



## Law & Regs

**Law section 166 Offence to use inappropriate discipline**  
(1) and (2) The **approved provider and nominated supervisor ...** must ensure that no child ... is subjected to—

- (a) any form of corporal punishment; or
- (b) any discipline that is unreasonable in the circumstances. Penalty: \$10 000, in the case of an individual. \$50 000 if provider is not an individual.
- (3) **A staff member of, or a volunteer at,** an education and care service must not subject any child ... to—
  - (a) any form of corporal punishment; or
  - (b) any discipline that is unreasonable in the circumstances. **Penalty: \$10,000.**

### Regulation 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.

**Evidence to show compliance** – policies and procedures are in place that reflect these requirements and we ensure that all educators, staff members and volunteers are trained to understand and implement them. Regular monitoring and review of practices ensure ongoing compliance.

The following section will show you exactly what to do to ensure your practice is meeting. You **do not** need to complete this section if you have successfully completed 'Section 2'.

## Why is the element important?

Element 5.1.1 could help address several fears that children may have specifically related to interactions. For example:

1. Fear of being **ignored or dismissed**: Some children may fear that their needs, interests, or emotions will be overlooked or disregarded by the educator or their peers, leading to feelings of isolation and disconnection.
2. Fear of **rejection or disapproval**: Some children may fear that they will be judged or criticized by the educator or their peers for their ideas, questions, or actions, leading to feelings of insecurity and self-doubt.
3. Fear of **being excluded or left out**: Some children may fear that they will not be included in group activities or conversations, or that they will be left out of social interactions with their peers, leading to feelings of loneliness and isolation.

To eliminate these children' fears, we use what the element is requesting us to do and become meeting.



You must practice

**It's important to acknowledge and address these fears or perceived fears that children may have. Here is a step-by-step guide on how to do so:**

**Learning environments that encourage children to collaborate and interact with each other in positive ways** - Set up activities in your classroom with enough materials for multiple children to use at the same time. Encourage children to work together and problem-solve collaboratively. You can model positive communication and interactions between children

### Week 14, 13 to 17 May 2024 – 5.1.1 Positive educator to child relationships

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and provide opportunities for children to practice sharing and taking turns.

### **Interactions with children during routines and transitions always help them feel safe and included –**

You can provide a visual schedule/routine that outlines the day's routine, which can help children know what to expect and prepare for transitions. During transitions, provide clear and consistent directions and use positive language to reinforce children's successful transitions. You can also provide options for children to make choices during routines and transitions, such as selecting a song to sing during clean-up time.

**Understand and respond in positive ways to each child's cues/requests for comfort, help, support or invitations to join their play –** You are attentive and responsive to children's needs by observing their behaviour and providing appropriate support when needed. The educator can acknowledge children's emotions and provide comfort when they are upset or distressed. They can also engage in children's play, ask questions, and offer support and encouragement.

**Spending time with children in relaxed, sustained conversations or non-verbal interactions -** Educators set aside time during the day for one-on-one interactions with children, such as during free play or mealtime time. They engage in conversations with children about their interests and experiences, ask open-ended questions, and actively listen to their responses. The educator can also engage in non-verbal interactions such as offering hugs, high fives, and other forms of positive physical touch.

**Encourage each child to share their ideas, stories, questions, problems etc and always respond in positive ways –** You create a safe and welcoming environment where children feel comfortable sharing their thoughts and ideas. They can ask open-ended questions and actively listen to children's responses. The educator can offer positive feedback and encourage children to express themselves in different ways, such as through drawing or storytelling.

**Enthusiastically supporting and encourage each child's different abilities, interests, and strengths –** You create a diverse and inclusive learning environment that celebrates children's unique abilities, interests, and strengths. They offer a variety of activities that cater to different learning styles and

abilities. Educators can also provide positive feedback and encouragement to children, focusing on their strengths and accomplishments.

**Children help make decisions/choices about routines, activities, and experiences etc –** You involve children in decision-making processes, such as selecting activities or materials for the classroom. They offer choices during routines and transitions, such as choosing a book to read during story time or selecting a song to sing during clean-up time. The educator can also encourage children to share their ideas and thoughts during group discussions and problem-solving activities.

**Information from families (eg family activities, culture, language, traditions, interests etc) and support agencies if relevant, and use this in your planning, programming and interactions with children to help each child feel secure and included -** You actively seek information from families about their children's interests, experiences, and cultural backgrounds. They use this information to tailor their planning and programming to meet each child's individual needs and interests. For example, the educator can incorporate elements of the child's cultural traditions into the classroom activities or select books that represent the child's culture. They can also seek support from community agencies, such as speech and language therapists, to ensure that children with additional needs receive the appropriate support and accommodations.

**Respond to children's ideas, needs, interests etc by implementing spontaneous activities -** Educator can be flexible and responsive to children's interests and ideas by incorporating spontaneous activities into the learning environment. For example, if a child expresses an interest in gardening, the educator can organise a gardening activity and provide materials for children to explore and learn. This can help to create a dynamic and engaging learning environment that promotes children's curiosity and enthusiasm.

**Use techniques like sign language, 'serve and return' conversations, 'point and describe' strategies and other resources to support your communication with children -** You use a variety of techniques and resources to support their communication with children. For example, they can use sign language to support children's understanding and expression of

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language, use 'serve and return' conversations to build responsive communication and relationships, and use 'point and describe' strategies to support children's vocabulary development. You also provide visual aids such as picture books and posters to support children's understanding and learning.

#### **Serve and return**

**Educator:** Hi, Emily! It looks like you're having fun playing with the blocks. (Serve)

**Emily:** Yes, I'm building a castle! (Return)

**Educator:** Wow, that's really cool! Can you tell me about it? (Serve)

**Emily:** Sure, it's going to have a drawbridge and a moat and lots of rooms for my dolls to live in. (Return)

**Educator:** That sounds like an amazing castle. (Serve) Do you need any help building it? (Serve)

**Emily:** No, I can do it myself. (Return)

**Educator:** Okay, just let me know if you change your mind. (Serve)

**Group sizes and arrangements always support children to feel secure and included** – You ensure that the group sizes and arrangements are appropriate for the children's ages, needs, and

abilities. For example, you create smaller groups for activities that require more individualised attention or support. You can also create a variety of learning areas that cater to different interests and abilities, such as a quiet reading corner or a games area. This can help to create a safe and inclusive learning environment that promotes children's confidence and engagement.

**Ensure children with additional needs can participate meaningfully in all activities and experiences** - You ensure that all children, including those with additional needs, can participate meaningfully in all activities and experiences. You provide appropriate accommodations, such as assistive technology or visual aids, to support children's learning and participation. You also work collaboratively with families and support agencies to develop individualised plans and goals that address the child's specific needs and strengths.

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