

Lismore South Public School Preschool - Ngulliboo Jarjums

Interactions With Children Procedure

Reviewed: 15th September 2021 Next Review: September 2022



Education and care services regulation/s	NSW Department of Education policy, procedure or guidelines	DoE Preschool Guidelines	School policy or procedure, where applicable
<p>Regulation 168(2)(i)</p> <p>Regulation 155</p> <p>Regulation 156</p> <p>ECA Code of Ethics</p>	<p>The following department policies and relevant documents can be accessed from the preschool section of the department's website;</p> <ul style="list-style-type: none"> • Values in NSW Public Schools PD/2005/0131/V01 • Student Welfare Policy PD/2002/0052/V01 • Student Discipline in Government Schools Policy PD/2006/0316/V03 • Bullying: Preventing and Responding to Student Bullying in Schools Policy PD/2010/0415/V01 • Anti-Racism Policy PD/2005/0235/V05 • Aboriginal Education and Training Policy PD/2008/0385/V03 • Preschool – interactions with children (attached below) 	<p>Child Protection 49, Staffing 57-64</p> <p>Code of Conduct</p>	

At Lismore South Public School (LSPS) Preschool – Ngulliboo Jarjums we recognise that relationships with children that are responsive and respectful will promote children’s sense of security and wellbeing. Relationships of this kind free children to explore the environment and engage in play and learning.

Introduction

A positive atmosphere and the wellbeing of children within Lismore South Public School Preschool – Ngulliboo Jarjums is promoted through attentive care and quality interactions with children. Emotional development and social relationships are enhanced through thoughtful and engaging 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.

Our Aim:

Interactions with children will:

1. Promote a safe, secure and nurturing environment;
2. Be authentic and responsive; and
3. Be based on fairness, acceptance and empathy with respect for culture, rights, community and the individual.

Implementation:

The Nominated Supervisor and Educational Leader shall:

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.

Preschool 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 on one interactions with children during daily 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.
9. Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion. Guidance strategies will be reflective of this approach.
10. Acknowledge each child's uniqueness in positive ways.
11. Respect cultural differences in communication and consider alternative approaches as necessary.

Children's Rights, Family and Cultural Values

Interactions within the Lismore South Public School Preschool – Ngulliboo Jarjums are enhanced when children's rights and family and cultural values are given due consideration and respect. Administrative procedures, initial conversations, documentation and ongoing communication with children and families are a reference point for interactions and a foundation for authentic and respectful communication.

Listening

Educators and staff will 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.

Children and Families

A culture of respectful interaction is promoted when children's attempts to communicate are valued. Turn taking and regulating children's conversations promotes active engagement. Respectful communication with families generates greater confidence in interacting.

Reflection and Consideration

At Lismore South Public School Preschool – Ngulliboo Jarjums time is dedicated to reflecting upon interactions with children. Reflections consider how to spend extended periods engaged in interactions with children that comprise of communication and listening.

Role Modelling

At Lismore South Public School Preschool – Ngulliboo Jarjums educators model positive interactions by:

- Showing care, empathy and respect for children, educators and staff and families;
- Learning and using effective communication strategies;
- Remembering that quality interactions increase children's knowledge and understanding of themselves, each other as unique individuals and develop the skills and understandings they need to interact positively with others.

Evaluation

At Lismore South Public School Preschool – Ngulliboo Jarjums 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.