

Building trust in prior to school settings

- Trust

EXPLANATION:

Good relationships early in life help children to connect with others, build positive friendships and support children to self-regulate their emotions. Trust is a key component of relationships. Building trust with young children requires collaborative action between teachers and caregivers.

YEAR LEVELS: Prior to school

STUDENT GROUPING: Parent–teacher communication about promoting trusting relationships with young children

LINK TO CURRICULUM:

Early Years Learning Framework

Learning Outcome 2: Children are connected with and contribute to their world

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

Learning Outcome 3: Children have a strong sense of wellbeing

3.1 Children become strong in their social and emotional wellbeing.

SCOPE OF TASK:

Children begin to cognitively understand ‘trust’ and develop the verbal capacities to define it between the ages of 5 and 8 years. Prior, young children build trust via their experiences of secure, reliable relationships. Click on the link to hear information about trust:

The Early Years Learning Framework (EYLF) (DEEWR, 2009) emphasises educators’ relationships with children as vital to supporting their learning. Principle 1 in the EYLF highlights secure, respectful and reciprocal relationships and trust is an integral part of meaningful interactions and relationships. When attention is given to building connections and maintaining them over time, children are more likely to feel a sense of security, confidence, well-being and belonging. Processes that Centres can enact to build trusting relationships include:

- Minimising the number of different educators who work with children—especially very young children—supports relationship building.

- Create well defined and consistent transitions so children feel secure during arrival and departure and throughout the day.
- Engage in active listening with children to demonstrate the importance of their voice, agency and individual interests and needs.
- Build understanding of children’s uniqueness (culture, language and religious diversities)
- Engage in games and activities that explore trust such as ‘Feely bag games’ that require the use of blindfolds, hide and seek to demonstrate permanency and sensory activities.

Teachers and caregivers can also work collaboratively to build partnerships creating a sense of trust for young children. Relationships with caregivers create positive secure environments that benefit young children and helps promote mental health and wellbeing. There are many ways that Centres can develop trusting relationships with caregivers that model trust to young children:



- Engage in sharing conversations with caregivers to learn about families and their structure and interests
- Develop regular communication with caregivers to keep them informed about Centre activities
- Inform and educate caregivers about the importance of developing trust and trusting relationships at a young age
- Share with parents and caregivers relevant research and policy
- Provide parents and caregivers with ideas for games and activities that explore trust and confidence.

RESOURCES:

There are many reference sites that can provide resources and information about building trust:

- <https://www.echr.edu.au/>
- <http://www.earlychildhoodaustralia.org.au/>
- <https://www.acecqa.gov.au/>