

Quality Area 5



Relationships with children

Quality Area 5



Relationships with children

Quality Area 5



Relationships with children

Quality Area 5



Relationships with children

Quality Area 5



Relationships with children

Quality Area 5



Relationships with children

Quality Area 5



Relationships with children

Quality Area 5



Relationships with children

5 Discussion Point

How do our own beliefs and attitudes influence the way in which we guide children's behaviour?

Does your approach allow for a culture of respect, equity and fairness?

5 True or False?

Services need a policy relating to educators' interactions with children.

True. An approved service must have a policy on interactions with children. This policy must outline the service's procedures and strategies for ensuring that interactions with children meet the requirements outlined in regulations 155 and 168 of the National Regulations.

5 Discussion Point

In what ways might your childhood experiences influence how you build relationships and interact with children today?

5 Discussion Point

How are children supported to develop relationships with their peers and understand how their own actions affect others?

How are children who have specifically diagnosed behavioural or social difficulties (such as an Autism Spectrum Disorder or Attention Deficit Disorder) genuinely and sensitively supported to develop relationships with their peers and understand how their own actions affect others?

5 Multiple Choice

Which of the following is an example of a responsive and respectful relationship?

- a) Asking a child how their weekend was and then not listening to their answer
- b) Telling a child to stop crying over 'silly things'
- c) **Comforting a child when they seem upset about something**
- d) Yelling at a child when they make a mistake

5 Multiple Choice

Michael (five years old) is passionate about soccer. He enjoys playing soccer on the weekend with his family and often brings his soccer ball into the service. An educator takes the ball from Michael and says that he needs to engage in a variety of learning experiences. The educator ignores Michael's request to have his ball back.

The educator is not ensuring Michael's right to:

- a) Relax, play and to join in a wide range of leisure activities
- b) Develop his personality and talents
- c) Contribute to decision-making that affects him and to have his opinions taken into account
- d) **All of the above**

For further information, see www.unicef.org

5 Scenario

Cooper is playing a board game with three other preschool age children. Cooper is one move away from winning the game when one of the other children finishes first. Cooper becomes very upset and starts crying and screaming. He accuses the other child of cheating and screams: 'It's not fair!'

In this situation, what would be the most appropriate way to support Cooper in managing his emotions and promoting his prosocial behaviour?

5 Discussion Point

The Early Childhood Australia (ECA) Code of Ethics suggests that in relation to children, educators should, for example:

- o Act in the best interests of all children ☑
- o Create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning ☑
- o Provide a meaningful curriculum to enrich children's learning, balancing child and educator initiated experiences ☑
- o Understand how play and leisure enhance children's learning, development and wellbeing

How are these incorporated into your service?

For more information, see *Code of Ethics* at www.earlychildhoodaustralia.org.au

Quality Area 5



Relationships with children

Quality Area 5



Relationships with children

Quality Area 5



Relationships with children

Quality Area 5



Relationships with children

Quality Area 5



Relationships with children

Quality Area 5



Relationships with children

Quality Area 5



Relationships with children

Quality Area 5



Relationships with children

5 Discussion Point

What strategies are used to assist all children in developing a sense of belonging and confidence in your service?

5 Discussion Point

Think of an important relationship you have had in your life. What was the impact of this relationship?

How might the relationships you build with the children in your service impact upon their lives?

5 Discussion Point

The Early Years Learning Framework and the Framework for School Age Care state, 'Relationships are the foundations for the construction of identity' (EYLF, page 20; FSAC, page 19).

What does this quote mean to you?

How does this quote influence your practice?

5 Discussion Point

Choose one of the following curriculum areas and discuss ways in which you could foster peer relationships among children:

- Music and movement experiences
- Drama experiences
- Daily routines

5 Discussion Point

In what ways do you support children to:

- Engage in enjoyable interactions with their peers,
- Contribute to shared play experiences, and
- Respond positively to ideas and suggestions from others?

5 Scenario

Remy (four years old) has recently started attending your service. Remy and her family have just immigrated to Australia from France. She speaks minimal English and the language spoken at home is French. During Remy's first week at your service, you notice she only engages in solitary play and appears to be upset much of the time.

How will you facilitate the development of peer relationships?

How can you ensure that Remy is supported to feel secure, confident and included at your service?

5 True or False?

Educators should resolve children's conflicts for them.

False. Each child should be supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts (Regulation 155 of the National Regulations).

5 Discussion Point

How would you manage a situation in which a parent has different expectations from your service in relation to guiding children's behaviour?

Quality Area 5



Relationships with children

Quality Area 5



Relationships with children

Quality Area 5



Relationships with children

Quality Area 5



Relationships with children

Quality Area 5



Relationships with children

Quality Area 5



Relationships with children

Quality Area 5



Relationships with children

Quality Area 5



Relationships with children

5 Discussion Point

Developmental theorist Maria Montessori was an advocate for mixed-age groupings in education and care services, and continuing on in to formal schooling.

In your opinion, are there benefits and/or challenges with mixed-age grouping? Discuss.

5 Discussion Point

Albert Bandura, a socio-behaviourist, believed that educators should be conscious of their own behaviour; that they should model, demonstrate and act in ways that they would like the children to behave.

Are you conscious of your own behaviours when with children?

Have you considered how children might copy or imitate your behaviour? Share an example.

5 Discussion Point

John Bowlby's theory of attachment recognises the affectionate tie that children have with the special people in their lives. This vitally important tie allows children (especially infants) to experience pleasure and joy, and be comforted by their nearness in times of stress.

Do young children in your service demonstrate signs of secure attachment with their educator/s? (Such as smiling, laughing or seeking comfort from educators in times of distress). Share an example.

5 Multiple Choice

In an education and care service, who do educators need to develop and maintain relationships with?

- a) Only children who are upset or distressed
- b) All children**
- c) Only children for which they are the primary educator
- d) Only children with challenging behaviours

5 Multiple Choice

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

- a) Encourages the children to express themselves and their opinions
- b) Allows the children to undertake experiences that develop self-reliance and self-esteem
- c) Gives each child positive guidance and encouragement toward acceptable behaviour
- d) All of the above**

(Regulation 155 of the National Regulations)

5 Trivia Question

Question: List the people that an approved provider must ensure children are given opportunities to interact and develop respectful and positive relationships with?

Answer: Other children at the service, staff members, volunteers and students. (Regulation 156 of the National Regulations)

5 Discussion Point

Discuss any experiences you have had of children experiencing separation anxiety in an education and care setting.

How did you support the child through this experience?

5 Discussion Point

How would you ensure that the dignity and rights of the child are maintained when:

- Changing a child's nappy while other children are using toilets in the same bathroom
- A child has had a toileting accident during a group experience
- A child with a physical disability is being excluded from a racing game by their peers