

Relationships with Children

RC01 Interactions with Children

RC02 Continuity of Care



Policy Statement

The staff at Curtin University Early Childhood Centre will:

- promote a safe, secure and nurturing environment
- be authentic and responsive in their interactions with children and families
- act in a manner as dictated by fairness, acceptance and empathy with respect for culture, rights, community and the individual.

Policy Considerations

The centre practices are embedded in the Early Years Learning Framework and the National Quality Standard and the Universities Signature Behaviours which are Integrity, Respect, Courage, Excellence and Impact.

Quality interactions are initially based on educators building respectful and meaningful relationships with the children in their group. Once sound relationships are formed quality interactions follow.

Quality interactions increase children's knowledge, belief and understanding of themselves and each other. Quality interactions provide the model for the development of the skills and understandings that are required for children to interact positively with others.

Strategies for Implementation

Centre Responsibilities

The Director who is also the Educational Leader will guide professional development and practice to promote interactions with children that are positive and respectful.

The centre has established staffing levels that ensure interactions with children are given priority. Educators will:

- respond sensitively to children's attempts to initiate interactions and conversations
- initiate one to one interactions with children during daily routines and look for opportunities to have a conversation with each child
- support children's efforts, assisting and encouraging as appropriate
- support the developing positive dispositions of children
- support children's expression of their thoughts and feelings, through listening in a respectful manner and encouraging the children as they learn new words to express their emotions and feelings.
- encourage children to make choices and decisions
- acknowledge children's complex relationships and sensitively intervene in ways that promote consideration, alternative perspectives including social inclusion. Guidance strategies should be reflective of this approach
- acknowledge each child's uniqueness in positive ways
- respect cultural differences in communication and consider alternative approaches to their own when interacting with the children.



Children's Rights, Family and Cultural Values

Centre staff will ensure that administrative procedures, initial conversations, documentation and ongoing communication with children and families are a foundation for ongoing respectful communication.

A culture of respectful interaction will be promoted knowing that respectful communication with families generates greater confidence in the centre.

Role Modelling

Educators will model positive interactions and show care, empathy and respect for children, educators, staff and families.

Considerations and Sources

Education and Care Services National Regulations 2012

- Regulations 73, 76, 155, 156, 168(2)(j)

National Quality Standard Quality Areas 1, 4, 5, 6 and 7 including:

- 1.1.1 Approved learning framework – Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
- 4.2 Professionalism – Management, educators and staff are collaborative, respectful and ethical
- 4.2.2 Professional standards – Professional standards guide practice, interactions and relationships
- 5.1 Relationships between educators and children – Respectful and equitable relationships are maintained with each child.
- 5.2 Relationships between children – Each child is supported to build and maintain sensitive and responsive relationships.
- 6.2 Collaborative partnerships – Collaborative partnerships enhance children's inclusion, learning and wellbeing.
- 7.1.1 Service philosophy and purpose – A statement of philosophy guides all aspects of the service's operation

United Nations Convention on the Rights of the Child

The Early Years Learning Framework

Early Childhood Australia Code of Ethics

Curtin Early Childhood Centre Curriculum Manual

Related Policies

The Curriculum - Developing Programs (*including Procedure*)

Code of Conduct

Orientation of Families and Children (*including Procedure*)

Diversity and Inclusion (*including Procedure*)

Dealing with Complaints (*including Procedure*)

Authority

- **Signed:** 

- **Date: January 2019**



Policy Statement

- Curtin University Early Childhood Centre advocates that continuity of care is important to each child's sense of security and their emotional development. In addition, the security and bonds that children form in their groups are recognised as very important in learning about themselves and friendships.
- Every effort is made to keep groups of children together as they move through the centre and every effort is made to keep the same staff in the room with the children for the whole 12 month period.
- Children are encouraged to bond with the educators in their group and are able to self-select to form special relationships with educators.

Policy Considerations

The Early Years Learning Framework tells us that infants first attachments within their families and within other trusting relationships provide them with a secure base for exploration and learning.

Through a widening network of secure relationships, children develop confidence and feel respected and valued. They become increasingly able to recognise and respect the feelings of others and to interact positively with them.

The centre is aware that educators who give priority to nurturing relationships and who provide children with consistent emotional support are assisting children to develop the skills and understandings they need to interact positively with others.

Strategies for Implementation

Most children will move to the next room with a group of children from their previous room at the beginning of a year. This is to provide the children with increasing amounts of space, larger group sizes and new challenges as they grow and develop.

Centre Responsibilities

Group moves at the beginning of a New Year

Any move to a new room will be planned to assist children to settle and become familiar with the new environment. The educators will arrange for children to have adequate time and support to familiarise themselves with the children and staff in their new area. The children's current staff will accompany them on these visits. The number of visits will depend on each individual child's needs and may be extended as a result of evaluation of the transition process.

Every effort is made to move at least one staff member from the current group or area with the children for the year to support the continuity of care.

Individual transition to a new room

In the unlikely event that a child may need to be moved into another group within a year, the rationale for the move will be found in the observations of the child and the analysis of their interactions and time spent in their current room and in consultation with the child's parents.



If it is deemed appropriate by the Director or Coordinator and the child's parents to move a child, every effort will be made to move that child in a sensitive and respectful way. A complete handover will occur between educators of the former team and the current team. If necessary, inclusion support may be sought to facilitate a move for an individual child.

Relief Staff

It is important for the children that wherever possible, familiar relief educators are in their rooms when their regular educators are on leave. For this reason, the centre employs permanent relief staff or familiar educators from an employment agency to assist with providing continuity of care throughout the centre.

Casual relief staff members are employed for less frequent work. The centre endeavours to use a 'pool' of relief staff that are familiar with the centre and the children, where possible, casual relief staff work with permanent staff.

Relief educators are given an appropriate overview of the centre including:

- a process to help them familiarize themselves with the centre's practices
- the room routines and the children's information in the allotted room for the day
- critical information such as which children have allergies or are at risk of anaphylaxis

Considerations and Sources

Education and Care Services National Regulations 2012

- Regulations 73, 155, 156, 168(2)(i), 170

National Quality Standard Quality Areas 1, 4, 5 and 6 including:

- 1.1 Program – The educational program enhances each child's learning and development
- 4. Staffing arrangements – Staffing arrangements enhance children's learning and development
- 4.1.1 Organisation of educators – The organisation of educators across the service supports children's learning and development
- 4.1.2 Continuity of staff – Every effort is made for children to experience continuity of educators at the service.
- 5.1 Relationships between educators and children – Respectful and equitable relationships are maintained with each child.
- 5.2 Relationships between children – Each child is supported to build and maintain sensitive and responsive relationships.
- 6.1.1 Engagement with the service – Families are supported from enrolment to be involved in the service and contribute to service decisions.
- 6.2.1 Transitions – Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

United Nations Convention on the Rights of the Child

The Early Years Learning Framework

Early Childhood Australia Code of Ethics in its Practices

Related Policies

The Curriculum – Developing Programs (*including Procedure*)

Interactions with Children

Orientation of Families and Children (*including Procedure*)

Diversity and Inclusion (*including Procedure*)


Orientation of Staff



Related Forms

Staff Orientation Checklist
Orientation Review Checklist
Relief Staff Handover
Room Checklist
Allergy Form Signatory

Authority

- Signed: 
- Date: January 2019

