

Interactions with Children



Aim

For all interactions at the Janelle Street Centre to promote a safe, secure and nurturing environment, be authentic and responsive, be based on fairness and acceptance of culture, rights, community and the individual. All interactions are positive, supportive and encourage the child to have confidence and build a positive self-belief.

Practices

All employees of the Janelle Street Centre will implement and follow the core values of the *Early Childhood Australia Code of Ethics* (2010).

All educators will utilise *The United Nations Convention on the Rights of the Child* (1989) as the basis for all interactions whilst at the Janelle Street Centre.

The staff at the Janelle Street Centre will provide attentive care and engage in high-quality interactions with all children.

The staff at the Janelle St Centre will encourage each child's social and emotional development by building trusting, honest relationships that promote language, communication and an enjoyment of learning.

The ECA Code of Ethics will be utilised as a guide for positive behaviour and interactions, and as a reflective tool for the resolution of ethical dilemmas and practices.

Adherence to the Code of Ethics involves a commitment to:

- Acknowledging the uniqueness of each person
- Considering the needs and context of each child, their family, their culture and the influence that it has on the child
- Always consider the importance of self-esteem and how this affects the individual's development
- Always aim to uphold the rights of children and families and provide high quality care at all times.

The Responsible Person and Educational Leader will:

- Guide professional development and practice to promote interactions with children that are positive and respectful.
- Establish practice guidelines based on the *Early Childhood Australia Code of Ethics* (2010). and *The United Nations Convention on the Rights of the Child* (1989) that ensure interactions with children are authentic, honest and encourage learning and development.

All employees of the Janelle Street Centre are required to:

- Read, acknowledge and implement all policies and procedures of the centre in regard to interactions annually.
- Read the Children's and Young Persons Act 1998 and sign an acknowledgement of same.
- Will be aware of their roles and responsibilities in relation to child protection and how this informs appropriate interactions with children at all times.
- Read, understand and acknowledge the ECA Code of Ethics at least annually and critically reflect on how they incorporate this into their daily teaching and practices.
- Read, understand and acknowledge the United Nations Convention on the Rights of the Child at least annually and critically reflect on how they incorporate this into their daily teaching and practices.
- Will utilise the ECA Code of Ethics and the United Nations Convention on the Rights of the Child as a basis to develop their own philosophy and professional practices and behaviours.
- Use appropriate language at the service at all times and will always be aware of children's presence and their position as a role model.
- Respond to children's communication in an appropriate manner at all times
- Actively participate in interactions with children and take advantage of every opportunity to participate in a positive interaction and learning opportunity with the children. Ensuring that these interactions are appropriate and responsive to the child's needs and feelings.
- No employee will raise their voice at any time to children or each other. Interactions will be nurturing, caring and appropriate for the education and care environment.
- As much as possible teachers and educators should engage with children at their physical level when interacting with them.
- Will always be open, accessible, responsive and approachable to the children.
- Will always acknowledge and respond to all forms of communication being offered by children and each other.
- All interactions will be respectful, and this will be demonstrated by using eye contact, using the child's first name and no pet names, using culturally appropriate language and expectations, moving down to their level.
- Kissing children in the education and care environment is not appropriate and educators should be mindful of appropriate physical contact when offering children hugs or reassurance.
- Will participate in professional development to improve their skills and learning how to assist the children in further extending their skills and development.
- Will ensure that they are aware and follow the policies and procedures of the centre in regard to social media and websites etc.
- Any misconduct or ill treatment of the children who attend the centre will result in a show cause meeting and the resolution of this meeting could result in termination of employment.

Educations and Care Services National Regulations 2011

This policy relates to the following

Part 4.5 Relationships with Children

155 (whole section)

156 (whole section)

National Quality Standard

This policy relates to:

Quality Area 1 – Educational Program and Practice

- Standard 1.1 program: the educational program enhances each child's learning and development
 - Standard 1.1.3: program learning opportunities: all aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
- Standard 1.2: practice, educators facilitate and extend each child's learning and development
 - Standard 1.2.2: responsive teaching and scaffolding: educators respond to children's ideas and play and extend children's learning through open ended questions, interactions and feedback.

Quality Area 3 – Physical Environment

- Standard 3.2: use: the service environment is inclusive, promotes competence and supports exploration and play-based learning
 - Standard 3.2.1: inclusive environments: outdoor and indoor spaces are organised and adapted to support every child's participation and to engage each child in quality experiences in both built and natural environments
 - Standard 3.2.2: resources support play-based learning: resources, materials and equipment allow for multiple uses, are sufficient in number and enable every child to engage in play-based learning

Quality Area 4 - Staffing Arrangements

- Standard 4.1: staffing arrangements: staffing arrangements enhance children's learning and development
 - Standard 4.1.1: organisation of educators: the organisation of educators across the service supports children's learning and development

Quality Area 5 – Relationships with children

- Standard 5.1: relationships between educators and children: respectful and equitable relationships are maintained with each child
 - Standard 5.1.1: positive educator to child interactions: responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
- Standard 5.2: relationships between children: each child is supported to build and maintain sensitive and responsive relationships
 - Standard 5.2.1: collaborative learning: children are supported to collaborate, learn from and help each other

Related Policies

Behaviour Management Policy

inclusion & Anti-bias policy

Centre Philosophy

Induction policy

Child Abuse and Neglect

Privacy policy

Child Development

Programming policy

Child Self-esteem policy

Recruitment policy

Family Orientation policy

Education performance policy

Sources

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
- www.cela.org.au (accessed October 12, 2023)

Adopted: 7 November, 2012

(Review No. 11: July 14 , 2021 was a Complete Revision)

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