

5.1.1 Positive educator to child interactions

Week 13 – 8.5.2023
Monday to Friday

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

Section 1. Early career educator



You must know

When first starting out as an educator, it's important to know some of the fears that children may have related to interactions between you and them. For example:

1. Fear of being **ignored or dismissed**: Some children may fear that their needs, interests, or emotions will be overlooked or disregarded by the educator or their peers, leading to feelings of isolation and disconnection.
2. Fear of **rejection or disapproval**: Some children may fear that they will be judged or criticized by the educator or their peers for their ideas, questions, or actions, leading to feelings of insecurity and self-doubt.
3. Fear of **being excluded or left out**: Some children may fear that they will not be included in group activities or conversations, or that they will be left out of social interactions with their friends, leading to feelings of loneliness and isolation.



You must practice

Creating a positive learning environment for young children involves a lot of effort and dedication from educators.

By implementing the different learning styles and using various techniques, educators can create a fun and engaging learning environment that meets the needs and interests of each child. This can help children to feel safe, confident, and included, which is essential for their growth and development.

One important factor in creating a **positive learning environment** is setting up activities that promote collaboration and problem-solving. Encouraging children to work together and solve problems as a team can help them develop critical thinking and social skills.

Educators can also model positive communication and interactions between children and provide opportunities for children to practice sharing and taking turns.

Routines and transitions can be a source of stress for children, especially if they are unsure about what is happening next. By providing a visual schedule or routine, clear directions, and options for children to make choices, educators can help children feel more confident and included during these times. Using positive language and reinforcement can also help reinforce children's successful transitions.

Another important aspect of creating a positive learning environment is **being attentive and responsive to children's needs, both verbal and non-verbal**. Engaging in relaxed conversations or non-verbal interactions like hugs and high fives can help build trust and strengthen relationships with children. This can help children feel more comfortable expressing their thoughts and ideas and seeking support when needed.

Creating a safe and welcoming environment that **encourages children to share their ideas, strengths, and interests** can also promote confidence and inclusion. Incorporating information from families and community agencies can help educators tailor their planning and programming to each child's individual needs. Encouraging children to express themselves in different ways, such as through drawing or storytelling, can also help foster creativity and self-expression.

Educators should also be **flexible and responsive** to children's interests and ideas by incorporating spontaneous activities into the learning environment. This can help create a dynamic and engaging learning environment that promotes curiosity and enthusiasm. Using various techniques and resources, like sign language and visual aids, can also support

Week 13, 8 to 12 May 2023 – 5.1.1 Positive educator to child relationships

Copyright Centre Support Pty Ltd 2023 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.

communication and help children learn in different ways.

You must ensure that **group sizes** and arrangements are appropriate for each child's needs, and that children with additional needs can participate fully in all activities and experiences. Providing appropriate accommodations and working collaboratively with families and support agencies can help children with additional needs reach their full potential and feel included in the learning environment.

Example of a group that is too big

One problem that can happen in a group setting with young children is that there may be too many children to fit comfortably at the table during mealtimes or activities that require seating.

This can lead to a sense of exclusion or frustration among the children who cannot participate fully in the activity. To solve this problem, one solution could be to provide a few smaller tables and seat arrangements that can accommodate all the children in smaller groups.

Another solution could be to provide different activities or areas for children who are unable to participate at the table, such as floor mats or play areas nearby. This can help to ensure that each child feels included and has access to meaningful learning experiences, regardless of their physical abilities or needs.

By implementing various techniques and strategies, educators can help children feel secure, confident, and included, which is essential for their growth and development.



Looking at
real practice

Use techniques like 'serve and return' conversations,' 'point and describe' strategies and other resources to support your communication with children

- You use a variety of techniques and resources to support their communication with children. For example, they can use sign language to

support children's understanding and expression of language, use 'serve and return' conversations to build responsive communication and relationships, and use 'point and describe' strategies to support children's vocabulary development. You also provide visual aids such as picture books and posters to support children's understanding and learning.

Serve and return

Educator: Hi, Emily! It looks like you're having fun playing with the blocks. (Serve)

Emily: Yes, I'm building a castle! (Return)

Educator: Wow, that's really cool! Can you tell me about it? (Serve)

Emily: Sure, it's going to have a drawbridge and a moat and lots of rooms for my dolls to live in. (Return)

Educator: That sounds like an amazing castle. (Serve) Do you need any help building it? (Serve)

Emily: No, I can do it myself. (Return)

Educator: Okay, just let me know if you change your mind. (Serve)

Point and describe

Educator: Hi, Lily! I see you're playing with your toy kitchen. Can you show me what you're making?

Lily: Sure, I'm making a cake for my dolly's birthday!

Educator: Wow, that sounds like a lot of fun. I see that you're using the yellow mixer to mix the ingredients together. You're pouring some flour into the bowl and then adding some sugar. You're really good at measuring the ingredients!

Lily: Yes, I want the cake to be perfect!

Educator: I can see that you're being very careful and precise. You're using the measuring cups to make sure that you get just the right amount of flour and sugar.

Lily: Yes, I want it to taste good!

Educator: I'm sure it will taste delicious. I see that you're also adding some chocolate chips to the cake batter. You're stirring them in gently with a spoon.

Lily: Yes, my dolly loves chocolate chips in her cake!

Educator: It's great that you're thinking about what your dolly likes. I see that you're also using the oven to bake the cake. You're setting the timer and waiting patiently for it to be done.

Lily: Yes, I want it to be just right for her birthday!

Educator: You're doing such a great job with your baking. I'm really impressed with how well you're measuring the ingredients and mixing them together. And you're being so patient waiting for the cake to bake in the oven. Your dolly is going to be so happy with her special cake.

Week 13, 8 to 12 May 2023 – 5.1.1 Positive educator to child relationships

Copyright Centre Support Pty Ltd 2023 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.