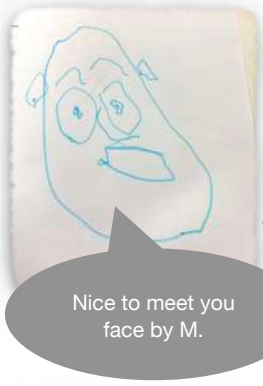




POSITIVE EDUCATOR TO CHILD INTERACTIONS

are described in the National Quality Framework assessment guide for meeting Element 5.1.1 (for all services)

RESPONSIVE AND MEANINGFUL INTERACTIONS BUILD TRUSTING RELATIONSHIPS WHICH ENGAGE AND SUPPORT EACH CHILD TO FEEL SECURE, CONFIDENT AND INCLUDED.



What Element 5.1.1 aims to achieve

Positive interactions between educators and children involve educators viewing each child as capable and competent, with a right to a voice and able to contribute to decisions that affect them. This enables educators to focus their education and care practices on children's strengths and inclusion in the group environment.

Educators who are responsive to children's thoughts and feelings are supporting them to develop a strong sense of wellbeing. By interacting positively and meaningfully with children, educators help children to feel accepted and to develop a sense of attachment and trust. Children who are supported to understand themselves experience a sense of belonging that fosters self-esteem. Self-esteem contributes to the development of identity and is critical to children's capacity to understand their own strengths, abilities and interests. When children feel safe, secure and supported, they develop confidence to explore and learn (*Early Years Learning Framework*, p. 20; *Framework for School Age Care*, p. 19).



You will observe educators

- sitting and engaging in relaxed and unhurried two way conversations with children including at meal and fruit times
- responding openly, positively and respectfully to children's comments, questions and requests
- engaging with children in conversations throughout the day talking about what is happening around them and what they are learning
- showing enthusiasm and respect when interacting with all children and their families
- responding positively to the varying abilities, individual strengths and confidence of all children, and facilitating their involvement in the service
- acknowledging children's efforts and achievements and supporting children to experience success
- actively supporting the maintenance of each child's home language where interactions with families support this approach
- respectfully participating in children's play and using children's cues to guide their level and type of involvement
- consistently modelling reasoning, predicting, reflective processes and appropriate language
- collaborating with children about routines and experiences and providing opportunities for them to make decisions and choices

Where and when there is a need educators will plan for the inclusion of children. These plans will be made with families. As well the process will draw on the diverse professional experiences and the professional views of our colleagues to ensure that all children have opportunities to be successful and engaged learners.



Dignity and Rights of the What Element 5.1.2 aims to achieve

The United Nations Convention on the Rights of the Child is a universally agreed set of non-negotiable standards and obligations founded on respect for the dignity and worth of each child, regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status or ability.

By agreeing to undertake the obligations of the Convention on the Rights of the Child, Australia has committed to protecting and ensuring children's rights. This includes Article 19 of the convention, which states that children have the right to be protected from being hurt and mistreated, physically or mentally.

You will observe educators

- supporting children to make choices and to experience the consequences of their choices in a safe and supervised space
- acknowledging children when they make positive choices in managing their own behaviour
- ensuring children are experiencing independence and increased autonomy in recognition of their growing maturity and responsibility for their own behaviour
- predicting potential conflicts or challenging behaviours by monitoring children's play and supporting interactions
- using positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them
- addressing children respectfully using their preferred name (in full) and not generalising (eg. hi guys!); or substituting names with terms of endearment like sweetie pie etc
- responding promptly to children's behaviour by acknowledging **the** behaviour and spending time with a child as well as suggesting alternative ways of responding
- being patient, gentle, calm and reassuring even when children strongly express distress, frustration or anger
- talking to children about empathy, treating others equally and celebrating relationships with others
- Modelling and encouraging children to identify and challenge discrimination
- at all time (publicly and privately) respectfully considering information received from families, other professionals and resource agencies to support the rights of children
- encouraging children to become increasingly reflective about the impacts of their behaviours
- guiding all children's behaviour in ways that are focussing on strengthening skills to self regulate while preserving and promoting self esteem and confidence



Standard 5.2 NQS is about relationships between children.

Standard 5.2

The **relationships between children** section of the National Quality Standards describes how educators will create supportive environments in which children will experience mutually enjoyable, caring, respectful relationships. Early Years Learning Framework p25. Positive relationships provide children with the confidence and agency to explore and learn about their world. As their relationships become more complex and far reaching over time, children's interactions with others also help them to extend their knowledge, thinking and ability to apply what they already knew and unfamiliar contexts.

Standard 4.2 Professionalism guides us to consistently demonstrate

- A commitment to high quality practice at all time
- Interactions between educators and others that is respectful
- A willingness of the team to share information or ask for assistance from others and to acknowledge the strength and skills of others
- Each member consistently striving for a high level of collaboration, affirming, challenging, supporting and learning from each other

When families observe us they will see that our approaches align consistently with our service code of conduct and code of ethics as well as Department for Education policies and procedures. Families are informed of ways to raise any concerns or complaints directly to the service leader or to the educational director for the region.

<https://www.education.sa.gov.au/departments/about-department/contact-department/feedback-and-complaints-about-school-or-preschool>



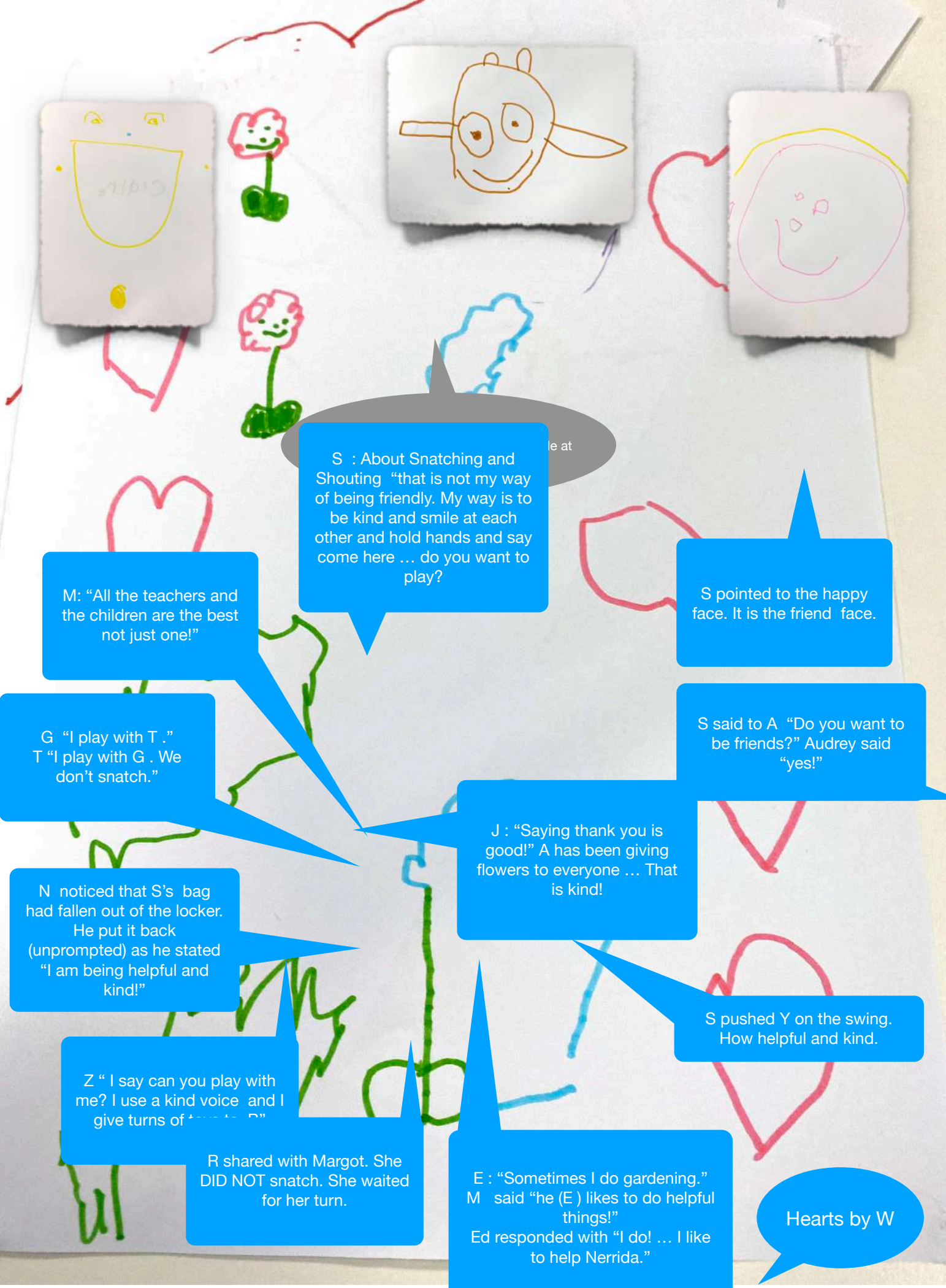
Our service's **philosophy** should be lived out each and every day through our every action, interaction and growing relationship with all families and our wider community.

Children's learning and strengths continuously informs our practice. Critical reflections will comprise of robust debate and discussions (supported by valid evidence). In addition targeted professional learning will support the service to consistently identify and implement opportunities to strengthen ethical and educational practice. Our practice will be shaped by meaningful engagement with every family. All members of the service will recognise diversity as a strength. We will work together to promote a culture of inclusiveness and sense of belonging for all children including cultivating a deep respect for Aboriginal and Torres Strait Islander histories and cultures.

Actions, words and gestures that demonstrate **friendliness, helpfulness and kindness**

are a very **big** focus for us this year. We will be continuing to notice and acknowledge children who are observed using positive gestures, words and actions; as well as when they show concern for the wellbeing of others. When interactions are not positive or where there are disputes and complexities the educators will coach, mentor and support all those involvement to learn and grow their skills and relationships with others.





S : About Snatching and Shouting "that is not my way of being friendly. My way is to be kind and smile at each other and hold hands and say come here ... do you want to play?"

M: "All the teachers and the children are the best not just one!"

S pointed to the happy face. It is the friend face.

G "I play with T ."
T "I play with G . We don't snatch."

S said to A "Do you want to be friends?" Audrey said "yes!"

N noticed that S's bag had fallen out of the locker. He put it back (unprompted) as he stated "I am being helpful and kind!"

J : "Saying thank you is good!" A has been giving flowers to everyone ... That is kind!

S pushed Y on the swing. How helpful and kind.

Z "I say can you play with me? I use a kind voice and I give turns of toys to D"

R shared with Margot. She DID NOT snatch. She waited for her turn.

E : "Sometimes I do gardening." M said "he (E) likes to do helpful things!" Ed responded with "I do! ... I like to help Nerrida."

Hearts by W

Acknowledgement of Country : Glandore Community Kindergarten

Country - all plants, animals, ecosystems and humans - is alive with collective agency. First Nations people recognise that nothing happens in isolation from everything else, and everything that happens comes from Country first. Through forces like weather, geology, hydrology and animal movements, Country can make or break a conversation, a recording, an excavation, the preservation of a fossil, or whether or not we will have electrical power during a thunderstorm. Our food, fibres, phones, cars, computers, buildings and energy supply all come from Country. "Everything and everyone is Country, woven together in collective agency that makes life happen." Sara Judge: First Nations Content Producer at the Australian Museum.

When we hear the tapping sticks we sit down with our friends and put our hands on the land ready to say the acknowledgement:

We at Glandore Community Kindergarten

We'd like to say thank you to the Kurna people for letting us share your land,

We promise to look after it, the animals, the plants and the people too.

"Saying the acknowledgement is respectful to the Kurna people." GK (4 years)

