

# Konomi kindergarten

## Interactions with Children policy & Procedures

### QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

#### Background

At Konomi kindergarten, we provide a positive atmosphere for the wellbeing of children to be promoted through attentive care and quality interactions with children. Emotional development and social relationships are enhanced through thoughtful 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.

#### Aims

Interactions with children will:

- ✓ promote a safe, secure and nurturing environment;
- ✓ be authentic and responsive;
- ✓ be based in fairness, acceptance and empathy with respect for culture, rights, community and the individual.

#### Strategies for Implementation

##### The Nominated Supervisor and Educational Leader will:

1. Guide professional development and practice to promote interactions with children that are positive and respectful;
2. Establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic, just and respect difference.

##### Educators and staff will:

1. Respond to children's communication in a just and consistent manner;
2. Respond sensitively to children's attempts to initiate interactions and conversations;
3. Initiate one to one interactions with children, particularly toddlers during daily routines and conversation with each child.
4. Support children's efforts, assisting and encouraging as appropriate;
5. Support children's secure attachment through consistent and warm nurturing relationships;
6. Support children's expression of their thoughts and feelings;
7. Encourage children to express themselves and show an interest and participate in what the child is doing;
8. Encourage children to make choices and decisions to develop self-reliance and self-esteem;
9. Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion. Guidance strategies should be reflective of this approach;
10. Acknowledge each child's uniqueness in positive ways;
11. Respect cultural differences in communication and consider alternative approaches to own.

#### 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. At Konomi Kindergarten we apply administrative procedures, initial conversations, documentation and ongoing communication with children and families as a reference point for 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 in giving full attention to children as they communicate. Truly attending to children's communication promotes a strong culture of listening.

#### Group Size

To provide opportunities for children to interact and develop respectful and positive relationships with each other and with educators, group activities will take place in large and small group sizes in the rooms.

Large group activities are carried out for story reading, discussions of appropriate behaviour/class rules and sharing experiences such as story circle, show & tell, music and singing etc. small group activities will be considered according to children's interests and strength. In younger group, 2-3 years of age, small group activities in all areas of care & education will be more appropriate as children are young and large group holding can be overwhelming due to short attention span. Stories/ singing activities must be flexible for children to enter and exit the activity.

## Children and Families

At Konomi Kindergarten we will adopt a culture of respectful interaction and value children's attempts to communication. Turn taking and regulating children's conversations promotes active engagement. Respectful communication with families generates greater confidence in interacting.

## Reflection and Consideration

Time is dedicated to reflecting upon interactions within children.

Reflections should consider how to spend extended periods engaged in interactions with children that comprise communication and listening.

## Role Modelling

Educators model positive interactions when they:

- Show care, empathy and respect for children, educators and staff and families;
- Learn and use effective communication strategies;

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

## Evaluation

Interactions between educators and children are genuine, positive and responsive and based on respect, fairness, acceptance, co-operation and empathy. This is evident in conversations, communication, pedagogy, and planning for children and families

## Required Legislation

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011, (155-156, 168-2-j
- Link with QA 5, Standard 5.1, 5.2)

## Link to other policies

Behaviour guidance

Child protection

Educational program

## Sources

DEEWR (2009). *Belonging Being and Becoming: The Early Years Learning Framework for*

Australia. [www.deewr.gov.au](http://www.deewr.gov.au) UNICEF (n.d.). *Fact sheet: A summary of the rights under the Convention on the Rights of the Child*. Retrieved April 4, 2007, from

[http://www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf)

[Maslow's Hierarchy of Needs](#)

[Maslow, A.H.](#) (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–96. Retrieved from

<http://psychclassics.yorku.ca/Maslow/motivation.htm> Maslow, A (1954). *Motivation and personality*. New York, NY: Harper. p. 236. ISBN 0-06-041987-3.

Reviewed in Dec 14

Review Date: Dec 2015/earlier when required