



Links to Competency:

CHCECE007 Develop positive and respectful relationships with children (1.1., 1.2, 2.1, 3.3)

CHCECE011 Provide experiences to support children's play and learning (1.2, 2.1, 2.3, 2.4, 3.3)

CHCECE017 Foster the holistic development and wellbeing of the child in early childhood (3.6, 5.3)

Clip Name: 51_Interacting with Children 0-1 year (Observation)

Duration: 1.31 mins

Category: Supporting Learning and Development 0-2yrs

Sub-Category: One to one interaction with infant

Introduction to video

In this video we see educator Kate engaging in a delightful one-to-one interaction with baby Ryan (5 months). Kate uses animated facial gestures and a gentle conversational tone of voice to engage with Ryan.

You'll notice that Kate begins by saying 'hello Ryan'. She introduces the cow toy to support her interactions – she moves the toy and sings, ensuring that she doesn't startle or frighten Ryan.

Notice that Kate responds to Ryan's attempts to communicate as he reaches out for the toy, smiles, laughs and blows bubbles.




Text Reference:

Kearns, K. (2014). *Birth to Big School: Working in Early Childhood Education and Care Series* (3rd ed.). Melbourne, VIC: Cengage Learning. (pp.107-108).

Kearns, K. (2014). *The Big Picture: Working in Early Childhood Education and Care Series* (3rd ed.). Melbourne, VIC: Cengage Learning. (pp. 254-258).

Additional References:

Stonehouse, A. (2012). Relationships with Children. *The National Quality Standard Professional Learning Program e-Newsletter*, 36. Early Childhood Australia. Retrieved from http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/06/NQS_PLP_E-Newsletter_No36.pdf

 **Video Resource Link:** *No resource link.*

 **Link to the National Quality Standards**

QA5 RELATIONSHIPS WITH CHILDREN

5.1.1 Interactions with each child are warm, responsive and build trusting relationships.

5.1.2 Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.

 **Link to the Early Years Learning Framework (EYLF)**

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

- *Children feel safe, secure, and supported.*

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- *Children interact verbally and non-verbally with others for a range of purposes.*



ADDITIONAL NOTES

None available for this video.



SUGGESTED LEARNER ACTIVITY

AQF Level 3

Describe how Kate is building a supporting and caring relationship with Ryan.

Think about how Ryan has responded to this experience and plan two additional experiences that could be used to support Ryan's language and communication skills.

AQF Level 5

Think about how language develops and describe the strategies used by Kate to support Ryan's language development.

Based on this video, what could be documented by an educator in relation to Ryan's language and communication skills?