



Interactions with Children Policy

Education and Care Services National Regulations 2011, 2018 , rr 155, 156, 168
National Quality Standard 5.1.1; 5.1.2; 5.1.3; 5.2.1; 5.2.2

INTRODUCTION

A positive atmosphere and the wellbeing of children within Riverside Preschool ('the Preschool') is promoted through quality interactions with and attentive care of children. Emotional development and social relationships are enhanced through thoughtful and sophisticated approaches to conversations, discussions 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.

GOALS

The Preschool aims to ensure that interactions with children will:

- Be authentic and responsive;
- Be based in fairness, acceptance and empathy with respect for culture, rights, community and the individual;
- Build trusting relationships;
- Be meaningful, open interactions that support the acquisition of skills for life and learning; and
- Promote a safe, secure and nurturing environment.

STRATEGIES

General

The Nominated Supervisor will:

- 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; and
- Ensure that the ratio of 1:10 is maintained at all times. Educators will only be considered as part of the ratio if they are not completing any other tasks.

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 conversations 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 their opinions and show an interest and participate in what the child is doing;
- Encourage children to make choices and decisions;
- Maintain at all times the dignity and rights of each child;
- Allow the children to undertake experiences that develop self-reliance and self-esteem;
- Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion. Guidance strategies should be reflective of this approach;
- Guide children towards positive and responsible behaviour;
- Acknowledge each child's uniqueness in positive ways;
- Use the knowledge they gather about the individual children to formulate the program; and
- Respect cultural difference in communication and consider alternative approaches to their own.

Children's rights, family and cultural values

Educators and staff will:

- Give due consideration and respect to children's rights and family and cultural values when interacting with children. 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 judgment 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

Educators and staff will:

- Promote a culture of respectful interaction by valuing children's attempts to communicate. Turn taking and regulating children's conversations promotes active engagement. Respectful communication with families generates greater confidence in interacting.

Reflecting on interactions

Educators and staff will:

- Dedicate time to reflecting upon interactions with children. Reflections should consider how to spend extended periods engaged in interactions with children that comprise communication and listening.

Role modeling

Educators and staff will:

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

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.

RELEVANT LEGISLATION

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

Education and Care Services National Regulations 2018

SOURCES

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

Policy to be reviewed Tri annually

Date endorsed :	May 2012
Date reviewed	October 2014
	October 2016
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