



Date Adopted

August 2015

Review Date

August 2016

Relevant
Legislation &
Standards

Education and Care Services National Regulations: 155, 156, 168

National Quality Standard: Quality Area 5: 5.2.1, 5.2.3, 7.3.5

Aim / Policy
Statement

Positive interactions between educators and children ensure that children develop to their optimum in all areas – physical, emotional/social or cognitive and that their safety is maintained. Interactions and relationships ensure that children are able to develop a sense of belonging to the preschool community

Goals

At Goulburn Pre-School interactions with children will:

- Have the opportunity to explore their disposition for learning by expressing themselves and their ideas and opinions.
- Be authentic and responsive to individuals and provide the opportunity to develop resilience and develop a positive self-esteem.
- Support inclusion, empathy and acceptance with recognition of culture, rights, community and individuals.
- Be guided towards positive behaviours that respect the rights of others.
- Not be required to perform duties or tasks that are not age or culturally appropriate.

Interactions between educators and children ensure that the dignity and rights of each child are maintained at all times and that:

- Child management techniques do not include physical, verbal or emotional punishment.
- Children are not frightened, threatened or humiliated.
- A child is not isolated other than if they are sick or have had an accident.
- A child is given positive guidance towards acceptable behaviour.
- The values of the child's family are respected.

Procedures and Strategies

The Nominated Supervisor and Educational Leader will:

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

Educators and Staff will:

- Respond to children's communication and actions in a just and consistent manner.
- Respond to children sensitively in their attempts to initiate conversations and interactions with others.
- Initiate and sustain one to one meaningful interactions and conversations with children.
- Support and encourage children's efforts in all areas – assisting if necessary.
- Support and nurture children's sense of secure attachment through consistently warm and nurturing relationships.
- Support and encourage children to express their thoughts and feelings.
- Express interest in the actions and interests of the children and become positively involved in play, investigations and explorations.
- Support and encourage children to make positive choices and decisions.
- Recognise and acknowledge children complex relationships and interactions. It is the role of the educator to support children to see and understand different points of view, perspectives and inclusion for all. (EYLF p.12)
- Positively acknowledge each child as unique.
- Respect the cultural differences in communication and support positive strategies.
- Ensure their interactions with children are not compromised or interrupted by other tasks. (Please be conscious of how documenting can be a distraction from the interaction).

Implementation

Children's Rights, Family and Cultural Values

Interactions with children at Goulburn Pre-School are greatly enhanced when the rights of children, family and cultural values are respectfully considered. Administration procedures, conversations, documentation and ongoing communication with children and families form the reference point for authentic and meaningful interactions with both children and families.

Listening

Positive and effective listening is the foundation for meaningful interactions. Listening is about taking the time and providing a non-judgmental time to allow children to share their thoughts, feelings, ideas and experiences.

Positive and appropriate responses should ensure children are valued and feel 'heard' and develop a culture of respectful listening.

Children and Families

Respectful and positive interactions with children and families promotes confidence in building relationships. Active engagement of families ensures positive sharing of information supports positive interactions with children and a trusting connection.

Programming and Reflection

Effective and respectful interactions with children can form a basis for observation, reflection and ongoing planning. Communication and shared information with families provide another aspect to draw upon. Further planning should reflect the role of the educator, teaching strategies and learning environment.

Role Modelling

Educators and staff model positive interactions when they:

- Show care, empathy and respect for children, families, fellow colleagues and visitors to Goulburn Pre-School.
- Develop and use effective and varied communication strategies.

Evaluation

Interactions with children are meaningful and genuine where children feel valued and supported in the learning environment. Respect, fairness, acceptance, co operation and empathy are evident in conversations and interactions and support the skills for positive interactions with others.

Resources and Attachments

Community Child Care Co-Operative (Member's Resources)

UN Rights of the Child

ECA Code of Ethics

Belonging, Being, Becoming: The Early Years Framework for Australia.
DEEWR (2009) www.education.gov.au