enthusiastically support and encourage each child's different abilities, interests and strengths?					
Do you encourage children to help make decisions/choices about routines, activities and experiences etc?					
Do you seek information from families (eg family activities, culture, language, traditions, interests etc) and support agencies if relevant, and use this in your planning, programming and interactions with children to help each child feel secure and included?					
Do you respond to children's ideas, needs, interests etc by implementing spontaneous activities?					
Do you use techniques like sign language, 'serve and return' conversations, 'point and describe' strategies and other resources to support your communication with children?					
Do your group sizes and arrangements always support children to feel secure and included?					
Do you ensure children with additional needs can participate meaningfully in all activities and experiences?					

# 5.1.1

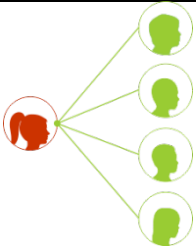
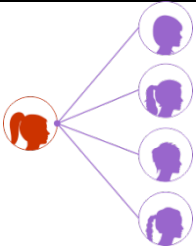
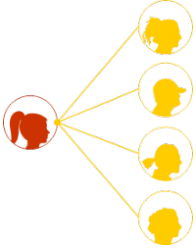
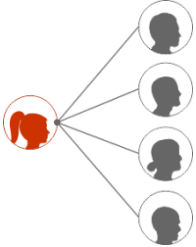
## Positive educator to child interactions

Week 12 – 2.5.22  
Monday to Friday



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 might any demands educators make of children affect their confidence and security at the service eg “come here - it’s group time or “stop playing with that - we’re doing this now”?
- How might your beliefs be affecting your interactions with children eg “I should only get involved if I absolutely have to”? (eg see QIP/SAT improvement example)
- “Children who are supported to understand themselves experience a sense of belonging that fosters self-esteem – which contributes to the development of identity...” (NQF Guide p 232). How do your interactions with children build their self-esteem?

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>	Miss Ayesha hardly ever joins in when we play.	Picking up on comments made by some parents, the Educational Leader closely observed educators’ interactions with children during free play activities.
 <p><b>an educator</b></p>	I don’t think the children want me to play with them. They seem fine on their own, and if I joined in things might go in another direction. I’m respecting their agency! (Miss Ayesha)	She noticed many were choosing to stand back and watch, and missed opportunities presented through children’s cues to join the play.
 <p><b>your families</b></p>	Some educators like to sit back and watch the children play. I know that’s easier, but it’d be nice if they participated a bit more. There’s so much they could teach the children.	She videoed some play sessions, and then held a training session showing educators missed opportunities to participate and promote learning outcomes.
 <p><b>theorist and current research</b></p>	<p>Socio-cultural theorists like Vygotsky believe relationships and cultural participation are the foundations for learning.</p> <p>Element 5.1.1 “Assessors may discuss the ways in which children’s cues re used to guide the level and type of adult involvement in children’s play.”</p>	The EL and educators discussed how this was not undermining children’s ability to influence events in their world - through their words or cues they were inviting educators to become involved, and were still guiding the direction of play.

### Week 12, 2 May – 6 May 2022 - 5.1.1 Positive educator to child interactions

# 5.1.1

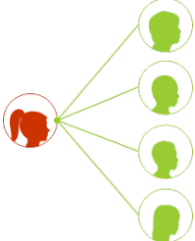
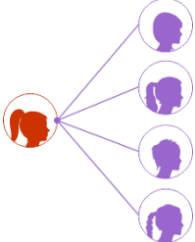
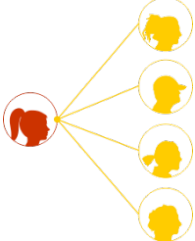
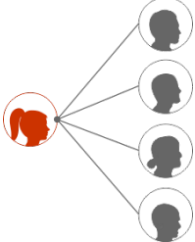
## Positive educator to child interactions

Week 12 – 2.5.22  
Monday to Friday



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- How might any demands educators make of children affect their confidence and security at the service eg “come here - it’s time for afternoon tea/group time or “stop playing with that - we’re doing this now”?
- How might your beliefs be affecting your interactions with children eg “I should only get involved if I absolutely have to”?
- “Children who are supported to understand themselves experience a sense of belonging that fosters self-esteem – which contributes to the development of identity...” (NQF Guide p 232). How do your interactions with children build their self-esteem?

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

**Week 12, 2 May – 6 May 2022 - 5.1.1 Positive educator to child interactions**

# 5.1.1

## Positive educator to child interactions

Week 12 – 2.5.22  
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### Complete your QIP

Instructions If you are happy with a Meeting rating you do not need to answer the Exceeding questions. Note if you can't answer all meeting questions you are not meeting the element, and you need to create an improvement plan and make changes to your practice.

If you are striving for an Exceeding rating, we suggest you answer all meeting and exceeding questions. You can copy your answers into your QIP, or SAT (NSW ONLY).

For a <b>MEETING</b> QIP and Self-Assessment Tool (SAT)	For <b>Exceeding</b> the QIP and Self-Assessment Tool (SAT)
<i>Please give an example showing how you promote trusting relationships when interacting with children during routines and transitions</i>	<b>Embedded Practice</b> <i>Give an example of the way your interactions with children consistently support each child to feel secure, confident and included.</i>
<i>Please given an example showing the way you set up learning environments supports children to feel secure, confident and included.</i>	<b>Critical Reflection</b> <i>Please give an example that shows the team identifying and reflecting on personal, professional and organisation values that influence relationships with children.</i>
<i>Please give an example of a time recently where you interacted (verbally or non-verbally) with a child for a sustained period of time about their individual interests.</i>	<b>Engagement with families and community</b> <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 (see QIP/SAT Strength example).</i>

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