

Relationships with children

Policy statement

At Goodstart Early Learning (Goodstart) our fundamental belief is that children's learning, development, and wellbeing are firmly anchored in reciprocal, responsive, and respectful relationships that are attuned to the context of children's lives within their families and community.

"Children thrive when families and educators work together in partnership to support young children's learning."
EYLF (DEEWR 2009 p.9)

Goodstart Early Learning recognises that young children thrive in early childhood settings when they have positive and secure relationships with educators who know how to nurture and stimulate their early learning, development, and wellbeing.

Goodstart educators create warm, trusting and secure relationships with individual children and between groups of children that are fundamental to children's emerging self-regulation, learning, development and well-being. (The Goodstart Practice Guide: 2016)

What does this policy apply to?

- ▶ Ensuring respectful and equitable relationships are developed and maintained with each child.
- ▶ Ensuring each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

This policy relates to the National Quality Standard's Quality Area 5 of: Relationships with children

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
	5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	5.1.3	Each child is supported to feel secure, confident and included.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.

DOCUMENT NUMBER & TITLE		NQS5 Relationships with Children POLICY			
CONTENT OWNER	Warren Bright, Chief Operating Officer, Operations	DOCUMENT AUTHOR	Troy Dunn, Inclusive Practices - Senior Advisor, Social Inclusion		
DATE PUBLISHED	1/6/2017	DOCUMENT VERSION	V7.0	REVISION DUE DATE	31/05/2018
Ensure you are using the latest version of this policy. You can find it at http://policies.goodstart.org.au/PoliciesandProcedures/NQS5%20Relationships%20with%20Children%20POLICY.docx					
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	5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	5.2.3	The dignity and rights of every child are maintained at all times.

This policy relates to the following National Law and National Regulation

Standard/element	National Law (section) and National Regulations (regulations)
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 168(2)(j) Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Ensuring respectful and equitable relationships are developed and maintained with each child;

Positive relationships between children and educators occur when educators take the time to get to know each child. Educators then use this information during interactions or planned experiences to connect with each child, which in turn promotes the child's sense of belonging. Strong educator relationships with children are fundamental to ensure children's learning, development and well-being. These relationships will continue to grow through responsive one-to-one interactions and conversations.

Educators will make themselves available to children for social interactions that are meaningful. Through both planned and spontaneous social interactions educators can promote children's learning, development and well-being. It's these social interactions that ensure children develop self-confidence, communication skills and social skills that support the accommodation of new ideas.

Through these interactions with children educators acknowledge that each child has their own individual abilities and needs. Educators are respectful of this knowledge and ensure every child feels included and secure. Educators make sure their environments are set up in a way that reflects every child, their family and community. (NQS: 2013)

Ensuring each child is supported to build and maintain sensitive and responsive relationships with other children and adults;

As children play together in a positive, relationship-oriented environment educators will provide support and guidance to ensure children build upon and extend knowledge through collaborative relationships.

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Educators take a positive approach to guiding children's behaviour, in a way that promotes each child's rights, dignity and agency at all times. Educators use guidance strategies and practices that support the needs of individual children, acknowledge possible reasons for behaviour and engage children to contribute to their own pro-social solutions. These strategies and practices will support children to acquire new skills and understandings to move towards positive (pro-social) behaviour.

(NQS: 2013)

Related documents

Goodstart documents that support this policy:

Guiding Children's Behaviour Requirement; Pedagogy of Listening Requirement; Listening to Babies and Toddlers Requirement; Positive Behaviour Support Plan (PBSP) Procedure, Code of Conduct.

Children's Health and Safety Policy; Collaborative Partnerships with Families and Communities Policy; Educational Program and Practice Policy

Responsibilities

This policy is to be implemented by: All Goodstart Early Learning employees.

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Definitions

Agency: "being able to make choices and decisions, to influence events and to have an impact on one's world."
(EYLF, 2009, p.45)

References

Australian Children's Education & Care Quality Authority. (2013). Guide to the National Quality Standards. Sydney. Retrieved from: <http://www.acecqa.gov.au/national-quality-framework/the-national-quality-standard>

Australian Government Department of Education, Employment and Workplace Relations (2009), Belonging, Being and Becoming: The Early Years Learning Framework for Australia Retrieved from: <https://docs.education.gov.au/node/2632>

ECA (2013). Learning positive behaviours through educator-child relationships. A Research in Practice Series. Reference #1484.

Education and Care Services National Law Act (2010) Section 166 & 167 found at <http://acecqa.gov.au/national-quality-framework/legislation/>

Education and Care Services National Regulations (2011) Regulation 73, 74, 155, 156, 162 (2) (j) found at <http://acecqa.gov.au/national-quality-framework/national-regulations/>

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Goodstart Early Learning (2016) The Goodstart Practice Guide: An essential resource for early learning professionals. Victoria: Goodstart Early Learning.

Porter, L. (2016) Young Children's Behaviour: Guidance approaches for early childhood educators. Allen & Unwin. Sydney

United Nations Convention on the Rights of the Child: found at www.unicef.com

ECA Code of Ethics: found at

<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

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