



## Interactions with Children Guidelines

The National Quality Standard requires education and care to be provided in a way that:

- encourages the children to express themselves and their opinions
- allows the children to undertake experiences that develop self-reliance and self-esteem
- maintains at all times the dignity and rights of each child
- gives each child positive guidance and encouragement towards acceptable behaviour
- has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child

We must also provide children with opportunities to interact and develop respectful and positive relationships with each other, educators and with volunteers at our preschools.

To ensure that all educators at Hughes Preschool deliver education and care that meet the above guidelines, the following actions have been agreed upon:

	<i>What we would see</i>	<i>What we would hear</i>
The children are encouraged to express themselves and their opinions	<ul style="list-style-type: none"> <li>• Learning experiences and provocations that encourage structured opportunities for talking between children including small group and collaborative learning experiences</li> <li>• Educators take every opportunity to ask probing, clarifying and open-ended questions</li> <li>• An environment that stimulates the sharing and co-construction of ideas</li> <li>• Educators showing genuine interest in the lives and experiences of the children and their families</li> <li>• Processes in place to support respectful turn-taking, such as using a talking stick</li> </ul>	<ul style="list-style-type: none"> <li>• “What do you think?”</li> <li>• “I really want to hear about that in a minute/outside/after lunch” (This might be used for children who are dominating the conversation or have raised inappropriate topics and need to be redirected)</li> </ul>
The children are encouraged to undertake experiences that develop independence and sense of self-worth and value within the preschool and community	<ul style="list-style-type: none"> <li>• Learning experiences and provocations are open-ended so all children can participate and feel successful</li> <li>• Children are encouraged to help with ‘real-life’ tasks including cleaning, organising materials, setting up and toileting</li> <li>• Educators verbally valuing children through their belief that children are capable</li> <li>• Encouragement of children to seek support and knowledge from each other as experts</li> <li>• Children and families accessing Learning Journals to reflect on their discoveries and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• “Have a Go/Try three times”</li> <li>• Reinforcing and supportive language</li> <li>• Acknowledging strengths and reinforcing attempts</li> <li>• Descriptive and explicit feedback – “I love the way you used your legs to push yourself up”</li> <li>• “Is there a friend/someone else who could help you?”</li> </ul>



<p>At all times the dignity and rights of each child are maintained</p>	<ul style="list-style-type: none"> <li>• Educators helping children to maintain their privacy when dealing with accidents (including toileting accidents)</li> <li>• Educators have an awareness of the individual needs or concerns of each child, such as what makes them upset</li> <li>• Educators take into consideration how children may react to any given situation</li> <li>• Practice and program reflects considered and authentic inclusion</li> <li>• Educators are aware of legal requirements such as <b>Mandatory Reporting</b></li> </ul>	<ul style="list-style-type: none"> <li>• Adult to child interactions will be comforting, nurturing and respectful</li> <li>• Educators talking to parents about their child</li> </ul>
<p>Each child is given positive guidance and encouragement toward acceptable behaviour</p>	<ul style="list-style-type: none"> <li>• Educators never label children, but rather label the behaviour</li> <li>• Educators employ strategies that allow choice and natural consequence</li> <li>• Adjustments are made to the program as required to meet the individual needs of all children</li> <li>• External support and guidance is sought as required</li> <li>• Educators engage in open, honest and respectful communication with parents about the needs of their children, and how they could support their development at home</li> <li>• Natural language developed with the children to talk about behaviour and actions and referred to regularly to help them regulate their own behaviour</li> <li>• Educators interact with children at their physical level and in a manner that is not physically intimidating</li> </ul>	<ul style="list-style-type: none"> <li>• Using language of 'choice'</li> <li>• Children are offered binary choices to guide them in their behaviour</li> <li>• Educators talking to parents about their child</li> </ul>
<p>The family and cultural values, age, and physical and intellectual development and abilities of each child is taken into account</p>	<ul style="list-style-type: none"> <li>• Displays around the preschool environment are particularly relevant to the cultural background of the group and include other cultures to encourage diversity and understanding</li> <li>• Parental input to the program focussing on the family background, interests and culture</li> <li>• Inviting parents, carers and extended family members to share in the day to day preschool experiences</li> <li>• Providing time and space for children to rest as required</li> <li>• The learning environment challenges all levels of ability, with support provided as required</li> </ul>	<ul style="list-style-type: none"> <li>• Educators celebrating every child's personal best</li> <li>• "Tell me what happens in your family"</li> <li>• Regular communication with parents and family members</li> <li>• Supporting families</li> </ul>



# Hughes Primary School

*Learning for Life*



Groom Street Hughes ACT 2605  
Telephone: 02 6142 0730 Facsimile: 02 6142 0747  
E-mail: [info\\_hughesps@ed.act.edu.au](mailto:info_hughesps@ed.act.edu.au)  
Website: <http://www.hughesps.act.edu.au>

<p>Children are provided with opportunities to interact and develop respectful and positive relationships with each other, with educators, volunteers, the community, and traditional owners of the land</p>	<ul style="list-style-type: none"><li>• Educators use a Relational Curriculum lens in planning and reflection</li><li>• Educators will role model and role play appropriate social interactions and conventions such as using manners, showing respect</li><li>• Social skills are explicitly taught in small, manageable steps and shared with families</li><li>• Educators /child interactions are always respectful</li><li>• Positive interactions with the wider school and local community</li></ul>	<ul style="list-style-type: none"><li>• Polite/respectful interactions from educators</li><li>• Reminders of appropriate language</li><li>• Educators would hear the children taking turns in their conversations with other children and educators</li></ul>
--	--	---