| **Interviewee** | **Transcript** |
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| Diane (Educator): | [0:10] Having the three educators in the room, you could have more project work and more individual conversations and interactions with the children. And also we run an indoor/outdoor program, and having three educators makes that run really well. |
| Karina (Educator): | [0.24] Once we got the routine established, I see the children now are much more settled into the routine. It’s good that they’re able to choose between three staff members to come to if they need some assistance. |
| Sarah (Parent): | [0:39] They'll set up small groups where the children get put into clusters of 11 children each and the teachers take turns at teaching them different skills, so it might be writing or listening skills. |
| Emily Tarneit (Educator): | [0:52] I feel that I'm able to support their learning and development so more effectively, just supporting their play in the moment, extending upon their interests, providing them with the resources, doing the research, just all in the moment and being able to interact, move between play spaces, and just being able to listen to their ideas more effectively. |
| Zarina (Parent): | [1:14] When he started coming to this kinder and playing with others and teachers also has interacted and given a very good opportunity for him to play with others. |
| Emily H (Educator): | [1:23] 33:3 has given you the opportunity to move around the room, taking more experiences with the children, and give you that opportunity to build on what they love and what their interests are, because you're able to observe a lot more and spend lot more time with them and their personalities and what they’re like. |
| Jen (Parent) | [1:41] Its actually been good for him, because it means he gets to talk to, like, three different people on a regular basis now, whereas it used to be two. |
| Loretta (Educator): | [1:49] When you pick up on individual needs of children, you actually have a bit more time there to focus on that child, so if you’re in the moment with that child, whether it be helping a child settle or build a new skill, you can focus on that. So it's been a great benefit. |
| Sylvia (Educator): | [2:07] The way that we overcome the fact that there was the extra children was just giving them that extra time, and that extra one-on-one time or again small group time to getting to know them. If that being just a mealtime, just something like that, being able to do the progressive morning tea and spending that time just sitting with them while they’re eating. |
| Angela (Parent): | [2:30] Initially I was quite hesitant, thinking that he would get lost, sort of in the sea of children. But it's actually been really good, having that extra familiar face |
| Leticia (Parent): | [2:40] It teaches her not just about five or six kids, about lots of other kids as well, different cultures as well to be aware of and just to accept who they are. |