How to Build Positive Relationships

“Building positive relationships with young children is an essential task and a foundational component of good teaching. Children grow and thrive in the context of close and dependable relationships that provide love and nurturance, security, and responsive interactions” (Joseph & Strain, 2004). “A positive adult-child relationship built on trust, understanding, and caring will foster children’s cooperation and motivation and increase their positive outcomes at school” (Webster-Stratton, 1999).

The relationships we build with children, families, and colleagues are at the foundation of everything we do with children. We know about the importance of relationships in terms of children’s development and success in school. It is important to build these relationships with all children as a context for supporting their social emotional development and preventing challenging behavior. It is easier to address challenging behavior if we already have a strong relationship with the child and their family.

Effective EC Workforce

The early childhood workforce includes personnel who have a variety of backgrounds, education levels, experience, and roles. The one thing everyone in the workforce has in common is an interest in and passion to help young children learn. Learning in the early years depends upon the responsiveness of the environment and of those within the environment.

No matter who the early childhood practitioner is—or whether they work in classrooms or children’s homes—their primary focus should be on building a healthy relationship with every young child in their program. This core competency precedes all others in the Pyramid Model as the foundation of all early learning.

It’s Okay to Be Different
By Todd Parr

Big Al
By Andrew Clements

The Rainbow Fish
By Marcus Pfister

No Matter What
By Debi Gliori

You can promote relationship building in your classroom simply through everyday routines and activities such as engaging with children through conversations throughout the day, it can be at snack time, free play or even during a transition.

◊ Always get on the child’s level for face-to-face interactions

◊ Acknowledge a child’s effort, give them high fives and hugs for accomplishing a goal

◊ Follow the child’s lead and interest during play

◊ Listen to children and encourage them to listen to others

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