



What you will learn about Nurturing and Responsive Relationships

QRIS Indicator for Step 3 Child Growth, Development, and Learning: ERS assessment meets minimum overall and interaction scores.

ESSENTIAL KNOWLEDGE: POSITIVE RELATIONSHIPS BETWEEN CHILDREN, PARENTS, AND CHILD CARE PROVIDERS ARE THE BASIS OF QUALITY CARE.

Development and learning are rooted in culture and supported by the family. A child's language, knowledge, traditions, and family expectations are the primary influences on development. Learning is enriched by stable, nurturing relationships within the family and community (ELG, Guiding Principles)

What does this look like in practice?

- Show respect for child and everyone in his/her environment.
- Respond consistently and promptly to child's cries and needs for comfort, reassurance, and to celebrate accomplishments.
- Develop consistent daily routines; following the child's lead around basic needs for food, rest, and activity.
- Maintain consistent and responsive child care providers with minimum transitions between teachers during the day.
- Create and keep pleasant memories by talking about what happened during the day.
- Model, explain, and provide opportunities for child to have positive interactions with adults.
- Provide activities that encourage children to plan and cooperate with an adult (such as setting up an activity or reorganizing an area).

ESSENTIAL KNOWLEDGE: CHILD CARE PROVIDERS CAN USE INTENTIONAL STRATEGIES FOR BUILDING AND KEEPING POSITIVE TEACHER-CHILD RELATIONSHIPS.

Engage and play with children; supporting and encouraging their exploration. (ELG, Essential Practices, Interaction and Activities)

What does this look like in practice?

- Talk, smile, and cuddle with infants and allow them time to respond.
- Provide a safe environment.
- Communicate expectations clearly by modeling and showing the child how to respond.
- Provide one-on-one time with each child daily.
- Offer appropriate choices (“Do you want to sit on the stairs or on the chair to put on your shoes?”).
- Provide opportunities for children to lead the interaction (e.g., “You are looking at my eyes, what do you see?” or “You really like that book, it has pictures of babies.”)

ESSENTIAL KNOWLEDGE: STRATEGIES FOR BUILDING RELATIONSHIPS NEED TO BE ADAPTED TO EACH CHILD AND FAMILY’S CULTURAL, LANGUAGE, AND INDIVIDUAL NEEDS.

Observe, recognize, and support children’s unique ways of approaching new information and expressing themselves; taking into consideration their temperaments, inclinations, and attitudes. (ELG, Essential Practices, Cultural Context)

What does this look like in practice?

- Cuddle, physically nurture, and be responsive to child to foster trust and attachment.
- Recognize that many families value interdependence. Some children will show varying levels of independence and stronger bonds with family and community. Be aware and respectful of cultural differences in valuing independence.
- When approaching a child, talk to them about what is going to happen next (e.g., “I’m coming with your bottle Jade.” “How about we rock in the chair while you drink your milk?”).
- Give child time to remain engaged in activities.
- Tell stories and sing songs from child’s home culture.
- Provide children opportunities to make choices or decisions.

ESSENTIAL KNOWLEDGE: OPPORTUNITIES FOR BUILDING RELATIONSHIPS CAN BE EMBEDDED THROUGHOUT THE DAY, WITHIN DAILY ROUTINES.

Children are active learners who learn through play. Play is fundamental to a child's learning. Children learn through experiences and relationships with the people and objects in their world. Experience through play, shared knowledge, curiosity, and sense of wonder are foundations for children's learning. (Idaho's Early Learning eGuidelines, Guiding Principles)

What does this look like in practice?

- Stay near child to provide encouragement.
- Verbally describe the child's accomplishments (e.g., "Wow! You climbed all the way up the ramp!" or "You took off your own socks!")
- Allow time and patience for child to dress independently.
- Offer opportunities for child to pass bowls to other children and adults at mealtime.
- Show empathy and understanding to child, and help child identify feelings and situations ("You are really mad at him! Let's find a way for you to have a turn with the ball.").