



Interactions with Children Policy

Relevant Legislation

Children (Education and Care Services National Law Application) Act 2010

Education and Care Services National Regulations: 155,156,168 (j).

National Quality Standard for early Childhood Education and Care: Standard 1.1; Standard 1.2; Element 2.1.2; Element 2.3.4; Element 4.1.1; Standard 5.1; Standard 5.2; Standard 6.2.; Element 7.1.5. Element; 7.3.5.

Introduction

We recognise that nurturing, respectful and reciprocal relationships are central to supporting children's learning and well-being. Our philosophy embraces individual and cultural diversity and principles of equity, inclusion and fairness provide a framework for our interactions with children.

Educators and staff at Tathra preschool work in partnership with families to create a positive and nurturing learning environment which promotes children's well-being and development through attentive care and quality interactions. Emotional development and social relationships are enhanced through thoughtful and intentional approaches to conversation which promote children's language and communication in an atmosphere of care, empathy and respect.

Children who experience relationships that are built on respect, fairness, cooperation and empathy are given the opportunity to develop these qualities themselves. When children have positive experiences of interactions they develop an understanding of themselves as significant and respected, and feel a sense of belonging.

Policy Goals

Our philosophy provides a framework for interactions with children in which educators :

- ❖ Work together to provide a safe, secure and nurturing environment
- ❖ Are authentic and responsive;
- ❖ Respect individual and cultural diversity in an environment based on fairness, acceptance and empathy ;
- ❖ Recognise that learning outcomes are most likely achieved when we work in partnership with families.

Strategies: How will it be done?

The Nominated Supervisor and Educational Leader will:

- Guide professional development and practice to promote interactions with children that are positive and respectful;
- Establish practice guidelines that ensure high quality interactions which reflect best practice.
- Promote the importance of authentic interactions which are based on equity, fairness and respect.
- Facilitate a strengths based approach which values and builds on children's strengths, skills and knowledge.
- Assist educators to support children's development through positive and reflective approaches.

Educators and staff will:

- Respond to children's communication in a just and consistent manner;
- Respond sensitively to children's attempts to initiate interactions and conversations;
- Initiate one to one interactions with children during daily routines and conversation
- Support children's efforts, assisting and encouraging as appropriate;
- Support children's secure attachment through consistent and warm nurturing relationships;
- Support children's expression of their thoughts and feelings;
- Encourage children to express themselves and show an interest and participate in what the child is doing;
- Encourage children to make choices and decisions;
- Actively promote children's learning through worthwhile challenging experiences and interactions which foster high level thinking skills.
- Use strategies such as modelling and demonstrating, open ended questioning, speculating and explaining.
- Engage in shared thinking and problem solving to extend children's thinking and learning
- Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion. Our Guiding Children's Behaviour Policy reflects of this approach;
- Acknowledge each child's uniqueness in positive ways;
- Respect cultural differences in communication and consider alternative approaches.

Children's Rights, Family and Cultural Values

At Tathra preschool educators work together to ensure culturally sensitive interactions which respect and take into account the rights of the child and family. Administrative procedures, initial conversations, documentation and ongoing communication with children and families provide a reference point for interactions and a foundation for authentic and respectful communication.

Listening

Educators and staff use listening as a foundation for interactions. Listening is based on observation and then in leaving spaces in conversations and communication, suspending judgement and in giving full attention to children as they communicate. Truly attending to children's communication promotes a strong culture of listening.

Children and Families

A culture of respectful interaction is promoted when children's attempts to communicate are valued. Turn taking and regulating children's conversations promotes active engagement. Respectful communication with families generates greater confidence in interacting.

Reflection and Consideration

Time is dedicated to reflecting upon interactions with children. Reflections should consider how to spend extended periods engaged in interactions with children that involve communication and listening.

Role Modelling

Educators model positive interactions when they:

- ❖ Show care, empathy and respect for children, educators and staff and families;
- ❖ Learn and use effective communication strategies;

Quality interactions increase children's knowledge and understanding of themselves, each other as unique individuals and develop the skills and understandings they need to interact positively with others.

Evaluation

Interactions between educators and children are genuine, positive and responsive and based on respect, fairness, acceptance, co-operation and empathy. This is evident in conversations, communication, pedagogy, and planning for children and families

Procedures and Forms

- Staff Induction Procedures.
- AECA Code of Ethics
- Grievance Procedures.

Links to other Policies

- Tathra Preschool Philosophy
- Arrival and Departure Policy
- Confidentiality and Privacy policy
- Enrolment and Orientation
- Excursions
- Grievances and Complaints Policy
- Guiding Children's Behaviour Policy
- Child Protection Policy
- Enrolment and Orientation
- Excursions
- Grievances and Complaints Policy
- Guiding Children's Behaviour Policy
- Staff Induction Policy
- Staff Appraisal Policy
- Arrivals and Departures Policy
- Sun Protection Policy
- Water Safety Policy
- Work Health and Safety Policy
- Nutrition Policy
- Staff ,Student, Volunteer Induction Policy
- Child Protection Policy

Sources and references

DEEWR (2009). *Belonging Being and Becoming: The Early Years Learning Framework for Australia*: www.deewr.gov.au.

National Quality Standard Professional Learning Program e-Newsletter No. 36 2012.

Cross, C. & Morton, S. - Building trust and confidence through leadership Learning Guide -www.pscwa.org.au

Cross, C. & Morton, S. - Let's discuss interaction between staff and children - PSCWA Factsheets - Retrieved 2 June 2011, from www.pscwa.org.au

DEEWR Child Care Service Handbook 2011 - 2012;

Section 6.5 - What are my services responsibilities to parents?

Section 6.6 - What are my responsibilities to children? - www.deewr.gov.au

Early Childhood Australia (ECA) (2005) *The Code of Ethics* - Retrieved 16 May 2011, from http://www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html

Gowrie Professional Support Coordinator Tasmania - Encouragement vs praise what's the difference? -Retrieved 2 June 2011, from www.psctas.org.au

Professional Support Coordinator WA - EYLF fact sheet - Partnerships with families - Retrieved 2 June 2011, from www.pscwa.org.au/getdoc/EYLF-Fact-Sheet-

PSC Queensland - Attachment in child care - fact sheet - Retrieved 2 June 2011, from www.noahsark.net.au/PDF/factsheets/Attachment_in_Childcare.pdf

Stonehouse, A - Supporting children's development - Social skills and relationships - extract from *Putting Children First*, the Newsletter of the National Childcare Accreditation Council - Issue 25, March 2008

Tansey, S - Fostering children's relationships - extract from *Putting Children First*, the Newsletter of the National Childcare Accreditation Council - Issue 29, March 2009

UNICEF (n.d.). *Fact sheet: A summary of the rights under the Convention on the Rights of the Child.*

Retrieved 16 March 2011, from [http://www.unicef.org/crc/files/Rights overview.pdf](http://www.unicef.org/crc/files/Rights%20overview.pdf)

Date Adopted

December 2012

Review Date

2017 Updated.

2021 review or when procedure, practice or legislation changes.