C- 13 Interactions with Children

NQS

QA. 1.1	Program.
QA. 1.1.1	Approved learning framework.
QA. 1.1.2	Child-centred.
QA. 1.1.3	Program learning opportunities.
QA. 1.2.1	Intentional teaching.
QA. 1.2.2	Responsive teaching and scaffolding.
QA. 1.3.1	Assessment and planning cycle.
QA. 5.1	Relationships between educators and children.
QA. 5.1.1	Positive educator to child interactions.
QA. 5.1.2	Dignity and rights of the child.
QA. 5.2	Relationships between children.
QA. 5.2.1	Collaborative learning.
QA. 5.2.2	Self-regulation
QA. 6.1	Supportive relationships with families.
QA. 6.1.2	Parents views are respected.
QA. 6.1.3	Families are supported.
QA. 7.1.2	Management systems.
QA. 7.2	Leadership
QA. 7.2.1	Continuous improvement.
QA. 7.2.2	Educational leadership.

National Regulations

Reg. 73	Educational program
Reg. 74	Documenting of child assessments or evaluations for delivery of educational program
Reg. 75	Information about educational program to be given to parents
Reg. 155	Interactions with children
Reg. 156	Relationships in groups
Reg. 168	Education and care service must have policies and procedures

My Time, Our Place

LO. 1	Children feel safe, secure, and supported
	Children learn to interact in relation to others with care, empathy and respect
LO. 2	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
	Children respond to diversity with respect
	Children become aware of fairness
LO. 3	Children have a strong sense of wellbeing
	Children become strong in their social and emotional wellbeing
	Children take increasing responsibility for their own health and physical wellbeing

LO. 4	Children are confident and involved learners
LO. 5	Children are effective communicators
	Children interact verbally and non-verbally with others for a range of purposes

Policy Statement

We believe that positive interactions between educators and children will have a profound effect on a child's self-esteem and assist children to develop to their fullest potential; physically, socially and cognitively. Positive relationships ensure that children are able to develop a sense of belonging to the Centre and their community ('My Time, Our Place' 2.1, 3.1).

Related Policies

- Sylvania Heights BASC Policy A-3: Philosophy
- Sylvania Heights BASC Policy A-14: Complaints
- Sylvania Heights BASC Policy C-12: Communication
- Sylvania Heights BASC Policy D-23: Child Management
- Sylvania Heights BASC Policy D-25: Harassment / Bullying and Violence
- Sylvania Heights BASC Policy E-1: Daily Routines
- Sylvania Heights BASC Policy E-2: Written Programs
- Sylvania Heights BASC Policy E-3: Gender Equity and Inclusion
- Sylvania Heights BASC Policy E-4: Cultural Relevance / Anti-Bias
- Sylvania Heights BASC Policy E-10: Community Involvement

Procedure

Under Regulation 155, an approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that—

- encourages the children to express themselves and their opinions
- allows the children to undertake experiences that develop self-reliance and self-esteem
- maintains at all times the dignity and rights of each child
- gives each child positive guidance and encouragement toward acceptable behaviour; and
- has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.

The approved provider of an education and care service must take reasonable steps to ensure that the service provides children with opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service.

The approved provider must have regard to the size and the composition of the groups in which children are being educated and cared for by the service.

Through positive, supportive and intentional relationship building, educators will:

- Ensure the United Nations ‘Rights of the child’ are acknowledged and promoted
- Treat all children equally regardless of race, cultural background, religion, sex or ability
- Lead by example and promote respect, democracy, honesty, integrity, justice, courage and a collaborative environment for all users to promote a positive interactive learning community
- Facilitate the children’s development of skills in interactions and communication to ensure all interactions are non-bias, non-discriminatory, non-threatening, respectful, and will not humiliate, scare, threaten or harm any other person
- Ensure the programme of activities is planned, evaluated, and extended on, to facilitate individuals’ strengths and interests and to ensure children have opportunities to try new activities, take risks and develop a sense of achievement
- Ensure the routine is reviewed regularly so it is developmentally and age appropriate and that educator’s expectations of children are based on their age and development
- Regularly meet outside of the programme hours to discuss the development of the programme, numbers of attendance, experience and knowledge of individual children’s needs, routines and current goals and strategies
- Collaborate with children regarding the daily routines and programming so they can contribute ideas based on their current needs, interests, skills and abilities
- Ensure the children participate in the documentation of their activities, participation, achievements and learnings
- Ensure children’s reflections, contributions, ideas, feedback, opinions are sought by the educators regularly throughout the programme and in a variety of situations. The documentation is used to enhance and enrich the program
- Ensure the children will not be required to participate in activities that are inappropriate in relation to each child’s family and cultural values, age, physical and intellectual development or capacity
- Monitor, support, facilitate and guide interactions between peers where required
- Ensure relationships are strengthened as educators and children share decisions, respect and trust each other and learn together
- Promote diversity of opinion, culture and interests and incorporate these into the programme
- Ensure the children have many opportunities to take on different levels of responsibility and encourage independence for children to make decisions for themselves
- Ensure children are consulted on the strategies for positive and acceptable behaviour at the Centre and discuss strategies with children individually and in group situations on a regular basis
- Model respectful and positive interactions with the children, with each other and with families
- Value the partnership with families and consult with families on a regular basis
- Consult with the school community to ensure the strategies are consistent with the school’s strategies
- Actively play alongside the children as this is the best place to adequately supervise, respond and promote positive interactions and learning

- Promote and model positive guidance and conflict resolution through supporting interactions, role modelling and play

Sources

- Education and Care Services National Regulations 2011
- National Quality Standard
- My Time, Our Place Framework for School Age Care in Australia
- United Nations 'Rights of the Child'
- Network 'Interactions with Children' Policy

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