Preschool Interactions with Children Policy

Introduction

*Kemblawarra Public School Preschool* prides itself on its meaningful interactions and relationships with children.

*Kemblawarra Public School Preschool’s* educators aim to provide a welcoming and comfortable environment in which respectful and caring relationships can develop based on shared interest and participation in the preschools program.

Educators aim to make children feel confident in their own ability and encourage the children to follow and explore their own ideas within the classroom with guidance from the educators.

These ideas are based on the Belonging, Being and Becoming: Early Years Learning Framework, which is used to guide the educational program of the preschool.

Goals - What are we going to do?

We will provide a welcoming environment in which educators and children will interact in ways that promote safety, security, respect, and learning in everything that they do.

Strategies – how it will be done

The Educational Leader shall:

1. Guide professional development which encourages interactions with children that are positive and respectful.

Educators will:

1. Follow guidelines outlined in the *Education and Care Services National Regulations (App. 1)*
2. Create a welcoming environment where children are free to explore and engage in meaningful activities
3. Greet each individual child, making them feel important and that they belong
4. Understand, accept and promote each child’s uniqueness in positive ways
5. Understand and respect cultural differences and provide changes to provisions made in relation to language, routines, activities provided and topics discussed
6. Respond sensitively and equally to each child’s attempt to initiate interactions and conversations.
7. Initiate one to one interactions with each child as often as possible
8. Encourage and support children’s efforts in the classroom and with their peers
9. Encourage and support children’s expression of their thoughts, ideas and feelings
10. Encourage and support children to express themselves and their own ideas. Make possibilities available to explore their interests.
11. Encourage and support children to make positive choices and decisions.
12. Encourage and support children to make meaningful relationships and friendships. Encourage inclusion of everyone.
13. Role model acceptable behaviour throughout the day including interactions with educators and children, appropriate behaviour during play, meal and group activity times

Evaluation
Interactions between educators and children are genuine, positive and responsive and based on respect, fairness, acceptance, co-operation and empathy. This is evident in conversations, communication, pedagogy, and planning for children and families

Links to the National Quality Standards/elements

5.2.3 Each child is supported to work with and learn from and help others through collaborative learning opportunities

5.2.3 The dignity and rights of every child are maintained at all times

7.3.5 Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly
Appendix 1

PART 4.5—RELATIONSHIPS WITH CHILDREN

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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—
(a) encourages the children to express themselves and their opinions; and
(b) allows the children to undertake experiences that develop self-reliance and self-esteem; and
(c) maintains at all times the dignity and rights of each child; and
(d) gives each child positive guidance and encouragement toward acceptable behaviour; and
(e) 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.