

MILES FRANKLIN PRIMARY SCHOOL

Achieving Educational Excellence in a Caring Environment

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Interactions With Children Procedure

Reviewed by: Rachel Harris

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Next review: 12/10/24

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, with staff members and with volunteers at our preschool.

To ensure that all staff at Miles Franklin Preschool delivers education and care that meet the above guidelines, the following actions have been agreed upon:

Miles Franklin Preschool		
NQS Requirements	What would we see?	What would we hear?
The children are encouraged to express themselves and their opinions	<ul style="list-style-type: none">• Circle times including yarning circles• Staff and children engaged in meaningful interactions by sitting with or squatting to address children• data or observations recording children's ideas• Evidence of children's inputs in the program and teacher reflection	<ul style="list-style-type: none">• One -one conversations• Conversations between children• Genuine interest in staff's voices, involvement in group conversations• Probing and open ended questions with redirection as necessary



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<p>The children are encouraged to undertake experiences that develop self-reliance and self-esteem</p>	<ul style="list-style-type: none"> • Routines are tailored to each group • Children are comfortable with routines and are able to express themselves • Opportunities to challenge their fundamental movement skills • Open ended activities to promote play 	<ul style="list-style-type: none"> • Collaborative planning • Children asking for help • Children coaching each other • Children exhibiting social skills • Staff modelling and coaching appropriate behaviours • Children having a go at new experiences • Descriptive and explicit feedback • Use of reinforcing and supportive language
<p>The dignity and rights of the child are maintained at all times</p>	<ul style="list-style-type: none"> • Encourage positive interactions, respectful to each other and staff • Understanding the difference and similarities of children • Privacy maintained over sensitive issues • Staff are aware of legal requirements such as mandatory reporting • Awareness of individual needs and areas of concern for each child 	<ul style="list-style-type: none"> • Positive talk by children and staff • Use of restorative practices • Encourage resilience • Encourage children to talk positively • Communicate with families about their needs
<p>Each child is given positive guidance and encouragement toward acceptable behaviour</p>	<ul style="list-style-type: none"> • Overall standards and expectations developed as a group • Role play modelling of positive behaviour • Illustrated routines of the day through visuals • Staff never label children, but rather label behaviour • Arrangements and modifications are made to program and routine as required to meet the individual needs of all children • Class essential agreements are developed with the 	<ul style="list-style-type: none"> • Positive and respectful conversations • Verbalising and recalling group guidelines • Language of choice used •

	<p>children and referred to regularly to help them regulate their own behaviour and have ownership of their learning environment</p> <ul style="list-style-type: none"> • External support and guidance is sought as required • Staff engage in open, honest and respectful communication with parents about the needs of their children and how they could support their development at home 	
<p>The family and cultural values, age, and physical and intellectual development and abilities of each child are taken into account</p>	<ul style="list-style-type: none"> • Differentiated curriculum • Communication book and whiteboard • Seesaw digital platform for parent communication on children's learning experiences • Celebrate cultural festivities <p>identity of class cohort in a respectful manner</p> <ul style="list-style-type: none"> • Use of various languages in program • Welcome signs • multicultural flags and resources, as well as First Nations resources • Individual Learning Plans that reflect and encourage cultural diversity and understanding • Identify the skills of children reflected in programs • Parental input to the program focussing on the family background, interests and culture • Parents, carers and extended family are invited to share in day to day preschool experiences 	<ul style="list-style-type: none"> • Children singing and dancing • Staff and family engaged in polite/respectful conversation • Sharing what is happening in their family • Conversations with parents and family members • children involved in discussions on other cultures and ways of doing • children engaged with cultural texts to further their understanding of the world they live in. • children involved and engaged with cultural resources in their environment.

	<ul style="list-style-type: none"> • The inside and outside environment challenges all levels of ability, with scaffolding provided as required 	
<p>Children are provided with opportunities to interact and develop respectful and positive relationships with each other, with staff members and with volunteers at our preschool</p>	<ul style="list-style-type: none"> • Positive interactions with the wider school community including school events and building relationships to the primary school through buddy visits • Staff joining in with play to provide role modelling and scaffolding • School excursions, parent breakfast with children and community events like the school fun day • Fun day at preschool, concerts, open days 	<ul style="list-style-type: none"> • Voice expresses interest and warmth • Polite and respectful interactions • Reminders of appropriate language • Educators will hear and take turn in conversations • Children involved and engaged in social emotional learning • Children using language related to experiences developed from social emotional learning programs

NQS: 5.1, 5.2, 6.1

Corresponding Regulations: 168,155.156.(Regulations 155–156, 168(2)(j), Standards 5.1, 5.2)

