

	Policy Name:	OSHC – Interactions with Children	Date of approval:	May 2020
	Responsible :	OSHC	Review date:	April 2023



## OSHC – INTERACTION with CHILDREN

### RATIONALE

To encourage warm nourishing relationships between children, family and educators that support and view children as strong, powerful, competent, complex and full of possibilities.

### PROCEDURES

The relationship between educator’s families and children is perhaps the most important aspect of a service. The Early Years Learning Framework that provides a vision for the children’s learning at OSHC. Relationships between educators and children can have an impact on other relationships and can dictate the mood of the group, or the whole OSHC environment. The value of other skills like observing, planning and organising the environment depends upon the extent to which educators are able to develop these relationships. Children who are safe and secure in the relationship with their educator/s are confident in their learning and are able to enjoy and feel relaxed in their time at the OSHC program. Children need positive relationships with adults that they can trust and who respond to them. This is the basic foundation that they need in order to feel good about themselves and their being in the world, and secure enough to take pleasure in actively exploring and learning about themselves, people and things around them. Children continually are learning communication and social skills. The way in which educators relate and interact with them and to other people in the OSHC is an important source of information about how they should communicate and interact with others. Therefore, these adults should relate to children in a positive way which responds to each child’s individual needs and enables the child to develop the ability to relate in a similar positive way to others. Children also need adults who actively teach them communication skills, by relating to them in ways which build upon their existing and emerging social and interactive communication skills, and by providing them with opportunities, and activities to exercise and develop these skills.

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Early Years Learning Framework for Australia.

- Promote a safe, secure and nurturing environment
- Be authentic and responsive
- Be based in fairness, acceptance and empathy with respect for culture, rights, community and the individual

The Nominated Supervisor and Educational Leader shall:

- Guide professional development and practice to promote interactions with children that are positive and respectful.
- Establish practice guidelines to ensure that interactions with children are given priority and those interactions are authentic, just and respect difference.

Educators and staff will:

- Respond to children’s communication in a just and consistent manner.
- Respond sensitively to children’s attempts to initiate interactions and conversations.
- Initiate one to one interactions with children during daily routines and conversations with each child.
- Support children’s efforts, assisting and encouraging as appropriate.
- Support children’s secure attachment through consistent and warm nurturing relationships.
- Support children’s expression of their thoughts and feelings.
- Encourage children to express themselves and show an interest and participate in what the child is doing
- Encourage children to make choices and decisions.
- Acknowledge children’s complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion.
- Acknowledge each child’s uniqueness in positive ways
- Respect cultural differences in communication and consider alternative approaches to own.

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## Engagement

Respectful communication with families generates greater confidence in interacting. Reflection Time is dedicated to reflecting upon interactions within children. Reflections should consider how to spend extended periods engaged in interactions with children that comprise communication and listening.

Role Modeling Educators model positive interactions when they:

- Show care, empathy and respect for children, educators and staff and families;
- Learn and use effective communication strategies; Remember - 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.

Last reviewed on: **May 2020**

To be reviewed every 3 years.