

Quality Area 5

Relationships with children

A positive atmosphere and the wellbeing of children within an education and care setting is promoted through genuine care and quality interactions with children. Emotional development and social relationships are enhanced through thoughtful and meaningful approaches to conversation, discussion and promotion of children’s language and communication.

Children who experience relationships that are built on respect, fairness, cooperation and empathy are given the opportunity to develop these qualities themselves. When children have positive experiences of interactions they develop an understanding of themselves as significant and respected, and feel a sense of belonging.

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Responsibilities

This policy is to be implemented by all Ooranga staff and volunteers.

Children’s Rights, Family and Cultural Values

Interactions within the setting are greatly enhanced when children’s rights and family and cultural values are given due consideration and respect. Administrative procedures, initial conversations, documentation and ongoing communication with children and families are a reference point for educators when planning interactions and a foundation for authentic and respectful communication.

Listening

Educators and staff must use listening as a foundation for interactions. Listening is based on observation and in leaving spaces in conversations and communication, suspending judgement and giving full attention to children as they communicate. Truly attending to children's communication promotes a strong culture of listening.

Respectful interactions

A culture of respectful interaction is promoted when children's attempts to communicate are valued. Turn taking and regulating children's conversations promotes active engagement.

Educators model positive interactions when they show care, empathy and respect for children, colleagues and families.

Quality interactions increase children's knowledge and understanding of themselves, each other as unique individuals and develop the skills and understandings they need to interact positively with others.

Reflection and Consideration

Time is dedicated to reflecting upon interactions with children. Reflections should consider how to spend extended periods engaged in interactions with children that comprise communication and listening based on previous experiences and identified goals for individual children.

Behaviour Regulation

Educators recognise that a child's ability to regulate their own behaviour is a key indicator for success in adulthood. Children will be positively guided and supported to develop their capacity to regulate their own behaviour through modelling by staff and encouragement to respond appropriately to others. Children will be assisted to communicate to resolve conflict and maintain the dignity and rights of all children.

Related Documents

Other relevant policy documents; Educational Program and Practice, Children's Health and Safety, Collaborative Partnerships with Families and Communities, Leadership and Service Management.

Relevant procedures; Behaviour Guidance, Program Reflection, Preschool Enrolment Form.

United Nations Convention on the Rights of the Child: www.unicef.com

Early Childhood Australia Code of Ethics 2016.

Regulatory References: Children (Education and Care Services) Supplementary Provisions Regulation 2012; Education and Care Services National Regulations.

Breach of this policy may lead to disciplinary action including termination of employment.