**1. Tell us about yourself.**

**EN:** Hello, this is Lisa. Thank you for calling.  
I’m learning in the Graduate Diploma of Early Childhood Education in Australia, and I have three HALF years of teaching experience in China. I like working with children, and I’m excited to have the chance to be part of a holiday program, contribute my skills, and grow my experience in a warm environment.

**2. Why do you want to work in early childhood education?**

**EN:** I think the early years are VERY important AND I want to MAKE a space LET children feel safe, POSITIVE, to learn and play.

**3. How would you handle a child having a tantrum or displaying challenging behavior?**

**EN:** IF CHILD HAPPEN THIS I will be calm and make sure the child is safe first. Then I will solve what happen behind the behavior —observE and chat with the child. I think it’s important to **guide them positively** and help them **understand and express themselves.**

**4. What would you do to support children’s learning and development?**

**EN:** I will design some fun, **play-based activities** that match their interests. I also chat with children, asking **some questions** and listening to them, **encouraging them to think and express themselves.**

**5. How do you communicate with families?**

**EN:** I will keep an open and respectful relationship with families. I will share how their child is going, and I am open to listen their thoughts or concerns they have.

**6. How do you work as part of a team?**

**EN:** I **enjoy w**orking with team members, and **we can support and learn from each other**. I’m a good listener, open to feedback, and always willing to help.

**7. Why do you want to apply for this role?**

**EN:** This role offers a great opportunity to apply what I AM learning in my studies. I’m drawn to your center’s idea and would love to help create a caring and WARM environment.

**8. What would you do if you saw something concerning regarding a child’s wellbeing?**

**EN:** I would follow the centre’s child protection policy, making sure to document what I observed and report it to the appropriate person or authority. The child’s safety always comes first.

**9. How can you create a nurturing environment for children? What steps can you take?**

**EN:** I’d build warm relationships with children by being kind, patient and consistent. I’d also make sure the environment is safe, cozy and full of interesting things to explore. I think routines and choices are also helpful for making children feel secure and respected.

**10. What qualities can you bring to this role?**

**EN:** I’m PATIENT, POSITIVE, and enthusiastic about working with children. I’m also responsible, a good communicator, and always open to learning and improving.

**11. What challenges have you faced in your work, and how did you solve them?**

As a teacher, I sometimes struggle when students lose focus. I learned to adapt my approach — adding games or breaks — and to be patient and flexible, which really helped.

**12. How do you support children with behavioral issues?**

**EN:** I try to understand the cause of the behavior, respond calmly, and offer consistent guidance. I also work with the team and families to provide a stable support system.

**13. Do you have experience in setting up the yard and the room?**

**EN:** Yes, AS A TEACHER, I helped set up both indoor and outdoor environments, making sure they’re safe and inviting for children of different interests and abilities.

**14. What age group do you prefer to work with?**

**EN:** I enjoy working with all age groups, but I PREFER 3 TO 5-year-olds because they’re curious, expressive, and at a great stage for learning through play.

**15. Have you had a leader who inspired you? What did you learn from them?**

**EN:** Yes, one of my mentors during placement was calm, patient, and thoughtful. She taught me how powerful it is to slow down, really observe children, and be intentional in our responses.

**16. Are you familiar with the EYLF and NQS?**

**EN:** Yes, I’ve been learning and using both the EYLF and NQS throughout my studies. The EYLF — Belonging, Being and Becoming — helps us see children as capable and confident learners, and it guides the way we plan, interact and reflect. I often think about the five learning outcomes, like building children's sense of identity and wellbeing, when I plan experiences. As for the NQS, it’s a great tool to help us understand and improve the quality of early childhood services. I pay close attention to Quality Area 1 on educational program and practice, and also Quality Area 5, which focuses on relationships with children. I still have more to learn, but I’m already using both frameworks to guide my thinking and improve my work.

**17. How do you identify your strengths and weaknesses in practical work?**

**EN:** I reflect on what went well and what was tricky after each experience. I also ask for feedback from mentors and team members, and I think about how I can do better next time. I try to keep learning and improving.

**18. What would you do if a parent was unhappy about something?**

**EN:** I WILL listen carefully to their THOUGHTS and try to understand their point of view. I’d stay calm and respectful, and work together with them — and with the team if needed — to find a positive solution that supports the child’s best interests.

1. **What is the planning cycle?**

**EN**: The planning cycle is a process educators use to support children’s learning. It includes observing, documenting, planning, implementing, and reflecting. It helps ensure learning experiences are intentional and responsive to each child.

思路：讲出五个步骤 + 强调目标性和回应性

关键词：observe, document, plan, implement, reflect, intentional, responsive