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Description automatically generatedInvesting in Quality Peterborough

**Educator Interaction Tool**

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| **Quality Standard** | **Relationships** |
| **Purpose of Tool** | In the publication, *Think, Feel, Act-Lessons from Research about Young Children* (2013) pg. 5-6, Dr. Jean Clinton discusses how relationships are key to how a child learns. “There is now an explosion of knowledge that tells us that healthy development cannot happen without good relationships between children and the important people in their lives, both within the family and outside of it.” Caring and consistent relationships are the most important aspect that impacts a child’s brain development and life-long learning**.**  How do an educator’s day-to-day interactions promote trust, learning, belonging and the well-being of a child? This *Educator Interaction Reflection* *Tool* has been developed by Investing in Quality Peterborough (IIQ) as a tool for supervisors to share with their educators to bring relationships to the forefront of our work. It has been developed from a strength-based approach, designed as a reflective conversation aligning with our pedagogy *How Does Learning Happen?* A resource sheet to guide conversations can be found in the Engagement Resource Guide in section B. |

**Process for Completion:**

* Each educator will complete this tool once a year reflecting on their practice. You may choose to complete the tool using the checklist and the reflective questions or just the reflective questions. The reflective aspect of this tool is key to thinking deeper about how you support the four foundations from the lens of relationships.
* Once the tool has been completed, the educator meets with their supervisor who will then guide a reflective conversation highlighting the educator’s strengths in building positive, responsive relationships and determine together what the educator wants to learn more about. The supervisor and the educator will meet again in 6 months to check-in on the educator’s progress and determine what further supports may be needed. Both the supervisor and educator will sign this form after each meeting.

***Word Definitions:*** Please see the notes below for clarifications on wording within the document.

**Positive Dispositions-** These are children’s attitudes about learning such as curiosity, perseverance, playfulness, courage, collaboration, etc.

**Pro-Social Behaviours-** Are behaviours intended to help others such as sharing, helping and cooperation and are important to social competence.

**Self-Regulation-**According to Stuart Shanker (the Mehrit Centre), self-regulation is understanding brain-body stress and managing energy and tension.

Self-regulation skills are strategies to manage stress such as: reframing negative thinking, breathing deeply, taking time for quiet reflection when needed, participating in active activities when needed, practicing mindfulness, etc.

**C:D:C Ratio**-refers to the amount of time a caregiver spends correcting, directing and connecting with a child. We want the ratio of connection time to be the highest for relationships to flourish.

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| **Belonging:**  *“Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults and the world around them”. HDLH pg. 24*  Reflect on the statements below and think about how you do this in your practice. | | Almost Always | | Sometimes | | Not Yet |
| I greet children and families as they arrive each day | |  | |  | |  |
| I listen attentively when children and families speak | |  | |  | |  |
| I encourage positive dispositions (e.g. Curiosity, persistence, etc. and pro-social behaviours in children) | |  | |  | |  |
| I have a warm and caring manner which is conveyed through body language as well as words with both children and families | |  | |  | |  |
| I use transitions as a time for authentic connections-talking and singing with children (diaper changes, dressing, meal times, small group times, etc.) | |  | |  | |  |
| I respect parents as the expert on their child and conversations invite a reciprocal dialogue | |  | |  | |  |
| I invite families to share their culture and traditions within the program | |  | |  | |  |
| ***REFLECT:***   * Where do I notice strengths in my practice in cultivating belonging? * Is there something I want to think more about? * How might I do this? * What tools and resources would I need to move me forward in growing this skill? | | | | | | |
| **Well-Being:**  *“Early Childhood programs nurture children’s healthy development and support their growing sense of self.” HDLH? Pg. 29*  Reflect on the statements below and think about how you do this in your practice. | | | Almost Always | | Sometimes | Not Yet |
| I model positive interactions with children, parents, care providers, volunteers and team members | | |  | |  |  |
| I provide opportunities for children to be successful | | |  | |  |  |
| I role model self-regulation skills for both children and families (calm breaths, self-talk, reframing thoughts, etc.) | | |  | |  |  |
| I observe children and respond based on children’s needs and interests | | |  | |  |  |
| I plan intentional experiences based on children’s experiences, needs and interests | | |  | |  |  |
| I physically comfort children (pick them up, rub their back, etc.) | | |  | |  |  |
| I listen to families and help them problem solve issues regarding their children | | |  | |  |  |
| I respect children’s well-being by speaking to them quietly and up close when re-directing or guiding their behaviour | | |  | |  |  |
| ***REFLECT:***   * Where do I notice strengths in my practice in cultivating well-being? * Is there something I want to think more about? * How might I do this? * What tools and resources would I need to move me forward in growing this skill? | | | | | | |
| **Engagement**  *“Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play and inquiry.” HDLH Pg. 35*  Reflect on the statements below and think about how you do this in your practice. | | **Almost Always** | | **Sometimes** | | **Not Yet** |
| I help children to resolve conflicts through a variety of strategies and model strategies for families | |  | |  | |  |
| I get down to the child’s level, face to face and engage in play (modeling for parents as well) | |  | |  | |  |
| I have positive interactions that demonstrate joy with the children (singing, talking, playing) | |  | |  | |  |
| I have positive conversations with parents/care providers about their child’s development, dispositions and needs | |  | |  | |  |
| I encourage children to try new experiences and give them choice over which materials they use | |  | |  | |  |
| I have meaningful interactions with the children (C:D:C ratio) | |  | |  | |  |
| I support families by providing them with information about the outside resources relevant to their needs | |  | |  | |  |
| ***REFLECT:***   * Where do I notice strengths in my practice in cultivating engagement? * Is there something I want to think more about? * How might I do this? * What tools and resources would I need to move me forward in growing this skill? | | | | | | |
| **Expression:**  *“Early childhood programs foster communication and expression in all forms.” HDLH pg. 41*  Reflect on the statements below and think about how you do this in your practice. | | **Almost Always** | | **Sometimes** | | **Not Yet** |
| I ask open ended questions inviting children’s perspectives and feedback | |  | |  | |  |
| I use a calm and friendly voice when interacting with children and families | |  | |  | |  |
| I communicate at a level children can understand using necessary resources (visuals, sign language, etc.) | |  | |  | |  |
| I help children to self-regulate (calm breaths, talking about feelings, reframing thoughts, etc.) | |  | |  | |  |
| I set appropriate expectations based on individual child’s abilities and needs | |  | |  | |  |
| I respond to all behavior in a consistent and fair manner | |  | |  | |  |
| I acknowledge children’s feelings (“you sound like you are sad right now”), helping them to label emotions | |  | |  | |  |
| ***REFLECT:***   * Where do I notice strengths in my practice in cultivating expression? * Is there something I want to think more about? * How might I do this? * What tools and resources would I need to move me forward in growing this skill? | |  | |  | |  |
| Staff signature: | Supervisor signature: | Date: | | | | |
| Staff signature: (6-month check-in) | Supervisor signature: (6-month check-in) | Date: | | | | |