

Interactions with Children

Purpose

ECMS will provide a learning and emotional environment that gives children a secure base and supports them to:

- Experience ‘belonging’ while in our service and to feel safe
- Have time and space to enjoy ‘being’ in the present and to explore their own relationships with others
- Be encouraged and supported to ‘become’ and to learn and grow with confidence, to build their capacity, knowledge and skills

We will actively promote respectful relationships, opportunities to interact and responsive engagement between children and educators, families, volunteers and students

Policy Principles

ECMS:

- Values and nurtures the uniqueness of each child. We will listen to children and include them in decision making.
- Respects the primary role of families. Our partnership with families will inform our interactions with children.
- Responds to the specific needs and interests of each child. We will have high expectations for every child that we will pursue enthusiastically.
- That group size does not exceed the approved capacity of the room.
- All interactions with children are professional and ethical (as stated in the PC 1.1 Code of Conduct and ECA Professional Ethics)

Roles & responsibilities

<p>General Managers</p>	<p>Accountable for:</p> <ul style="list-style-type: none"> • Ensuring implementation • Supporting educators to provide a safe and secure emotional environments and a challenging learning environments through ongoing guidance, direction and professional learning
<p>Area Managers</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> • Supporting educators to provide a safe and secure emotional environments and a challenging learning environments through ongoing guidance, direction and professional learning

	<ul style="list-style-type: none"> • Provide specific support to educators working with a child who requires extensive support with self-regulation.
<p>Centre Directors & Nominated Supervisors Educators</p>	<ul style="list-style-type: none"> • Provide a safe and secure emotional environment and challenging learning environment. • Reflect on their practice and seek guidance, direction and professional learning to increase their knowledge, expertise and improve their practice. • Collaborate with children’s families and other professionals to inform their understanding of children so that their interactions with each child are meaningful and support the child’s continued learning and development. • Demonstrate respect for children by maintaining the dignity and rights of every child at all times. • Encourage children to express themselves and their opinions. • Enable children to undertake experiences that develop self-reliance and self-esteem. • Display regard to the family and cultural values, age, and physical and intellectual development and abilities of each child. • Create an emotional environment that is nurturing and accepting of everyone. • Respond sensitively to each child’s temperament, communication strategies and emotional cues. • Develop and maintain relationships with children that are responsive, respectful, and equitable and promote children’s confidence, sense of security and belonging. • Respond to children in ways that strengthen their sense of agency and self-efficacy. • Support each child to build and maintain sensitive and responsive relationships with other children and adults. • Create a learning environment where children are encouraged to explore, imagine, create and engage in learning. • Be thoughtful, deliberate and purposeful in their interactions with children, moving flexibly between child initiated/directed play and learning; guided play and learning; and adult led learning. • Support children’s acquisition of skills and knowledge for life and learning by

	<p>encouraging children to express themselves and their opinions and by scaffolding children’s learning.</p> <ul style="list-style-type: none"> • Support each child to work with, learn from and help others through collaborative learning opportunities. • Create a community of care, supporting each child to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. • Provide children with clear expectations about their behaviour and, when necessary, set clear and appropriate limits that are sensitive to children’s perspectives. • Provide positive guidance and encouragement toward acceptable behaviour • Provide meaningful feedback and acknowledgement to children. • Work in partnership with each child’s parent/ guardian to exchange information about children’s strengths and to develop strategies to support children to acquire skills and knowledge to help them develop trusting relationships with others. • Use written observations of each child to help understand the child’s interests and needs, to further strengthen relationships with each child. This documentation will also inform and guide discussions with children and their parents/guardians to support children’s continued learning and development, in particular, their social and emotional growth. • Where the Kindergarten offers rotational groups, ensure that any activities are consistent with the approved capacity of the room at all times. Eg Incursions and excursions will need to be offered twice. • Educators will collaborate with other professionals such as Maternal & Child Health Nurse, Paediatrician, Inclusion Support Facilitator and/or the Preschool Field Officer.
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Policy Created Date	July 2014, Reviewed September 2016
Policy Review Date	September 2018

Relevant Legislation	Education and Care National Regulations: Regulations 155, 156, 168 Child Wellbeing and Safety Act 2005 Charter of Human Rights and Responsibilities Act 2006
Relevant NQS	Quality area: Relationships with children 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.2.3
References	Guide to the Education and Care Services National Law 2010 and Education and Care Services National Regulations 2011 <u>Guide to the National Quality Standard</u> http://www.acecqa.gov.au/links-and-resources/national-quality-framework-resources/