



Curtin Primary School



Curtin Primary School is an inclusive, innovative and supportive learning community that fosters lifelong opportunities, success and a love of learning for every individual in our school.

Guidelines for Interactions with Children

The National Quality Standard requires education and care to be provided in a way that:

- Encourages the children to express themselves and their opinions
- Allow 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, educators and with volunteers at our preschools.

To ensure that all educators at Curtin Preschools deliver education and care that meet the above guidelines, the following actions have been agreed upon:

	<i>What we would see</i>	<i>What we would hear</i>
The children are encouraged to express themselves and their opinions	<ul style="list-style-type: none"> • Activities that encourage structured opportunities for talking between children, including small group and partner learning experiences • Educators take every opportunity to ask probing, clarifying and open-ended questions • An environment that stimulates the sharing of ideas • Educators showing a genuine interest in the lives and experiences of the children and their families • Processes in place to support respectful turn-taking, such as using a talking stick 	<ul style="list-style-type: none"> • “What do you think?” • “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) • Talking with children that matches their interests and understanding
The children are encouraged to undertake experiences that develop self-reliance and self-esteem	<ul style="list-style-type: none"> • Opportunities are provided for children to engage in experiences that challenge their fundamental movement skills within the preschool and also as part of the primary school events, such as the cross country and athletics carnival • Activities are open-ended so all children can participate and feel successful • Children are encouraged to help with ‘real-life’ tasks including cleaning, organising materials, setting up and toileting • Educators praise and acknowledge individual achievements with positive words and a smile 	<ul style="list-style-type: none"> • “Have a go” • Reinforcing and supporting language • Praise – specific and for an act not the person • Descriptive and explicit feedback – “I love the way you waited your turn for the swing”

<p>At all times the dignity and rights of each child are maintained</p>	<ul style="list-style-type: none"> • Educators help children to maintain their privacy when dealing with accidents (including toileting accidents) • Educators have an awareness of the individual needs or concerns of each child, such as what makes them upset • Educators take into consideration how children may react to any given situation • Educators are aware of legal requirements such as Mandatory Reporting 	<ul style="list-style-type: none"> • Adult to child interactions will be comforting, nurturing and respectful • Educators talking to parents about their child • Educators choosing times to talk to parents to provide privacy and sensitivity
<p>Each child is given positive guidance and encouragement towards acceptable behaviour</p>	<ul style="list-style-type: none"> • Educators never label children, but rather label the behaviour • Educators employ the strategies and language of Restorative Practices • Arrangements and modifications are made to the program as required to meet the individual needs of all children • External support and guidance is sought as required • Educators engage in open, honest and respectful communication with parents about the needs of their children, and how parents could support their child's development at home • Class behaviour guidelines are developed with the children, and referred to regularly to help them regulate their own behaviour • Educators interact with children at their physical level and in a manner that is not physically intimidating 	<ul style="list-style-type: none"> • Children are offered binary choices to guide them in their behaviour • Educators talking to parents about their child • "Who has been harmed?" Language of restorative practices (simplified version)
<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"> • Displays around the preschool environment are particularly relevant to the cultural background of the group and include other cultures to encourage diversity and understanding • Parental input to the program focussing on the family background, interests and culture • Inviting parents, carers and extended family members to share in the day to day preschool experiences • Providing time and space for children to rest as required • The inside and outside environment challenges all levels of ability, with scaffolding provided as required 	<ul style="list-style-type: none"> • Educators celebrating every child's personal best • "Tell me what happens in your family" • Regular conversations with parents and family members • Allowing adequate time for children to process language being used and to respond
<p>Children are provided with opportunities to interact and develop respectful and positive relationships with each other, with educators and volunteers at our preschools</p>	<ul style="list-style-type: none"> • Educators will role model and role play appropriate social interactions and conventions such as using manners, showing respect • Social skills are explicitly taught in small manageable steps and shared with families • Educators/child interactions are always respectful • Positive interactions with the wider school community such as buddies and attending school events • Getting to know key members of the 'big' school environment by face and name 	<ul style="list-style-type: none"> • Polite, respectful interactions from educators • "Please" , "Thank you" , "May I/can I?" • Greeting by name each morning • Reminders of appropriate language • Educators would hear children taking turns in their conversations with other children and educators