



## Introduction

The requirements of the National Quality Framework on an education and care service in the area of interactions with children are outlined across in the Education and Care Services National Law and Regulations, the Learning Frameworks and on professional requirements from the National Quality Standards, teaching standards and Teacher Registration Boards.

Core references are given in the main reference list is at the back of the Manual, however the reader should consider the references that apply for their local situation.

The national Early Childhood Australia Code of Ethics is an important part of this work.

## Critical areas of concern

These policies are a requirement of all staff in the service without exception. This service supports the National Quality Framework and the Learning Frameworks which we know to be influenced by the United Nation's Convention on the Rights of the Child and recognise the importance of all children's rights to:

- Have their voices heard
- Feel a sense of belonging
- Have free access to safe and appropriate play environments and resources
- Engage daily in social interactions with their peers and supportive adults
- Develop their independence at a pace that is right for them

## Implementation

The service philosophy guides the development and implementation of all its policies and practices, the curriculum is no exception.



## Knowledge development

Staff in this service are required to have or be working toward the relevant baseline qualification and then continue their ongoing learning. In this area, it includes:

- Orientation
- Professional learning through staff meetings
- Ongoing reading, discussion and self-reflection
- External professional development as decided with the Director
- Professional development as decided by the service as being essential for all staff in the area:
  - ✓ Learning Frameworks
  - ✓ Curriculum development
  - ✓ Inclusion
  - ✓ Reflection and analysis of learning.



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### **Acknowledgements**

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## Policy: Interactions with children

### Policy statement

Our practices are embedded in the Early Years Learning Framework, the Framework for School Age Care and the National Quality Standard.

Quality interactions provide children with a model for the development of the skills they need to interact confidently and positively with others.

The Centre has established staffing levels that ensure continuity of care and that 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 look for opportunities to have a conversation with each child
- support children's communication, assisting and encouraging as appropriate
- support children's expression of their thoughts and feelings
- encourage children to make choices and decisions
- acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives including social inclusion
- acknowledge each child's uniqueness in positive ways
- respect cultural differences in communication and consider alternative approaches to their own.

### Rationale

National Quality Standard requires us to meet the following:

- 5.1.3 Each child is supported to feel secure, confident and included
- 4.1.1 Educator-to-child ratios and qualification requirements are maintained at all times (Rosters support continuity of care).
- 4.2 Professional standards guide practice, interactions and relationships
- 6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities
- 7.1.3 Every effort is made to promote continuity of educators at the service.

### Professional practice note:

Inclusive pedagogy is defined as an approach, intended to promote a culture of accommodating all and ensuring practice is based on the use of diverse teaching strategies (Corbett, 2001).

### Related policies

Code of Conduct  
Orientation  
Diversity  
Dealing with complaints

### Related Centre publications

Staff Handbook (Employure)  
Orientation - General  
Orientation - Health and Safety (Employure)

### Related education

Parent orientation session  
Staff orientation session

### Review schedule

2 years or at need

### Legal and professional requirements

### Education and Care Services

**National Regulations 73, 74, 155, 156**

United Nations Convention on the Rights of the Child  
The Early Years Learning



## Policy: Continuity of care

### Policy statement

This service supports the following essential understandings:

Primary Care is... A staffing arrangement particularly suitable for infants and toddlers, in which one staff member has primary responsibility for a small group of children. The rationale for primary caregiving is that it facilitates the attachment of very young children to one adult. Ministry of Education, 2006, p. 99

“Educators who give priority to nurturing relationships and providing children with consistent emotional support can assist children to develop the skills and understanding they need to interact positively with others” Early Years Learning Framework DEEWR, 2009, p. 12

The principles of primary care will be put into practice in this service through our staffing, staff education and curriculum actions.

We believe that the sense of belonging that children form over the time in the service, supports their emotional development and their learning. To support this, we will act with parents to ensure that wherever possible children remain with their cohort within the service.

We commit to the objectives of the Educational and Care Services National Law that the best interest of the child are paramount. To enact this belief:

- we will ensure that the staffing cohort of the area are kept as stable as is possible
- any move to a new room will be planned to assist children to settle and become familiar with the new environment, children and staff
- the rationale for the move will be found in the observations of the child and the analysis of their time spent in their current room and in consultation with the child’s parents. If necessary, inclusion support will be sought to facilitate a move for an individual child
- Educators will arrange for children to have adequate time and tailored support to familiarise themselves with the children and staff in their new area.

### Related policies

Acceptance and refusal of authorisations  
Confidentiality of records  
Diversity and inclusion  
Enrolment  
Orientation  
Dealing with complaints  
Visitors (and volunteers)

### Related Centre publications

Staff Handbook  
Orientation - General  
Orientation - Health and Safety

### Related education

Parent orientation session  
Staff orientation session

### Review schedule

2 years or at need

### Legal and professional requirements

**Education and Care Services National Law - Section 165**

### Education and Care Services National Regulations 2012

Regulations 145, 149, 150, 151, 152

### National Quality Standard - Standards 4.2, 5.1



## References

Guide to the National Quality Standard (ACECQA) <http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/NQF03-Guide-to-NQS-130902.pdf>

Guide to the National Law and National Regulations (ACECQA)  
[http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/2014/NQF02%20Guide%20to%20ECS%20Law%20and%20Regs\\_web.pdf](http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/2014/NQF02%20Guide%20to%20ECS%20Law%20and%20Regs_web.pdf)

Belonging, Being and Becoming: The Early Years Learning Framework (ACECQA)  
<http://www.acecqa.gov.au/ResourceCategory.aspx?pid=412&gcpid=2> (Useful Word Version and PDF)

My Time, Our Place: Framework for School Age Care (ACECQA)  
<http://www.acecqa.gov.au/ResourceCategory.aspx?pid=412&gcpid=2> (Useful Word Version and PDF)

In our reading, we used and recommend the resources in the Early Childhood Resource Hub (Australian and state governments) <http://www.echr.edu.au/#/>

Child Australia  
<http://www.childdaustralia.org.au>

### Disclaimer

This resource is based on the most current information available in April 2016.

In developing this resource, we have referred to legislation and regulations, sought advice from professional organisations and reviewed contemporary research. This document should be used as a guide to compliment and develop service's existing practices. Services should always check the currency of information at the time of use and consider the information in this resource in the context of their particular service.