

Preschool Procedure

Interactions with children



Current	Term 2 2019
Next Review	Term 2 2020
Regulation(s)	R155-156
National Quality Standard(s)	5.1: Respectful and equitable relationships are developed and maintained with each child. 5.2: Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.
Relevant DoE Policy and link	Aboriginal Education and Training Policy PD/2008/0385/V03 Anti-Racism Policy PD/2005/0235/V05 Bullying: Preventing and Responding to Student Bullying in Schools Policy PD/2010/0415/V01 Code of Conduct Policy PD/2004/0020/V06 Code of Conduct Procedures (PDF) Multicultural Education Policy PD/2005/0234/V01 Values in NSW Public Schools PD/2005/0131/V01 Student Welfare Policy PD/2002/0052/V01 Student Discipline in Government Schools Policy PD/2006/0316/V03
Relevant School Procedure	
Key Resources	Preschool: Interactions with children (attached) Early Childhood Australia Code of Ethics Leading and Operating a Departmental Preschool

Relationships with children are responsive and respectful promote children's sense of security and wellbeing. Staff:

- maintain the dignity and rights of each child when interacting with them
- support each child to develop warm, trusting, respectful relationships with other children and with adults

- encourage each child to express themselves and their opinions, engaging them in sustained conversations about things that interest them
- respond to each child's strengths, abilities, interests and play to support curriculum decision making.

The preschool program and routines:

- provide regular opportunities for children to engage in meaningful play experiences
- provide guidance for every child to manage their own behaviour and to respect individual differences
- have regard for each family's cultural values.

Each preschool needs to consider how children are supported to form and maintain positive relationships with each other, as well as learn to balance their own needs and wants with those of other children. Strategies employed by educators to support children in forming and maintaining positive relationships with each other include:

- a play-based pedagogy which provides a range of opportunities for children to engage in social play
- supportive environments that enable children to collaborate, learn from and help each other
- opportunities for children to explore different identities and points of view through dramatic play
- opportunities for children to assume leadership roles
- educators
 - nurturing respectful and reciprocal relationships among children
 - scaffolding and encouraging children to initiate interactions, communicate with each other and join in play and social experiences
 - engaging thoughtfully in children's group play in ways that promote social inclusion
 - leading planned and spontaneous discussions around issues of inclusion and exclusion, fair and unfair behaviour.

Preschool educators support the development of self-regulation skills through implementing the following strategies:

- a consistent educator approach to behaviour guidance which positively supports each child
- provision of a safe place to support children to explore self-calming strategies
- educators discussing with children the outcomes of their actions and alternative behaviours
- utilising intrinsic rewards, rather than extrinsic systems
- intentional teaching and positive reinforcement of:
 - routines
 - behaviour expectations
 - cooperative behaviour
- planned and spontaneous discussions around emotions and feelings

- educators using their knowledge of individual children to tailor their responses and interactions
- the development of individual behaviour plans, when required, in consultation with a child's family
- seeking input and suggestions from other professionals and support agencies, when required, to support individual children.
- Utilising the whole school strategy for positive behaviour PBL by
 - common language
 - developing shared understanding of expectations



Education
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Preschool – Interactions with children

Relationships with children that are responsive and respectful will promote children's sense of security and wellbeing. Relationships of this kind free children to explore the environment and engage in play and learning.

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

Interactions with children will involve staff:

- Maintaining the dignity and rights of each child when interacting with them
- Supporting each child to develop warm, trusting, respectful relationships with other children and with adults
- Encouraging each child to express themselves and their opinions, engaging them in sustained conversations about things that interest them
- Responding to each child's strengths, abilities, interests and play, to support curriculum decision making

Preschool programs and routines will:

- Provide regular opportunities for children to engage in meaningful play experiences
- Provide guidance for every child to manage their own behaviour and to respect individual differences
- Have regard for each family's cultural values

Departmental preschools are required to comply with the *Education and Care Services National Regulations 2011 regulations 155 and 156*. These regulations align with the *National Quality Standard Quality Area 5: Relationships with children*.