

QA5 – CHILD AND EDUCATOR INTERACTIONS PROCEDURE

INFORMATION

Centre teams will ensure that they provide children with opportunities to interact and develop respectful and positive relationships with each other and with the educators.

Children’s social and emotional wellbeing is enhanced in environments where positive relationships are encouraged through effective communications and interactions. It is also an integral part of the care and education of children as it assists educators to make an ongoing assessment of each child, which informs them of changes to be made to the educational program.

We believe that any interaction between a child and educator can have a profound effect on the child’s self-esteem and overall development. Educators hold a very privileged and responsible position in each child’s life. It is important that interactions with children are meaningful, caring, respectful, warm and friendly. It is for this reason and the commitment to be a part of a community that encourages positive relationships and interactions with children, that we have developed this procedure.

RESPONSIBILITY

All team members, students, volunteers and visitors must comply with this procedure.

PROCEDURE

To ensure all children are provided with opportunities to interact and develop positive relationships with their peers and educators, all team members must:

- Provide opportunities for children to interact in groups of various sizes
- Encourage children to discuss their feelings, thoughts and opinions
- Provide a safe space for children to share their ideas
- Allow for children to develop their self-esteem and build confidence, through independent actions
- Engage in positive, sensitive and meaningful conversations with children
- Allow children to take their time, and not hurry activities along
- Create environments where children can guide their own learnings and be inquisitive
- Support children to build relationships with their peers and educators
- Respond to children with respect and in a positive way
- Listen and try to understand the children, their thoughts and ideas
- Support children to develop a sense of belonging and confidence
- Provide opportunities where children can experience different cultures
- Give children their attention when they are speaking so they can feel heard
- Support each child’s rest and relaxation requirements
- Build relationships with families and community to provide individualised support to each child

- Encourage participation in group activities, and as required, assist children to negotiate relationships
- Provide opportunities for peer scaffolding
- Support inclusive environments for all children
- Assist in diffusing and negotiating conflict, or challenging interactions
- Be positive role models for children.

The following techniques should be used when interacting with children:

- Intervene as required, when children are unable to resolve conflict or disagreements
- Communicate to infants with comforting tones
- Be calm, patient and gentle with all children
- Behave in accordance with the Code of Conduct
- Acknowledge positive behaviour and decisions
- Be empathetic and attentive when children are sharing their emotions, feelings or thoughts.

ACKNOWLEDGEMENTS, REFERENCES AND RESOURCES

DEEWR (2009). *The early years learning framework for Australia*. Barton, ACT: Commonwealth of Australia.

DOCUMENT CONTROL

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