



Teaching Practice List – Infant and Toddler Draft Five – July 2017

Global Areas and Sections

Relationships / Whānaungatanga

- Team (7)
- Families (14)
- Community & Culture (6)
- Connections with Māori (8)
- Between Infants/Toddlers (5)
- With Infants/Toddlers: Support Continuity and Security (16)

Environment / Te Taiao

- Global Planning, Set-up, Layout (13)
- Planning for Learning (10)
- Support Active Engagement (6)
- Group Times (6)
- Schedules, Routines & Transitions (7)

Social Emotional Teaching / Whakahoahoatanga

- Behaviour Expectations, Limits and Boundaries (5)
- Emotional Literacy (6)
- Social Problem Solving – Peer Conflict (6)
- Calming Down (8)
- Social Skills and Emerging Friendships (8)
- Support/Guide Age Expected Behaviours and Prevent Challenging Behaviours (9)

Intentional Teaching / Whakaako Whaitake

- Style of Language and Communication (9)
- Questioning and Commenting (6)
- Active Teaching Strategies (9)
- Observation, Assessment and Planning (13)
- Supporting Early Intervention (5)

Competent and Confident Learners / Ākonga Tū Māia

- Empower Identity and Agency in Learning (8)
- Foster Resiliency (5)
- Nurture Community in Learning (5)

Responsive Caregiving / Matapopore

- Individualised, responsive and attuned caregiving (11)
- Sleeping Practices (6)
- Feeding Practices (7)
- Nappy-Changing and Toileting (3)

Transition on Entry and Exit from the Setting / Tauwhiro

- Prior to Entering the Service (5)
- In the Early Days of Transition
 - For Parents (6)
 - For Children (2)
 - For Teachers (3)
- Transition to Another Setting (8)

Relationships	
Team	
The teaching team works together to support infants and toddlers, families, and each other.	1. Teachers maintain high levels of communication and team-work to ensure the multiple needs of infants and toddlers are met throughout the day.
	2. Teachers establish a shared philosophy of practice that is written and regularly reviewed.
	3. Teachers are flexible with roles and rosters in order to support infants and toddlers in responsive ways.
	4. Teachers acknowledge and monitor their own feelings, seek support from colleagues for challenging situations, and are responsive when other team members need support.
	5. Teachers brainstorm ideas and openly discuss their decision-making and practices related to teaching and learning for infants and toddlers.
	6. Teachers value and respect the contribution of each team member while acknowledging individual strengths and areas for development.
	7. Teachers are committed to on-going professional learning, development and review related to infant and toddler practice, engaging in shared dialogue around up to date research.
Families	
Teachers build partnerships with families to support them and their infant/toddler.	1. Teachers learn about infants and toddlers and their families by asking questions about routines, interests, preferences, needs, values and aspirations, important people and events; and paying attention to child-family interactions.
	2. Teachers communicate with families in multiple ways (such as communication notebooks, emails, photographs) based on families’ preferred mode/s of communication.
	3. Teachers greet parents and family members by name and are welcoming of them into the centre.
	4. Teachers support on-going exchanges of information about infants and toddlers by engaging in conversations about new developments at home and sharing updates from the centre.
	5. Teachers share and seek key information about infants’ and toddlers’ basic needs (eating, sleeping, toileting); physical and emotional well-being; and behaviour and communication on a daily basis.
	6. Teachers share and celebrate infant’s and toddler’s learning and significant moments with their families.
	7. Teachers have supportive conversations with parents and families in the event there are concerns about the infant/toddler, including settling into the environment or aspects of development.
	8. Teachers are sensitive and respectful about the ways they share infants and toddlers developmental milestones with families.

	<p>9. Teachers work with parents and families to accommodate parent preferences for care routines within the limits of a group care setting.</p> <p>10. Teachers ensure that mothers, fathers, and families have comfortable spaces in the centre to support breast or bottle feeding, shared kai times and other routines.</p> <p>11. Teachers provide families with information about supporting their child’s development, learning and well-being, in ways that are respectful, culturally appropriate and sensitive to individual family contexts.</p> <p>12. Teachers support infants and toddlers and family members to develop a pick-up and drop-off routine that is supportive of child and family needs.</p> <p>13. Teachers acknowledge and support the emotional experience of families using care and education services (i.e., acknowledge trust that families are placing in them).</p> <p>14. Teachers foster sibling relationships and as appropriate, invite older children to be present in the under two space to support the infant/toddler.</p>
Community and Culture	
Teachers create an atmosphere that promotes diversity of community and culture as an integral part of infants and toddlers learning.	1. Teachers use a variety of strategies to support their own learning of words, phrases, and songs in infants’ and toddlers’ home languages.
	2. Teachers learn and use words, phrases, and songs in infants’ and toddlers’ home language in everyday interactions in the centre to foster belonging, relationships and cultural identity.
	3. Teachers learn and use familiar songs, phrases, greetings and stories in a variety of languages, and introduce them to all children.
	4. Teachers support infants and toddlers sense of cultural identity through food, language, resources and cultural artefacts and encourage family participation in the setting.
	5. Teachers ask parents and families about their cultural traditions, routines and expectations and use this to plan for individual infants and toddlers, as well as group experiences.
	6. Teachers invite parents to share about their culture with children and teachers in the centre, and draw on families’ cultural knowledge to support planning and curriculum.
	7. Teachers talk with families about important cultural practices and values, and consider meaningful ways to uphold and enact these with individual children and the wider setting.
Connections with Māori	
Teachers make Māori culture and language a visible, vibrant, and everyday	1. Teachers make connections with local hapu and iwi to seek guidance in relation to appropriate tikanga and te reo for the service.
	2. Teachers use te reo, waiata, karakia, and other bicultural practices to support infants’ and toddlers’ emerging experience of te Ao Māori.

part of infant and toddlers learning.	3. Teachers talk about and demonstrate Te Ao Māori principles and concepts in their daily teaching practice; for example, whanaungatanga, manaakitangi, mana, kaitiakitanga, rangatiratanga.
	4. Teachers communicate to parents the importance of Te Ao Māori, nga tikanga Maori and te reo Maori as part of the early childhood curriculum.
	5. Teacher’s display mihi/pepeha (of teachers and children) as a means of making connections to whakapapa and involve families in creating the mihi for the children.
	6. Teachers, with the guidance of families and mana whenua, plan, hold and document appropriate Māori cultural events for children and families.
	7. Teachers identify ways in which teaching practices support the articles and intent of the Treaty of Waitangi and use this to inform Te Tiriti-based teaching practice
	8. Teachers incorporate Te Ao Māori principles and practices in individualised planning and assessment to support infants and toddler’s identity as Māori.
Between Infants and Toddlers	
Teachers support infants and toddlers to take care of, show respect for, and interact with each other.	1. Teachers support infants and toddlers to recognise familiar faces, learn each other's names, and greet and acknowledge each other.
	2. Teachers provide opportunities for infants and toddlers to play both with and alongside others.
	3. Teachers let infants and toddlers determine with who, and when, they play or interact with peers.
	4. Teachers ensure younger infants/toddlers are not-overprotected by older children and can be independent, while also supporting older children to protect and care for infants/toddlers in culturally appropriate ways.
	5. Teachers support infants and toddlers growing awareness of others and ability to share space, resources and attention.
With infants and Toddlers: Supporting Continuity and Security	
Teachers establish secure, caring, and trusting relationships that foster a sense of continuity and security for infants and toddlers.	1. Teachers express genuine care and warmth towards infants and toddlers through tone of voice, encouragement, expression and physical comfort and affection.
	2. Teachers use verbal/gestural/physical reassurance and verbal/gestural/physical check-ins with infants and toddlers.
	3. Teachers support infants and toddlers with physical proximity while fostering their increasing independence to do things for themselves.
	4. Teachers use infants’ and toddlers’ names regularly, and avoid the overuse of terms of endearment (e.g., sweetie, love, baby).
	5. Teachers have extended and engaging interactions with individual infants and toddlers.
	6. Teachers make themselves available to infants and toddlers for interaction, security, comfort, or other needs by using open body language and facial expressions.

7. Teachers respond to infants’ and toddlers’ distress, and in ways that are positive, sensitive and individualised.
8. Teachers pay attention to and respect infants’ and toddlers’ cues and preferences for specific toys, people, and activities.
9. Teachers are aware of and responsive to infants’ and toddlers’ additional individual needs based on circumstances for child and family at any given point in time.
10. Teachers talk with infants’ and toddlers’ about events and people in the child’s life outside the centre.
11. Teachers use a variety of strategies to learn about each individual infant and toddler and use trial and error as they learn to understand their preferences.
12. Teachers ensure that centre staffing and routines acknowledge and respond to infants’ and toddlers’ need for security and continuity.
13. Teachers use a key teacher or whanau-based caregiving model as appropriate for the size and philosophy of the setting to support a close and trusting relationship with children and families.
14. Teachers work with buddy teachers within the key teacher model and support infants and toddlers and families to gain increasing familiarity with other adults in the setting.
15. Teachers use a variety of strategies to help support infants and toddlers to have a sense of security as key teachers move between areas or take breaks, including explanation and reassurance of return.
16. Teachers meet the needs of infants and toddlers within age and individually appropriate time frames and/or provide reassurance their needs will be met if teachers can not respond immediately.

Environment	
Global Planning, Set-Up, Layout	
Teachers create an environment that is safe, engaging, and meaningful for infants and toddlers.	1. Teachers set-up the environment in ways that respond to the individual, developmental, social, cultural and collective needs of infants and toddlers.
	2. Teachers make decisions about materials and activities based on knowledge of individual infants and toddlers as well as the group dynamics of the children present on a given day.
	3. Teachers design an environment that is rich in sensory and tactile experiences.
	4. Teachers design the environment to promote familiarity and security, with measured novelty and change that is explained or shown by teachers to infants and toddlers.
	5. Teachers provide large and open spaces for physical movement, as well as smaller, quieter spaces that allow infants and toddlers time away from the group.
	6. Teachers ensure that the indoor and outdoor environments include elements of challenge for infants and toddlers, and provide space for active play.
	7. Teachers develop, check, and regularly maintain the indoor and outdoor spaces to ensure a safe and healthy environment for infants and toddlers.
	8. Teachers provide safe spaces for non-mobile or crawling infants that encourage free movement and monitor the actions of older children in that space.
	9. Teachers include mirrors and images of the infants/toddlers in the environment to support self-identity and belonging.
	10. Teachers evaluate the environment to determine potential areas for conflict or challenging behaviour, and adapt the environment so that these behaviours are prevented or minimised.
	11. Teachers encourage familiar and comforting objects and toys from home to be available to infants/toddler while in the centre, especially during routine times to make connections between home and centre more evident.
	12. Teachers provide a range of resources including those that are natural, heuristic and open-ended.
	13. Teachers monitor environmental stimuli such as noise levels and lighting to ensure a calm and relaxing space for infants and toddlers
Planning for Learning	
Teachers design dynamic activities and experiences that support learning	1. Teachers design activities and experiences and provide resources to meet the different characteristics, needs and developmental levels of infants and toddlers.
	2. Teachers observe infants and toddlers closely to identify their interests, strengths and preferences and use these observations to inform activities, experiences and resources available.

of skills, knowledge, dispositions, values, and attitudes.	3. Teachers use infants’ and toddlers’ verbal and gestural requests to guide the choices of activities, experiences and resources, where possible.
	4. Teachers provide experiences and activities that build on an infant’s or toddler’s prior learning, interests and experiences in the home.
	5. In mixed age settings, teachers ensure infants and toddlers have opportunities to engage with activities and experiences that are age, developmentally and individually appropriate (even if younger ones are not able to take part and vice versa).
	6. Teachers actively observe the way in which infants and toddlers use and access resources, to determine patterns of use, interest and appropriateness and use this knowledge to guide future planning.
	7. Teachers anticipate situations in which the number of children and the need to share materials could become overwhelming and limit group size or use other strategies to prevent problems before they occur.
	8. Teachers pay attention to the function (or type of exploration) of an infant’s or toddler’s play or actions with materials and resources and think about how to vary the materials but still support the same function (type of exploration).
	9. Teachers identify ways for infants and toddlers to use familiar items in interesting and novel ways.
	10. Teachers plan for and embed learning experiences within the routines and rituals of the daily programme.
Support Active Engagement	
Teachers use a variety of strategies to support the active engagement of infants and toddlers	1. Teachers provide opportunities for infants and toddlers to make choices in their engagement in play, exploration, routines, and use of materials and resources.
	2. Teachers use their physical presence to draw infants and toddlers into or away from a physical space as appropriate.
	3. Teachers encourage toddlers’ freedom of movement between the indoor and outdoor spaces where possible, through flexible staffing and having appropriate clothing available for hot or cold weather.
	4. Teachers encourage meaningful connections to the natural world and centre environment, and involve toddlers in the care of the setting, e.g. gardens.
	5. Teachers initiate and join in singing, dancing and movement activities with infants and toddlers.
	6. Teachers identify and talk about events that are happening in the environment and support different ways for infants and toddlers to be involved.
Group Times	
Teachers provide group times that are meaningful,	1. When using group times, teachers have routines (songs, stories and activities) that children know, enjoy and can participate in, and select these based on the infants/toddlers present on the day.

engaging and responsive to the needs of infants and toddlers.	2. Teachers ensure that group time songs and activities are fun and interactive, with easy words and actions, and use props to foster engagement.
	3. Teachers allow toddlers to freely move in and out of group activities based on their interest in them.
	4. Teachers ensure that group times are limited in duration and respond to the development and attention of toddlers.
	5. Teachers use group times as an opportunity to support a sense of connection, belonging and community.
	6. Teachers use group times to celebrate diverse cultures through stories, song and dance, and other practical activities.
Schedules, Routines and Transitions	
Teachers provide a clear, consistent but flexible daily schedule that infants and toddlers know (can predict/anticipate) and understand.	1. Teachers ensure a regular rhythm and flow to the daily routines, activities, and transitions so infants and toddlers ‘know’ what is coming next and have a sense of familiarity with daily events.
	2. Teachers are flexible with the daily routines and activities in response to the needs of individual infants and toddlers, as well as the group as a whole.
	3. Teachers give infants and toddlers time to engage in activities, routines and transitions at a child-selected pace, and respect when infants and toddlers are engaged in sustained interactions or play moments
	4. Teachers use rituals and patterns within routines to support infants’ and toddlers’ developing independence and self-regulation.
	5. Teachers use verbal and physical cues (objects) that give infants and toddlers information about what is happening next and within different routines, activities, and transitions throughout the day.
	6. Teachers ensure that the majority of the day is play-based exploration supported by key known routines and care moments that occur in sync with infants and toddlers natural rhythms.
	7. Teachers prepare infants and toddlers for changes to the daily schedule.

Social-Emotional Teaching	
Behaviour Expectations, Limits and Boundaries	
Teachers have established a clear and consistent set of positive expectations, limits and boundaries for the centre that are aligned with the cultural and social norms of the setting.	1. Teachers have an identified set of realistic expectations, limits and boundaries that have been collectively determined by the team and other relevant stakeholders.
	2. Teachers use consistent and supportive language, actions, and responses to help infants and toddlers learn the expectations, limits and boundaries for the setting.
	3. Teachers focus behaviour expectations on helping infants and toddlers learn what to do, and frame guidance in positive language.
	4. Teachers reflect on and regularly review the limits, boundaries and expectations of the setting.
	5. Teachers actively teach infants and toddlers about expectations, limits and boundaries within the setting.
Emotional Literacy	
Teachers establish a positive emotional climate in which teachers and infants/toddlers express and discuss their emotions.	1. Teachers identify, name, and validate the emotions that infants and toddlers are expressing.
	2. Teachers actively teach toddlers to appropriately express a range of different emotions.
	3. Teachers show toddlers how to identify emotions in themselves and others.
	4. Teachers use facial expressions and words to communicate their own emotions in authentic and appropriate ways that support the emotional understanding of infants and toddlers.
	5. Teachers talk to toddlers about how their actions make others feel.
	6. Teachers have a variety of emotions resources and materials available to infants and toddlers, for example, books, posters, puppets and cultural objects.
Social Problem-Solving - Peer conflict	
Teachers support and teach toddlers skills for resolving social conflicts.	1. Teachers use everyday peer conflicts as an opportunity to support infants’ and toddlers’ learning and social problem solving.
	2. Teachers use their knowledge of the infants and toddlers involved to guide the extent to which teachers help facilitate or let children work out peer conflicts on their own.
	3. Teachers actively teach toddlers to resolve or problem-solve everyday social conflicts using a variety of facilitation techniques, including feedback, modelling, guiding and prompting.
	4. Teachers help toddlers repair relationships and re-join play after a peer conflict has occurred.
	5. Teachers support toddlers to communicate during peer conflict, and ensure that they listen to all those involved without judging or assigning blame.

	<p>6. Teachers comment on toddlers’ successful responses/strategies immediately following peer conflict situations.</p>
Calming Down	
<p>Teachers support and teach infants and toddlers how to calm down when they are angry or upset.</p>	<p>1. Teachers help infants and toddlers to calm down using individually and culturally appropriate approaches such as physical closeness, cuddles or quiet spaces.</p>
	<p>2. Teachers actively teach infants and toddlers ways to calm their bodies and calm their minds.</p>
	<p>3. Teachers provide toddlers with calm spaces and activities (such as books) and encourage them to use these spaces when they need to calm, sooth or settle.</p>
	<p>4. Teachers engage with infants and toddlers in daily rituals that support their settling and calming.</p>
	<p>5. Teachers use soft, gentle touch, or massage to help infants and toddlers to calm, if appropriate.</p>
	<p>6. Teachers allow for infants and toddlers have ready access to comfort items, to support calming down, and do not limit these to specific times or places.</p>
	<p>7. Teachers give infants and toddlers time to experience emotions and feel calm and settled after being upset, before supporting them back into active play.</p>
	<p>8. Teachers anticipate potential fear reactions from infants and toddlers, (for example to loud noises, or strangers), prepare them where possible, and provide reassurance and comfort as needed.</p>
Social Skills and Emerging Friendships	
<p>Teachers support infants and toddlers to have positive social interactions with others.</p>	<p>1. Teachers recognise the varying expectations for infants and toddlers emerging pro-social skills and accept different behaviours across children and provide differential levels of supports.</p>
	<p>2. Teachers provide activities and opportunities for peer interaction and cooperatively exploring the social environment.</p>
	<p>3. Teachers create appropriate opportunities for infants and toddlers to develop and practise pro-social skills (i.e., sharing, waiting turn, working together).</p>
	<p>4. Teachers use descriptive praise and feedback to acknowledge when infants and toddlers are using pro-social behaviours and engaging in positive social interactions.</p>
	<p>5. Teachers facilitate social interactions between infants by allowing them to be close to another with an adult present.</p>
	<p>6. Teachers use verbal feedback and physical prompts to encourage gentle touch between infants.</p>
	<p>7. Teachers monitor to make sure infants’ and toddlers’ rights are protected and empower children to protect themselves in social interactions.</p>
	<p>8. Teachers actively teach toddlers about being a friend and friendship skills.</p>

Support/Guide Age Expected Behaviours and Prevent Challenging Behaviours	
Teachers use a variety of proactive strategies to prevent challenging behaviours and address behaviours that cannot be ignored.	1. Teachers interpret infants’ and toddlers’ potentially challenging actions in the context of age expected behaviours and understanding of infant/toddler development.
	2. Teachers use a clear firm voice and use the word stop (or equivalent) only when they need to prevent an infant or toddler from an immediately unsafe situation or unacceptable behaviour.
	3. Teachers actively teach infants and toddlers what to do (i.e., appropriate behaviours) to have their needs met.
	4. Teachers identify the function of infants’ and toddlers’ behaviours to help identify an acceptable replacement behaviour that serves the same function for the child.
	5. Teachers actively model how to use materials in safe and respectful ways.
	6. Teachers use their physical presence, tone of voice and eye contact to help deter or prevent serious physical conflict between infants and toddlers.
	7. Teachers use calm, positive guidance, redirection or facilitated talk among infants and toddlers when physical aggression has occurred based on their knowledge of the children.
	8. Teachers look out for infants and toddlers who do not exhibit attention-gaining behaviours but who may need supports with social, emotional, or behavioural regulation and competence.
	9. Teachers work together, and with families, to develop individual plans to support infants and toddlers that exhibit challenging behaviours.
	10. Teachers acknowledge and provide specific praise to children in individually and culturally appropriate ways, to support efforts towards expected behaviours.

Intentional Teaching	
Style of Language and Communication	
Teachers adopt a communication style that fosters receptive and expressive language development through both verbal and non-verbal means.	1. Teachers engage in many rich language interactions with infants and toddlers during the day and focus their communication towards supporting understanding.
	2. Teachers adjust their style of speech (structure, length, tone, volume and use of words) depending on the age, characteristics and communicative efforts of the infant/toddler.
	3. Teachers communications include both verbal and non-verbal elements, and may include some baby sign language to facilitate communication with infants.
	4. Teachers mirror infant and toddler's language and extend on their vocalisations and attempts, responding positively to their communication efforts.
	5. Teachers observe closely to recognise infant’s and toddler’s non-verbal cues and communicative efforts, actively seeking to understand what they are communicating, and seek confirmation by asking questions.
	6. Teachers listen closely to recognise infants and toddlers verbal communicative efforts and encourage child “talk”.
	7. Teachers ensure that language learning is fostered within authentic and meaningful interactions and experiences.
	8. Teachers learn and use key words in a child’s home language where possible, to support communication with individual infants and toddlers.
	9. Teachers actively introduce and use a variety of words (i.e., increasingly vocabulary) connected with meaningful experiences that infants and toddlers are engaged in.
Questioning and Commenting	
Teachers engage in frequent use of commenting and questioning to support infants and toddlers learning.	1. Teachers describe (narrate) infant’s and toddler’s play and provide suggestions to encourage sustained engagement.
	2. Teachers provide specific verbal praise and encouragement that relates to infants’ and toddlers’ actions and dispositions.
	3. Teachers promote connections between infants and toddlers and interest in activities and routines by commenting on what each child is doing.
	4. Teachers provide a narrative (talk-aloud) and commentary as they engage in shared moments, play and caregiving routines with infants and toddlers.
	5. Teachers ask open-ended questions that foster toddler exploration and thinking.
	6. Teachers pause and wait after asking questions to allow infants and toddlers time to respond.

Supporting Learning and Development (Active Teaching Strategies)	
Teachers use active teaching strategies to support infants and toddlers learning.	1. Teachers utilise a range of active teaching strategies to support infants and toddlers to achieve new tasks and milestones, including scaffolding, modelling, praise and encouragement, talk-aloud narration, physical and verbal cues/prompts, direct guidance and clear explanations.
	2. Teachers are willing to try different strategies to determine the best way to support individual infants/toddlers, and aim to use strategies that best match the child at a given time.
	3. Teachers give infants and toddlers multiple opportunities for trial and error and repetition of skills as they work towards mastery.
	4. Teachers encourage infants and toddlers to watch what others are doing, and to imitate language and actions.
	5. Teachers allow infants and toddlers the opportunity to observe before joining into an activity.
	6. Teachers foster the emergence of creative and imaginative play, through providing resources and participating in toddler’s play.
	7. Teachers show or demonstrate how to do something if an infant or toddler doesn’t know or is unlikely to work it out without reaching frustration.
	8. Teachers make adaptations to the environment and resources to foster infants and toddlers’ participation and success.
	9. Teachers engage in sustained moments of mutual engagement with each infant/toddler and share in the child’s sense of delight and wonder.
Observation Assessment and Planning	
Teachers use integrated observation, assessment and planning practices to support infants and toddlers learning.	1. Teachers closely observe and make some sense of infants’ and toddlers’ play before intervening in order to determine appropriate teaching practices/strategies.
	2. Teachers seek assessment information that gives an understanding of who the child is (their qualities, attributes, interests,) as well as what the child does and why they do it, including the insights of family.
	3. Teachers visually document, through photo or video, infants and toddlers as they engage in learning moments, and use this to revisit learning and inform assessment and planning.
	4. Teachers identify individual infant’s and toddler’s interests, schemas, dispositions and working theories and provide activities, experiences and resources to support these.
	5. Teachers understand that their original plans may need to change based on on-going observation, and that planning needs to be flexible and responsive, reflecting the infant’s or toddler’s intentions as much as possible.
	6. Teachers discuss as a team what they notice and learn about infants and toddlers and their families to strengthen their collective knowledge and to inform planning.
	7. Teachers identify developmental and learning milestones in assessment documentation.

	8. Teachers apply pedagogical, professional and domain knowledge to inform their assessment practices and decision-making for infants and toddlers.
	9. Teachers collect assessment documentation that captures the progression of learning over time.
	10. Teachers adopt assessment and planning practices that reflect the spontaneous and changing nature of infants and toddlers.
	11. Teachers invite families to provide information in relation to their child’s learning and development, and provide families with information about assessment information collected in the service, including summary assessment reports that identify progressions in learning and identified individual characteristics of the infant/toddler.
	12. Teachers use a range of observation techniques to collect more targeted information when there is a concern in relation to an infant or toddler’s learning and development and ensure that this includes multiple perspectives.
	13. Teachers ensure that assessment and planning practices are grounded in relationships with infants/toddlers and families, and responds to the context and culture of the child and family.
Supporting early intervention	
Teachers use specialised practices to support early intervention and inclusive education.	1. Teachers account for individual difference in development, but draw on their knowledge of child development to identify and communicate with others when there are concerns about an infant’s or toddler’s progress, learning or development.
	2. Teachers raise concerns about an infant’s or toddler’s learning and development in respectful and appropriate ways within the context of an established trusting and positive relationship with a family.
	3. Teachers provide additional time and individualised supports to implement specific strategies for infants/toddlers with special needs.
	4. Teachers implement specific teaching interventions in the context of meaningful activities to support infants or toddlers not performing skills typically expected.
	5. Teachers work with families and external agencies as needed, to provide support within the service for infants and toddlers with special needs.

Competent and Confident Learners	
Empower Identity and Agency in Learning	
Teachers empower infants and toddlers identity and agency in their learning.	1. Teachers encourage toddlers to do and try for themselves, but stay close to give encouragement and support when needed.
	2. Teachers encourage toddlers to determine their own play.
	3. Teachers fade supports and avoid over-helping as toddlers learn to do for themselves.
	4. Teachers allow toddlers to attempt challenges and to resolve their own problems.
	5. Teachers ensure the learning space is safe and fosters toddlers’ independent exploration and learning.
	6. Teachers celebrate the progress infants and toddlers are making in terms of their engagement, comfort, and ability to sustain or persist in activities previously unfamiliar.
	7. Teachers celebrate infant and toddler's successes in individualised and meaningful ways with the child and family.
	8. Teachers offer infants and toddlers genuine, appropriate choices to foster their sense of agency.
Foster Resiliency	
Teachers foster resilience in all learners.	1. Teachers give specific praise and encouragement to foster infant’s and toddler’s perseverance in a task and acknowledge individual children’s ability to cope with delay or frustration.
	2. Teachers give comfort, and reassurance to infants/toddlers to support their ability to wait and tolerate small delays.
	3. Teachers create opportunities for toddlers to take appropriate risks and try things that might not be easy for them.
	4. Teachers communicate to other adults about their intention to allow an infant or toddler attempt a task independently, to prevent others from intervening.
	5. Teachers are aware of activities or tasks that may be too challenging for an infant or toddler, and use these as teaching moments to give modelling, guidance or support rather than allowing the child to become frustrated or disempowered.

Nurture Community in Learning	
Teachers nurture community in infants and toddlers learning.	1. Teachers encourage infants and toddlers to learn from each other by watching what other children do in an activity or routine.
	2. Teachers encourage toddlers to be aware of others and involved with the group.
	3. Teachers promote a sense of family and belonging through supporting interactions between children of different ages.
	4. Teachers promote tuakana/teina relationships between infants and toddlers, through allowing toddlers to help in simple ways, or to engage in social interactions with infants.
	5. Teachers celebrate infants and toddlers success and achievements – with the child, with other children, with families and with each other.
	6. Teachers foster a sense of developing citizenship in encouraging care for others, care for the setting, generosity and kindness.

Responsive Caregiving	
Individualised, responsive and attuned caregiving	
Teachers ensure that caregiving practices are respectful, relational and responsive to the needs and preferences of the individual infant and toddler.	1. Teachers ensure that caregiving routines follow consistent patterns with similar verbal and physical cues provided so infants and toddlers can anticipate and learn routines.
	2. Teachers adopt a key teacher/buddy teacher/whanau-based or collective caregiving approach to facilitate consistency and continuity in care where appropriate for the size and philosophy of the setting.
	3. Teachers slow their pace during care moments to ensure care routines are unhurried and sensitive to the individual infant or toddler.
	4. Teachers communicate and negotiate with parents and families about the nature of care routines and transitions and explain that there may be differences in the way the infant/toddler engages in these at the centre in comparison to at home.
	5. Teachers monitor infants and toddlers sleeping, eating, and toileting throughout the day and use a range of strategies to ensure these well-being needs are met appropriately.
	6. Teachers ask or give information to infants and toddlers before engaging in care actions, and support the child to take as much of a role in the caregiving process as possible.
	7. Teachers look for cues of consent or distress during care routines, and make adjustments to meet the needs of the infant/toddler.
	8. Teachers narrate and explain their actions during care routines, providing explanations of the steps of the process, and engaging with each infant/toddler in a caring and calm manner.
	9. Teachers have dedicated one–to–one uninterrupted interaction with an infant or toddler involving conversation, physical comfort and affection, singing and shared engagement during care routines.
	10. Teachers learn and use key caregiving phrases and questions in a child’s home language.
	11. Teachers group care routines together as appropriate to support calm transitions during the day (eg, nappy change, bottle, then bed).
Sleeping Practices	
Teachers ensure that sleeping practices are individually and	1. Teachers use individualised approaches to settling infants/toddlers to sleep and based on individual preferences and cues. This might include rocking in arms, rocking in a buggy, singing, rubbing their back, feeding a bottle first, sleeping in a cot, sleeping in a buggy, sleeping on a mattress.

culturally appropriate.	2. Teachers set up the sleep space to support positive sleep routines, with consideration of comfort, temperature, lighting and music, as appropriate.
	3. Teachers use consistent pre-sleep routines.
	4. Teachers ensure the transition into sleep and awakening is calm and unhurried, responds to individual needs and preferences, and allows the infant or toddler to reintegrate back into the setting with the support and comfort of a teacher.
	5. Teachers, in consultation with the family, transition children in their sleeping arrangement as they get older and their needs change.
	6. Teachers ensure that sleeping practices for infants and toddlers uphold appropriate tikanga Māori.
Feeding Practices	
Teachers ensure feeding times are positive experiences that are individually and culturally appropriate	1. Teachers are present with infants and toddlers when they are eating, and use this time for social interactions, conversations and relationship.
	2. Teachers ensure that bottle-feeding is a close, intimate time, with physical closeness, eye contact, and attentive engagement.
	3. Teachers consult with parents about individual children’s food preferences and familiar cultural foods.
	4. Teacher give infants and toddlers options as to the food they eat, and are respectful of their choices.
	5. Teachers recognise, interpret and respond to infants’ and toddlers’ cues of hunger and fullness and might teach children signs to express their needs for food or drink.
	6. Teachers encourage toddlers to feed themselves, allowing for time, mess and exploration with food.
	7. Teachers are aware of any infants/toddlers with food allergies and ensure that seating arrangements maintain health and safety obligations.
Nappy-Changing and Toileting Practices	
Teachers ensure that practices related to changing and toileting are positive and responsive to the individual infant/toddler and family.	1. Teachers use care routines to promote an infant or toddler’s body awareness and sense of self, this might include massaging infants, naming body parts, having toddlers name their body parts.
	2. Teachers look for signs of awareness of toileting, and consider the ways that individual children communicate their toileting needs.
	3. Teachers observe toddlers and talk with families to determine readiness for toilet training.

<h1>Transition</h1>	
Prior to Entering the Service	
Teachers work closely with families to determine an appropriate plan for transition into the centre.	1. Teachers collect detailed information about the infant/toddler, their routines, needs, and preferences prior to the transition.
	2. Teachers encourage multiple visits to the setting to support the initial transition for the infant/toddler and to establish relationships with both the infant/toddler and their family.
	3. Teachers negotiate the number of transition visits with the family based on the needs of the infant/toddler.
	4. Teachers systematically extend the duration of transition visits to include caregiving routines in the setting prior to full day attendance, to allow the infant/toddler to develop a relationship with the key teacher and become familiar with the setting.
	5. Teachers spend time with the infant/toddler alongside the parent during transition visits, with centre ratio’s taken into consideration to ensure that staffing is not compromised for the existing group.
In the Early Days of Transition	
Teachers work closely alongside infants, toddlers and families in the early days of transition to support a positive entry to the centre.	For Parents
	1. Teachers invite parents to phone or make contact with the setting during the day to be reassured as to how their infant/toddler is settling.
	2. Teachers support families in the transition process and provide reassurance to the parent if there is distress upon separation.
	3. Teachers communicate actively with parents about how their infant/toddler is or is not settling in, and problem-solve with parents if the environment is not working for the child.
	4. Teachers offer to take and comfort the infant or toddler during the departure of the parent.
	5. Teachers encourage parents to say goodbye to their child when leaving, and provide reassurance that this action will foster trust and security over time.
	6. Teachers share documentation with parents about the infant or toddler’s day in the setting, eg sending emails, photos.
	For Infants/Toddlers
1. Teachers provide comfort and reassurance to the infant/toddler following the departure of the parent, based on their knowledge of the child’s preferences.	
2. Teachers seek to find out the things that comfort, settle or interest an infant/toddler and make sure they are available to provide reassurance and support during transition.	

	<p>For Teachers</p> <p>1. Teachers vary the amount of intensive support as infants/toddlers settle into the space – acknowledging that some may need more support for longer.</p> <p>2. Teachers adapt the amount of time and intensity they put into developing a connection and relationships with an infant/toddler and family, acknowledging that some children/families may take longer and require more outreach on behalf of the teaching team.</p> <p>3. Teachers maintain physical closeness during transition – carrying, cuddling, using front pack, as appropriate for the preference of the individual infant/toddler.</p>
<p>Transition to Another Setting (Moving into the Over 2 space)</p>	
<p>Teachers have established rituals and practices to support children and families to transition out of the infant and toddler space.</p>	<p>1. Teachers support a within centre transition process that is fluid and flexible with toddlers given increasing opportunities to be in new area but also free to return to known setting as desired.</p> <p>2. Teachers provide opportunities for toddlers to engage in activities that will give them new skills and experience of the materials they will have access to in their new setting as part of transition preparation.</p> <p>3. Teachers allow for an extended transition time for toddlers moving into the older areas of the setting, determined by the needs and preferences of the toddler and their family.</p> <p>4. Teachers support toddlers to develop new relationships and feel secure when moving into the older children’s section, while also maintaining existing relationships with children who have recently transitioned.</p> <p>5. Teachers acknowledge the feelings of parents during the transition process and provide support and opportunities for parents to develop relationships with the new teachers.</p> <p>6. Teachers support toddlers and families to become familiar with the new routines and environment when transitioning to the older section.</p> <p>7. Teachers create a sense of ceremony or ritual to support children’s transition out of the infant and toddler environment and into the young children space.</p> <p>8. Teachers reassure and communicate with parents about the positive aspects of higher ratios and larger group sizes in settings for older children, including increasing independence.</p>