

Summary

What is Positive Descriptive Feedback, anyway?

- Using words to acknowledge and describe a child's behaviour, actions, and/or the transition in which they are engaged (e.g., "thank you for putting on your coat and lining up.").

What's the Point?

- Positive descriptive feedback nurtures connection and relationship with educators
- Positive descriptive feedback supports a child's confidence in a task/skill
- Positive descriptive feedback models caring and prosocial actions towards others
- Supports positive engagement in the transition

How Do I Do This?

- Notice a child or group of children when they are engaged in transition tasks/activities
- Acknowledge and name what you observe
- Look for opportunities to provide positive descriptive feedback in parts of the transition that are especially hard for young children
- Provide more instances of positive acknowledgement than directions or instruction
- Share children's accomplishments with the family (ideally verbally)

How Will the Children Participate in This Practice?

- Children persist with tasks during transitions in response to positive acknowledgement and feedback
- Children engage in transitions with increased confidence over time
- Children will start to provide positive descriptive feedback to each other

Checklist

Task	Complete?
Educators take time to observe child(ren) in transition activities.	
Educators notice and name children's actions/skills during transitions.	
Educators provide more positive descriptive feedback than directions or instruction.	
Educators celebrate children's efforts and accomplishments during transitions in group settings (e.g., at team time, "thank you for working together to clean up.").	
Educators note a child's efforts and accomplishments during transitions, and shares with families as part of their daily communication.	
Educator and team create a way to document use of positive descriptive feedback to ensure all children are being acknowledged.	

As an educator, you guide, scaffold, nurture, model, and facilitate children's learning...

Makovichuk, Hewes, Lirette & Thomas, 2014, p. 63

Flight: Alberta's early learning and care framework.

Retrieved from www.flightframework.ca

