



Interactions with Children

Reviewed: 25/07/2019 Next Review: August 2020

| | |
|--|--|
| Education and care services regulation/s | <ul style="list-style-type: none"> • Regulation 168(2)(i) Education and care service must have policies/procedures • Regulation 155 Interactions with children • Regulation 156 Relationships in groups |
| NSW Department of Education policy, procedure or guidelines | <p>The following department policies and relevant documents can be accessed from the preschool section of the department's website;</p> <ul style="list-style-type: none"> • Preschool – interactions with children provides department preschool educators with guidelines to support the development of localised procedures and to guide practice • Values in NSW Public Schools PD/2005/0131/V01 • Student Welfare Policy PD/2002/0052/V01 • Student Discipline in Government Schools Policy PD/2006/0316/V03 • Bullying: Preventing and Responding to Student Bullying in Schools Policy PD/2010/0415/V01 • Anti-Racism Policy PD/2005/0235/V05 • Aboriginal Education and Training Policy PD/2008/0385/V03 – Includes implementation document Turning Policy into Action (PDF 994.08KB) |
| National Quality Standard(s) | <p>5.1.1: Positive educator to child interactions Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</p> <p>5.1.2: Dignity and rights of the child The dignity and rights of every child are maintained.</p> <p>5.2: Relationships between children Each child is supported to build and maintain sensitive and responsive relationships</p> |
| Preschool Handbook reference | <p>Preschool Handbook (PDF 7.2MB) Access page 13 Safety page 39 Staffing page 57</p> |
| School policy or procedure | <p>Oak Flats Public School Anti Bullying Policy Oak Flats Public School Wellbeing Framework</p> |
| Key Resources | <p>Preschool: Interactions with children (attached) Early Childhood Australia Code of Ethics</p> |

Introduction

A positive atmosphere and the well-being of children within an education and care setting is promoted through attentive care and quality interactions with children. Emotional development and social relationships are enhanced through thoughtful and engaging approaches to conversation, discussion and promotion of children's language and communication.

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.

Aim

Interactions with children will:

- Promote a safe, secure and nurturing environment;
- Be authentic and responsive; and
- Be based on fairness, acceptance and empathy with respect for culture, rights, community and the individual.

Implementation

The Nominated Supervisor and Educational Leader shall:

- Guide professional development and practice to promote interactions with children that are positive and respectful.
- Establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic, just and respect difference.

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 on one interactions with children during daily conversation with each child.
- 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.
- Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion. Guidance strategies will be reflective of this approach.
- Acknowledge each child's uniqueness in positive ways.
- Respect cultural differences in communication and consider alternative approaches as necessary.

Children's Rights, Family and Cultural Values

Interactions within the setting are greatly enhanced when children's rights and family and cultural values are given due consideration and respect. Administrative procedures, initial conversations, documentation and ongoing communication with children and families are a reference point for interactions and a foundation for authentic and respectful communication.

Listening

Educators and staff will use listening as a foundation for interactions. Listening is based on observation and 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 comprise of communication and listening.

Role Modelling

Educators model positive interactions by:

- Showing care, empathy and respect for children, educators and staff and families;
- Learning and using effective communication strategies;
- Remembering that 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.
- Explicitly teaching Positive Behaviour for Learning (PBL) values.

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.

Interactions with children will involve staff:

- Maintaining the dignity and rights of each child when interacting with them
- Supporting each child to develop warm, trusting, respectful relationships with other children and with adults
- Encouraging each child to express themselves and their opinions, engaging them in sustained conversations about things that interest them
- Responding to each child's strengths, abilities, interests and play, to support curriculum decision making

Preschool programs and routines will:

- Provide regular opportunities for children to engage in meaningful play experiences
- Provide guidance for every child to manage their own behaviour and to respect individual differences
- Have regard for each family's cultural values
- Include PBL embedded in the curriculum

Departmental preschools are required to comply with the Education and Care Services National Regulations 2011 regulations 155 and 156. These regulations align with the National Quality Standard Quality Area 5: Relationships with children. Preschool – Interactions with children Relationships with children that are responsive and respectful will promote children's sense of security and wellbeing. Relationships of this kind free children to explore the environment and engage in play.