

Interactions with Children

Rationale

Warm and trusting educator-child relationships help children to feel secure which promotes their well - being and identity. Children feel happy and secure to play, explore and learn. Positive, equitable, and respectful interactions with children convey to them that they are valued as individuals.

Educators should also offer opportunities for children to learn how to interact with peers, and other adults. Modelling sensitive and responsive relationships and supporting children in their interactions help children to respect others rights, show caring and resolve conflicts in an appropriate way.

Legislation and Government Requirements

Education and Care Services National Law Act 2010

Education and Care Services National Regulations

The National Quality Standard for Early Childhood Education

Strategies that Build and Strengthen Relationships

1. Educators will have a system in which each educator will have primary responsibility for a group of children and become knowledgeable about those children. Individual learning profiles will provide a picture of individual children's needs, interests and capabilities.
2. Continuity of educators/staff is encouraged wherever possible. Minimising the number of educators and promoting consistency will support relationship building.
3. Have continuity of educators when settling in new children or for children who are transitioning to another group within the service.

Strategies for Policy Implementation

1. Educators will develop warm and responsive relationships with children and their families; children are happy, feel safe and supported.
2. Educators assist children to learn to communicate and interact positively with their peers through modelling appropriate communication and responding positively to children's needs.
3. Educators encourage children to communicate effectively with others their own ideas and feelings. Educators should also respond to non-verbal cues.
4. Educators show respect and understanding when communicating with children and other adults.
5. Educators will comfort children who are upset and help them to feel safe and secure.

6. Educators will make toileting and nappy changes a positive experience, using these times as on-on-one interactions. Educators should work with families needs and requests wherever possible. Working in partnerships with families assists a smooth transition between home and care.
7. Babies are supported to build positive secure attachments with one or two educators in order to develop a secure base for exploration and learning.
8. Mealtimes will be relaxed with educators sitting with children and encouraging social interactions.
9. Educators are interested in children and listen to their ideas and interests.
10. Educators give children attention and encourage them to share their thoughts and feelings. Children are encourage to share during group times ideas, interests or special items from home.
11. Educators and children laugh often together. Children's time alone is also respected.
12. Children of all age groups will learn about environmental issues and environmental education.

Involving Children in Decision Making

Educators will seek children's input, respect their ideas and encourage children to make decisions about:

- Experiences and what they would like to do
- Material and resources
- Where they would like to play offering indoor and outdoor activities
- Who they want to play with and when
- Rest and sleep and toileting decisions
- When they would like to eat

Links to Other Policies

- Confidentiality
- Delivery and Collection of Children
- Diversity and Inclusion
- Supervision
- Guiding and Supporting Children's Behaviour
- Partnerships with families
- Sustainability strategy

Sources

Australian Childrens's Education and Care Authority (ACEQA) 2011

Guide to the national quality standard

Relationships with Children – Professional learning Program NQS PLP No 5 36 2012

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