

# Early Childhood Management Services

## Quality Area 5: Interactions with Children Policy Early Childhood Education

### Interactions with Children Policy

#### Purpose

ECMS' programs for children are based on positive, reciprocal relationships, where all children, families and educators may experience:

- A strong sense of safety, security and 'belonging' through warm, welcoming environments
- The time and space to enjoy 'being' in the present, and to explore what it is to live and learn with others
- Be encouraged and supported to be curious, to wonder, to collaborate and cooperate, to explore and ask questions, nurturing them to learn and grow with confidence
- Respectful relationships, opportunities to interact and responsive engagement between children and educators, families, volunteers and students.

#### Principles

ECMS:

- Values and nurtures the uniqueness of each child. We will listen to children and include them in decision making.
- Respects the primary role of families. Our partnership with families will inform our interactions with children.
- Responds to the specific needs and interests of each child. We will have high expectations for every child that we will pursue enthusiastically.
- That group size does not exceed the approved capacity of the room.
- All interactions with children are professional and ethical (as stated in the Code of Conduct and ECA Code of Ethics)

#### Scope

- All ECMS staff, families, students and volunteers attending ECMS services.

#### Roles & responsibilities

Director, ECE	Accountable for: <ul style="list-style-type: none"><li>• Ensuring policy and procedure implementation</li></ul>
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	<ul style="list-style-type: none"> <li>Supporting educators to provide safe and secure emotional environments through ongoing guidance, resourcing, direction and professional learning</li> </ul>
Area Managers	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>Supporting educators to provide a safe and secure emotional environment through ongoing guidance, resourcing, direction and professional learning</li> <li>Provide specific support, advice and resources to educators working with a child/ren who require extensive support with self-regulation.</li> </ul>
Centre Directors & Nominated Supervisors Educators	<ul style="list-style-type: none"> <li>Provide a safe and secure learning environment where children are challenged and their emotional needs are supported and met.</li> <li>Reflect on their practice and seek guidance, direction and professional learning to increase their knowledge, expertise and improve their practice.</li> <li>Collaborate with children's families and other professionals to inform their understanding of children so that their interactions with each child are meaningful and support the child's continued learning and development.</li> <li>Always Demonstrate respect for children by maintaining the dignity and rights of every child.</li> <li>Create an emotional environment that is nurturing and accepting of everyone.</li> </ul>

Relevant Legislation	<p>Education and Care National Regulations: Regulations 155, 156, 168  Child Wellbeing and Safety Act 2005  Charter of Human Rights and Responsibilities Act 2006</p>
References	<p>Guide to the Education and Care Services National Law 2010 and Education and Care Services National Regulations (Current as at 1 July 2018)  <u>Guide to the National Quality Framework 2018</u>  <a href="http://www.acecqa.gov.au/links-and-resources/national-quality-framework-resources/">http://www.acecqa.gov.au/links-and-resources/national-quality-framework-resources/</a></p>

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