

5.1.1 Positive educator to child interactions

Week 13 – 8.5.2023
Monday to Friday



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. This process uses the **summative assessment process** from the **new MTOP**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

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
Would a visitor to your room see you set up learning environments that encourage children to collaborate and interact with each other in positive ways?					
Would a visitor to your room see your interactions with children during routines and transitions always help them feel safe and included?					
Would a visitor to your room see you understand and always respond in positive ways to each child's cues/requests for comfort, help, support or invitations to join their play?					
Would a visitor to your room see you find time to spend with children in relaxed, sustained conversations or non-verbal interactions?					
Would a visitor to your room see you encourage each child to share their ideas, stories, questions, problems etc and always respond in positive ways?					
Would a visitor to your room see you enthusiastically support and encourage each child's different abilities, interests and strengths?					
Would a visitor to your room see you encourage children to help make decisions/choices about routines, activities and experiences etc?					
Would a visitor to your room see 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?					
Would a visitor to your room see you use techniques like sign language, 'serve and return' conversations, 'point and describe' strategies and other resources to support your communication with children?					
Would a visitor to your room see your group sizes and arrangements always support children to feel secure and included?					
Would a visitor to your room see you ensure children with additional needs can participate meaningfully in all activities and experiences?					

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



The MTOP says. “Evaluation practices involve educators’ critical reflection on the effectiveness of their planning and implementation of curriculum for children’s learning as part of the planning cycle, both for and with children’. 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 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 236). 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>a child</p>	<p>I get confused when the teacher tells me to stop playing and come to group time or afternoon tea. Sometimes, I feel rushed or like I have to leave things behind. I wish I had more time to finish what I am doing before I have to stop.</p>	<p>After reflecting on the potential impact of demands on children during transitions, the educator decided to implement some changes to support a more positive and empowering learning environment.</p>
<p>an educator</p>	<p>I can see how it might be confusing for children when we have to transition from one activity to another. We always try to give them a heads-up and explain what's happening next, but I can see how some children might still feel rushed or anxious.</p>	<p>They began to use visual cues, such as a visual schedule or timer, to help children better understand when transitions would occur. They also started to give children more choices during transitions, such as asking them which activity they would like to transition to next or providing options for how they can participate in group time or afternoon tea.</p>
<p>your families</p>	<p>I believe it's important for educators to be mindful of the demands they make of children and the impact it can have on their confidence and security. Children need to feel supported and comfortable in their learning environment, and transitions between activities can be challenging for them.</p>	<p>These changes helped to create a more supportive and empowering learning environment, reducing the stress and confusion children may feel during transitions and promoting their overall confidence and engagement in their learning.</p>
<p>theorist and current research</p>	<p>Research shows that children thrive in environments where they have a sense of control and agency in their learning. Educators can support this by providing children with choices and opportunities to make decisions about their learning experiences. This can help children feel more confident and engaged in their learning and reduce feelings of anxiety or frustration during transitions.</p>	

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

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