

Reflecting on Interactions



What sorts of interactions do you prefer?

Often educators tend to prioritise interactions that allow them to feel in control such as instructional, re-directional, or questioning to get observations. These types of interactions generally do not leave much room for children's ideas and preferences to come through.



How do children get to have a voice?

Children having a voice is more than just documenting random things they say through the day. It should be meaningful ways children can engage (verbally and non-verbally) with educators to share ideas, thoughts, issues and needs which are then responded to appropriately.



How do interactions support relationships?

Think about the way you like to be treated in relationships and what these interactions look like, then consider whether the interactions you have with children are similar or not. Do you interact in way that supports children to feel safe, secure, supported, valued, included? Do you build trust?



How do interactions support learning?

Often when the program says what we are going to learn about, such as cultural celebrations, the actual interactions are about something else, such as giving instructions on how to complete a craft. Children also learn in a range of ways so your interactions should adapt to their needs and preferences.



How do interactions respond to children?

How much of your interactions are about talking and how much are about listening? The more you listen to the children the more responsive you can be, picking up on their ideas and interests and building a program that is meaningful and purposeful instead of one filled with assumptions.