

# Educator Sensitivity: Awareness



## Teacher Self-Reflection Checklist

Use this checklist from ELCPH's Quality Performance Team to reflect on how well you notice and respond to **academic, social, emotional, and physical needs** *before* they escalate.

➤ Awareness = noticing early + adjusting quickly ➤

## Daily Self-Check ✓

- ☐ I watch the **whole group**, not just the loudest child
- ☐ I notice **early cues** (body language, facial expression, behavior changes)
- ☐ I respond **before** children become upset or disengaged
- ☐ I notice **quiet or withdrawn children**
- ☐ I adjust my teaching when children seem **confused or uninterested**
- ☐ I anticipate **physical needs** (rest, movement, hunger, sensory needs)
- ☐ I support **social needs** before conflicts start



### Infant Example

A teacher notices an infant becoming still and turning their head away during floor play. Before the infant cries, the teacher gently changes the position and lowers stimulation, supporting the infant's **physical and emotional needs early**.

### Toddler Example

During a whole-group activity, a teacher notices a toddler repeatedly leaving the carpet, rubbing their eyes, and laying their head on the floor. Instead of redirecting for behavior, the teacher recognizes signs of **fatigue and disengagement** and offers the child a quiet book and soft seating nearby.

This supports the child's **physical and emotional needs** while preventing frustration or disruptive behavior.

### Preschool Example

During a small-group activity, a teacher notices a child staring at materials and not participating. The teacher pauses, checks for understanding, and re-explains using simpler language, supporting the child's **academic and emotional needs** before frustration appears.