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# Giralang Preschool Unit

Interactions with Children Procedure

The Giralang Primary School Preschool Unit’s ‘Interactions with Children Procedure’ has been developed to highlight our belief of the vital importance of developing positive, caring and nurturing relationships with all children within the preschool. The educator’s communication practices and interactions with children highly influence the child’s brain development and overall learning and development in all areas. Educators and children form special relationships and attachments within each room of the preschool.

**General Procedures and Strategies**

• The environment will provide places for children to play in both small and large groups (facilitating choice of peer group and choice of experience)

• The environment will be set up to provide children with play choices based on interests and intentional teaching (EYLF p. 15)

• Limits will be set and explained to children so there is consistency of expectations.

**Educators:**

• will give priority to nurturing relationships and providing children with consistent emotional support so children can be assisted to develop skills and understandings about how to interact positively with others (EYFL p.12).

• Educators will spend time listening to children and responding appropriately so they learn their opinions are valued and can build self esteem and self concept

• Educators will take every opportunity to help children learn about other cultures and lifestyles in everyday situations in order to facilitate respect for diversity. This will help children become aware of connections, similarities and differences between people (EYLF p. 27)

• will support all children’s attempts to interact and communicate regardless of the child’s communication abilities and form caring and trusting relationships and secure attachments with all of the children in their immediate care

• will support new children in care and provide them with extra special attention to form secure attachments

•will develop rituals to help settle children at arrival and departure times

•will engage in play with children

• allow children to initiate their own play and make choices

• allow and encourage children to express themselves and their opinions

•help children to develop self-help skills and foster their independence

•empower children to feel confident in their learning environment, foster their self-esteem and feel a sense of belonging and ownership within their room

•will develop a balance of quiet and noisy experiences

• will observe children for signs of distress and attend to their emotional needs

• will communicate with families about their child’s care practices and aim to connect the home to the preschool by working in collaboration together ensure that all children feel a sense of belonging in their own room

•will pay close attention to what children are saying and communicate through active listening, talking and observing

• will collaborate with children in their learning experiences

• will ensure that the atmosphere is relaxed and happy

• will sit and engage in conversations at meal times and provide an unhurried meal time which is relaxed

•will support the child’s home language by using routine words where appropriate with parent collaboration

•will ensure each child is supported to feel, secure, confident and included

• will encourage and acknowledge children’s efforts and achievements

• will respect children and ensure the dignity and rights of the child are maintained at all times

• will allow children to use items of comfort from home, e.g. a favourite toy

• will support children in developing positive relationships with their peers by role modelling, initiating play in small groups and peer scaffolding

• will identify children’s individual and shared interests and program experiences to support them

• will identify children who are displaying problems with their learning or development and work collaboratively with the preschool , families and community services (if applicable) to work towards helping the child by developing an ‘Inclusion Support Plan’

• assist children to develop dispositions to regulate their own behaviour and support them to identify their own feelings

• will ensure that each child is positively guided and encouraged towards socially and developmentally acceptable behaviour

• will put the child first at all times by asking “what’s good for children?” when problem solving

• will develop relationships with all members of a child’s family

**Educators will be observed to:**

• be continually developing respectful relationships with children and their families

• speak with children at the child’s eye level 80% of the time

• use calm quiet voices (no shouting) and non coercive body language (no finger pointing, hand on hips, rolling of eyes)

• respond to children using sentences

• intentionally guide conversations using active listening

• role model appropriate communication skills

• restrict the use of the word ‘no’ for certain occasions

• actively pre plan all learning experiences and transitions to ensure inclusion and success

• acknowledge each child’s uniqueness in positive ways

•ensuring mealtimes are relaxed and unhurried and educators take the time to sit and talk with children

• encouraging children to initiate conversations about their experiences inside and outside the preschool as well as what is happening around them, express their ideas and feelings, share humour with all educators and seek assistance as they take on new challenges and try to do things for themselves

• developing routines, as well as planned and spontaneous experiences, that are organised to maximise opportunity for meaningful conversations between children and educators and we will ensure that all children have equal opportunity to engage in one-to-one and small group conversations with educators

• actively ‘walk the’ statement of philosophy which is visible and accessible for all stake-holders.

• participate in children’s play using children’s cues to guide their level and type of

involvement while always maintaining a positive approach when responding to children and offering assistance

• model reasoning, prediction and reflection processes and language

• collaborate with children about routines and experiences

• use techniques such as sign language and other resources and tools to support children with additional needs when this is helpful to them

•use information from their observations of interactions with children to extend the

children’s thinking and learning

• contribute to reconciliation and equity by ensuring all children are familiar with the rich and long history of Aboriginal and Torres Strait Islander cultures

**Educators ensure that interactions with children occur in a way that ensures the children:**

1) Have the opportunity to explore their dispositions for learning by expressing themselves and their opinions

2) Are given the opportunity to build resilience and self-reliance and to develop self-esteem

3) Are guided towards positive and responsible behaviour

4) Are not required to perform inappropriate duties with regard to each child’s age and cultural values

**Interactions between educators and children ensure that the dignity and rights of each child are maintained at all times and that:**

1) Child management techniques do not include physical, verbal or emotional punishment

2) Children are not frightened, threatened or humiliated

3) A child is not isolated other than if they are sick, had an accident or with pre-arranged

parental consent

4) A child is given positive guidance towards developing and practising positive behaviours

5) The values of the child’s family are respected

6) The child is supported in learning experiences

7) The child is given emotional support and guidance

**Interactions between educators and children will ensure that all children are well supervised:**

1) No member of the primary contact team is to perform other duties while supervising children

2) All children are supervised at all times having regard to their age and development and activities in which they are engaged

3) Children are supervised when going to the bathroom for toileting and hand-washing in an organised group situation

4) Children are monitored as much as possible to ensure they do not climb over or under fences