



## Weetangera Preschool Unit Interactions with Children Guidelines

- All children have the right to feel secure and to learn and develop in a psychological, and physically safe, environment
- Children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults
- We accept that children feel angry, frustrated and upset at times, and need help to express these feelings appropriately
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's well-being, learning and development
- That the consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours
- That family consultation is valued and their individual perspectives respected
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set
- No child should be made to feel rejected, insecure, embarrassed or ashamed

### **As educators we promote positive behaviour and interactions by:**

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- Ensuring that limits set are reasonable and understood by all children and adults
- Providing an enriching and engaging program that enables each child to experience success, a sense of well being and gives opportunities to express feelings through sensory and other forms of play
- Using positive verbal and non-verbal guidance
- Demonstrate an empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour
- Valuing children as individuals within their family and cultural context
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices where possible
- Encouraging open two way communication with families to ensure each child's rights are met

**We will respond to challenging behaviours by:**

- Reminding children of expectations and limits and the reasons for these
- Supporting children to problem solve, negotiate, find resolutions, and manage emotions appropriately
- Using Restorative Justice practices to support children to empathise with others and restore relationships
- Communicating with an involving families at the earliest opportunity to work together positively to assist the child's well-being and learning
- Assessing individual children's learning and development and reflecting on and reviewing individual behaviour plans on partnership with families and support services
- Being aware of our limitations and seeking assistance when required
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with the all the time

**Preschool staff members at Weetangera Preschool will:**

- Position themselves at eye level with the child and say their name so they know we are ready to be part of the conversation
- Listen and respond to each child's words or gestures as much as possible
- Listen to what a child says and repeat it back, adding a word or a phrase to expand the child's message
- Use descriptive language regarding objects and actions to increase a child's vocabulary
- Listen to what a child says and repeat (model) it back using correct pronunciation and grammar
- Always speak with respect and inclusivity, positively promoting each child's integrity
- Follow the child's lead and talk about things of interest for the child whilst intentionally and mindfully extending their ideas
- Reduce the length of sentences (or use chunking) when giving instructions
- Give instructions once and then wait so that the child has time to process what I have said
- Support children's comprehension through using objects, pictures and gestures
- Provide objects and experience that engage children through novelty, obstacles and surprise
- Allow a child 'choice' to provide opportunities for learning the names of objects and the value of expressing one's wishes
- Talk about what I am doing (thinking aloud), using language that matches the child's interest and understanding
- Imitate a child's sound, facial expression or gestures to demonstrate connection and interest
- Respond to each child's words or gestures as much as possible

To ensure that all educators at Weetangera Preschool deliver education and care in line with the policy and guidelines, the following actions have been agreed upon:

	What we would see	What we would hear
The children are encouraged to express themselves and their opinions	<ul style="list-style-type: none"> <li>*Activities that encourage structured opportunities for talking between children including small group and partner learning experiences</li> <li>*Educators take every opportunity to ask probing, clarifying and open-ended questions</li> <li>* An environment that stimulates the sharing 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 self-reliance and self-esteem	<ul style="list-style-type: none"> <li>*Opportunities are provided for children to engage in experiences that challenge their fundamental movement skills within the preschool and also as part of primary school events such as the Walkathon</li> <li>*Activities 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 acknowledge and praise individual achievements with positive words or a smile.</li> </ul>	<ul style="list-style-type: none"> <li>*“Have a Go”</li> <li>*Reinforcing and supportive language</li> <li>*Praise</li> <li>*Descriptive and explicit feedback – “I love the way you used your legs to push yourself up”</li> </ul>
Each child is given positive guidance and encouragement toward acceptable behaviour	<ul style="list-style-type: none"> <li>*Educators never label children, but rather label the behaviour</li> <li>*Educators employ the strategies and language of Choice Theory</li> <li>*Arrangements and modifications 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>*Class principles/guidelines are developed with the children 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 inside and outside environment challenges all levels of ability, with scaffolding 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 conversations with parents and family members</li> </ul>
<p>Children are provided with opportunities to interact and develop respectful and positive relationships with each other, with educators and with volunteers at our preschool.</p>	<ul style="list-style-type: none"> <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 community such as Buddies and attending school events</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>

**Relevant Documents**

**Regulations 155 and 168**

Weetangera Preschool Philosophy

Working with Children and young people-Volunteers and Visitors (WWCUPV201310)

Information Pack for Volunteers

Code of Conduct for Volunteers

*Reviewed Feb 2017*