

Quality Area 5

Relationships with children



It is of utmost importance that relationships with children are responsive, respectful and promote children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

Child Care Regulations 2011

PART 4.5—RELATIONSHIPS WITH CHILDREN

155 Interactions with children

An approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that—

- (a) encourages the children to express themselves and their opinions; and
- (b) allows the children to undertake experiences that develop self-reliance and self-esteem; and
- (c) maintains at all times the dignity and rights of each child; and
- (d) gives each child positive guidance and encouragement toward acceptable behaviour; and
- (e) has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.

156 Relationships in groups

- (1) The approved provider of an education and care service must take reasonable steps to ensure that the service provides children being educated and cared for by the service with opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service.**
- (2) For the purposes of sub regulation (1), the approved provider must have regard to the size and the composition of the groups in which children are being educated and cared for by the service.**

All children need to know that others care for them, know them well and are interested in what they do, think and feel.

Developing responsive, warm, trusting and respectful relationships with children promotes their wellbeing, self-esteem and sense of security.

Having supportive relationships with educators enables children to develop confidence in their ability to express themselves, work through differences, learn new things and take calculated risks.

Educators interactions with the children convey to them they are valued as competent and capable individuals.

Educators need to be actively engaged in children's learning and share decision making with the children.

Educators also need to use their everyday interactions with the children during play, routines and ongoing projects to stimulate their thinking and to enrich their learning.

Positive one-to-one interactions with babies and toddlers are important to both their current wellbeing and their future development.

Having secure relationships with the educators encourages babies and toddlers to thrive, and provides them with a secure base for exploration and learning.

As children grow and develop they continue to rely on secure, trusting and respectful relationships with adults in their lives.

Relationships with peers take on increasing importance for older children, and educators need to sensitively monitor, support and guide children's interactions with others as they explore their own identity and develop more complex social skills and relationships.

Educators need to ensure they support children as they begin to empathise with others, to appreciate their connectedness and interdependence learners and to value collaboration and team work.



From birth children begin to explore how the social world works. Exploring and learning to manage feelings, behaviour, rights and responsibilities is a complex process.

Educators need to take a positive approach to guiding children's behaviours that is ultimately aimed at empowering children to regulate their own behaviour and to develop the skills to negotiate and resolve conflicts or disagreements with others.

Educators need to develop guidance strategies that demonstrate respect and understanding of individual children when they strive to recognise and understand why each child may behave in a certain way, or why a behaviour may occur in particular circumstances or at a specific time of the day.

A positive approach to guiding behaviour builds children's confidence and self-esteem and is based on the development of caring, equitable and responsive relationships between educators and children.



Quality Area 5—Relationships with children

Relationships that are responsive, respectful and promote children's sense of security and belonging.

Relationships of this kind free children to explore the environment and engage in play and learning.

Quality Area 5: Related sections of the National Law and National Regulations

| Standard/element | National Law (section) and National Regulations (regulation) |
|------------------|---|
| 5.2 | section 166 Offence to use inappropriate discipline |
| 5.1, 5.2 | regulation 155 Interactions with children |
| 5.2 | regulation 156 Relationships in groups |
| | Related requirements |
| 5.1, 5.2 | regulation 73 Educational program |
| 5.1, 5.2 | regulation 74 Documenting of child assessments or evaluations for delivery of educational program |
| 5.1, 5.2 | regulation 162(2)(j) Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156 |

Standard 5.1 Relationships between educators and children: Respectful and equitable relationships are maintained with each child.

Element 5.1.1

Positive educator to child interactions: Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included

Element 5.1.2

Dignity and rights of the child: The dignity and rights of every child are maintained.



Standard 5.2 Relationships between children

Element 5.2.1

Collaborative learning: Children are supported to collaborate, learn from and help each other

Element 5.2.2

Self regulation: Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.



Early Years learning Framework

The Council of Australian Governments has developed this *Framework* to assist educators to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning. In this way, the Early Years Learning Framework (the Framework) will contribute to realising the Council of Australian Governments' vision that:

...the best start in li

(The Principles underpin practice that is focused on assisting all children to make progress in relation to the Learning Outcomes.)

Principle 1 of the Early Years Learning Framework is :

1. Secure, respectful and reciprocal relationships

Educators who are attuned to children's thoughts and feelings, support the development of a strong sense of wellbeing. They positively interact with the young child in their learning. Research has shown that babies are both vulnerable and competent. Babies' 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. Educators who give priority to nurturing relationships and providing children with consistent emotional support can assist children to develop the skills and understandings they need to interact positively with others. They also help children to learn about their responsibilities to others, to appreciate their connectedness and interdependence as learners, and to value collaboration and teamwork.

Children's Learning:

Educators' practices and the relationships they form with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning.

(pg. 9 The Early Years Learning Framework for Australia)
refer to NQS Element 5.1.2

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

Belonging, being and *becoming* are integral parts of identity. Children learn about themselves and construct their own identity within the context of their families and communities. This includes their relationships with people, places and things and the actions and responses of others. Identity is not fixed. It is shaped by experiences. When children have positive experiences they develop an understanding of themselves as significant and respected, and feel a sense of *belonging*.

Relationships are the foundations for the construction of identity – ‘who I am’, ‘how I belong’ and ‘what is my influence?’ In early childhood settings children develop a sense of *belonging* when they feel accepted, develop attachments and trust those that care for them. As children are developing their sense of identity, they explore different aspects of it (physical, social, emotional, spiritual, cognitive), through their play and their relationships.

When children feel safe, secure and supported they grow in confidence to explore and learn.

The concept of *being* reminds us to focus on children in the here and now, and of the importance of children's right to be a child and experience the joy of childhood. *Being* involves children developing an awareness of their social and cultural heritage, of gender and their significance in their world.

Becoming includes children building and shaping their identity through their evolving experiences and relationships which include change and transitions. Children are always learning about the impact of their personal beliefs and values. Children's agency, as well as guidance, care and teaching by families and educators shape children's experiences of *becoming*.

This is evident when:

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self identities
- Children learn to interact in relation to others with care, empathy and respect

Inclusion:

This involves taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes. The intent is to ensure that all children's experiences are recognised and valued. The intent is also to ensure that all children have equitable access to resources and participation, and opportunities to demonstrate their learning and to value difference.

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD.

Experiences of relationships and participation in communities contribute to children's *belonging, being and becoming*. From birth children experience living and learning with others in a range of communities. These might include families, local communities or early childhood settings. Having a positive sense of identity and experiencing respectful, responsive relationships strengthens children's interest and skills in *being* and *becoming* active contributors to their world.

As children move into early childhood settings they broaden their experiences as participants in different relationships and communities. Over time the variety and complexity of ways in which children connect and participate with others increases. Babies participate through smiling, crying, imitating, and making sounds to show their level of interest in relating to or participating with others. Toddlers participate and connect with other toddlers through such gestures as offering their teddy to a distressed child or welcoming a new child enthusiastically.

Older children show interest in how others regard them and understandings about friendships. They develop understandings that their actions or responses affect how others feel or experience *belonging*. When educators create environments in which children experience mutually enjoyable, caring and respectful relationships with people and the environment, children respond accordingly. When children participate collaboratively in everyday routines, events and experiences and have opportunities to contribute to decisions, they learn to live interdependently.

Children's connectedness and different ways of *belonging* with people, country and communities helps them to learn ways of *being* which reflect the values, traditions and practices of their families and communities. Over time this learning transforms the ways they interact with others.

(pg. 25 The Early Years Learning Framework for Australia) refer to NQS Element 5.2.1 & Element 5.3.2

This is evident when:

- Children develop a sense of **belonging** to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment



Philosophy for Kath Dickson Family Day Care

KATH DICKSON FAMILY DAY CARE WAS FOUNDED IN 1975 BY MISS KATH DICKSON, A WOMAN DEDICATED TO THE NEEDS OF CHILDREN AND THEIR FAMILIES.

Our Vision: KDFDC providing the community with affordable, flexible, quality childcare in a nurturing, family home environment

Our Philosophy: Our service believes that children and families are the cornerstone of our community.

Children have the right to belong in safe, secure environments where they can develop a strong sense of identity.

We believe in fair and inclusive practices that support culture, individuality and diversity.

We promote language rich educational environments, with a variety of experiences that engage children in their own learning.

The holistic development of children is enhanced as their needs and interests are responded to positively.

We advocate strongly for the co-participation of children, families, educators, coordinators and members of the wider community to prepare children for their future in society.

We endeavour to build strong relationships with all stakeholders and act as a role model to promote sustainability and an awareness of environmental friendly practices.

Together we believe we can make a difference as we continue to uphold and encourage our children and their families.

POLICY- POSITIVE RELATIONSHIPS

- Policy Statement

The service is committed to empower educators, families and children to build positive relationships.

- Rationale

A positive relationship between all stakeholders promotes a sense of security and belonging. The qualities of consistency, harmony, respect, consideration, fairness, warmth, sensitivity and responsiveness will help children to gain self-control and take responsibility for their personal behaviour.

PROCEDURES

Educators should:

- Provide a positive approach to guiding behaviour which builds children's confidence and self-esteem and is based on the development of caring, equitable and responsive relationships.
- Provide positive guidance appropriate to the needs of each child which helps to develop a sense of autonomy and take responsibility for their personal behaviour
- Actively engage in children's learning and shared decision making to enrich their learning.
- Sensitively monitor, support and guide children's interactions with others as they explore their own identity and develop more complex social skills and relationships.
- Celebrate children's efforts and contributions as learners.
- Value children as competent and capable individuals.
- Empower children to regulate their own behaviour in order to develop skills that enable them to negotiate and resolve conflicts or disagreements with others.
- Be respectful and responsive to each child's strengths, interests, capabilities and backgrounds which support children to reach their full potential.
- Endeavour to gain an understanding of what the behaviour is saying about the child's needs and feelings.
- Share their perspectives with families and negotiate a common understanding which will provide a consistent and positive approach to behaviour guidance. Behaviour guidance strategies should preserve the dignity and rights of children at all times.

PROCEDURES..... continued

Educators should:

- Provide a suitable physical and emotional environment to encourage positive behaviour and collaborative learning opportunities.
- Role model appropriate behaviour and language, encouraging children to acknowledge and accept one another.
- Have a sound knowledge of child development and behaviour management techniques and should continually update their skills through attendance at in-services.
- Exchange information with other educators on the subject of behaviour management as an informal or formal process, through group play sessions, newsletters and in-service training. This exchange of information must be managed confidentially.
- Maintain open, honest communication with parents on a daily basis. This includes input from the family such as cultural and behavioural values that will assist the educator to develop a broader understanding of the child's developmental needs.
- Use the logic of natural consequences as an effective way to solve problems. It is important for the educator to be at the child's level and establish eye contact in a non-threatening way.
- Use age appropriate reflection time as a behaviour management technique when other strategies have not succeeded and only after a warning has been given.
- Not use physical, verbal or emotional punishment as a child management strategy
- Provide a copy of the Positive Relationships policy to parents

Do not use physical, verbal or emotional punishment as a child management strategy.

Information is provided to parents in the handbook about this.

- National Quality Standards
- Education and Care Services National Regulations 2011
- Behaviour Management Professional Development for Staff Working in Early Childhood Services – Dr Christopher Green – Toddler Taming
- Discipline Without Shouting and Spanking – Wyckoff/Unwell
- Redirecting children’s Behaviour- Kathryn j. Kvals third Edition
- Everyday Learning about Children’s Behaviour- Pam Linke
- Early Years Learning Framework

Questions:

1. How will you ensure that you communicate and interact individually with all children in the group?
2. How will you tailor your interactions and communications for individual children?
3. How do you think you can cater to the specific communication requirements of children who have additional needs?
4. What strategies and techniques will you use to extend and build upon children's comments and conversations?
5. How will you use conversations and interactions with children to make routine times enjoyable and meaningful learning opportunities?
6. How will you engage in the children's play? What roles do we play?

7. How will you ensure that you engage all children of all ages, capabilities, genders and backgrounds in respectful interactions?
8. How will you build close, secure relationships with babies and toddlers?
9. How will you learn about babies' and young children's non-verbal cues and communication strategies?
10. How will you support school age children to establish and maintain friendships?
11. How will you involve children in establishing the rules for respectful group interactions?
12. How will you respond to your own children and to the children you are educating and caring for in a fair and consistent way?

13. How will you ensure that all children are given opportunities to interact with peers and adults at your service?
14. How is culture of respect, equity and fairness encouraged in your service, and how is this communicated to the children and families?
15. How is the program and routine arranged to ensure adequate time for children to engage in projects and play experiences of their choosing, with a variety of peers and adults?
16. How will you model positive, respectful relationships with others to children?
17. How will you ensure that the physical environments conducive to the development and maintenance of children's interpersonal relationships?
18. How will you enable children to use their own agency and capabilities to form and maintain positive relationships with others?
19. How will you support school age children's understanding of the reciprocal rights and responsibilities necessary for active community participation?
20. How will you foster positive relationships between members of your family and the children being educated and care for?

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It is easier to build strong children than to repair broken men.

Frederick Douglass

THANK YOU