



Orroroo Kindergarten  
West Terrace  
Orroroo, SA. 5431  
Phone: (08) 8658 1008  
Fax: (08) 8658 1355

e-mail: [ros.bowman624@schools.sa.edu.au](mailto:ros.bowman624@schools.sa.edu.au)

## Interaction with Children Procedure

### Rationale:

Children should be encouraged to develop their potential. The centre will provide a safe, caring and supportive environment, where individuals will be treated as equals.

Orroroo Kindergarten will provide a program that is developmentally appropriate and meets the individual needs of each child attending the centre. The program will promote the development of each child's social, physical, emotional, and intellectual potential, including language, numeracy skills and creativity and will complement the home environment. This will take place within a secure and happy atmosphere in partnership with the care children receive from their parents/guardians.

### Children need:

- \*To have their individual needs met
- \*The opportunity for social, physical, emotional and intellectual development
- \*A stimulating play environment
- \*To have their cultural diversity reflected

### Parent's/guardians need

\*Information about their child's activities, involvement and development, which compliments their role as a caregiver, through:

- Interviews
- Profile books
- Displaying program
- Surveys of interests
- ILP's (Individual Learning Plans)
- Governing council
- Learning Stories
- Newsletters

### Orroroo Kindergarten will implement this by:

\*all Educators are responsible for the development of the program and for creating an atmosphere and environment, which is responsive to the needs of each individual child and the group as a whole.

\*The program will be based on the EYLF and will reflect the philosophy and goals of the centre.

\*Staff will be provided with opportunities to further their knowledge of child development theories and practices.

\*Staff and Governing council will access relevant resources and agencies to develop and support the program

\*Programs will aim to challenge children, expand their knowledge and stimulate them to explore, think, question, hypothesise and problem solve.

\*Programs will be balanced, i.e. provide for indoor/outdoor learning experiences, quiet/active times, individual/small group/large group experiences and individual

staff/child interaction.

\*Programs will cater for individual and group interests and for children with special needs.

\*Programs will be flexible enough to allow for spontaneity and the unexpected.

\*Programs will be inclusive of gender, race, religion, special needs, language, ability and culture.

\*Program details will be displayed on the pinboard near the side entrance door where parents/guardians are able to see them. Parents/guardians will be able to discuss any aspect of the program with staff and will be encouraged to have input into program development.

They will be encouraged to share other areas of interest or expertise. The extent to which parents wish to be involved will be respected.

\*Religious cultures and festivals will be acknowledged as part of a multicultural program.

\*The play and learning program will be child centred and will allow children to experience a variety of materials and pursue their own interests. There will always be alternative choices when a child does not wish to participate in a particular activity.

\*Children will be appropriately supervised at all times. Staff will join in the children's play and encourage them to try new experiences, when appropriate.

\*Staff will be supportive and encouraging, and communicate with children in a friendly, positive, and courteous manner. They will form warm caring relationships with each child in their care. When communicating with children, staff members will ensure they make eye contact with the child.

\*Children will never be singled out or made to feel inadequate at any time.

\*All staff will be responsible for working co-operatively to monitor the individual development of each child in their care and for evaluating programs in relation to the stated philosophy and goals.

\*The records developed on individual children will incorporate observations of stages of development in the context of the child's programs. Recommendations for future programming planning may follow from these observations.

\*Staff will initiate and facilitate regular ongoing communication with parents concerning their child. Recorded information will be available for discussion.

\*When children attend the centre, the need of both caregivers and children will be respected. Caregivers will be encouraged to remain with their child when delivering or collecting them, for as long a period as the staff or caregiver feel may be necessary to ensure the child's well-being.

\*The caregiver may telephone the centre during the day for the reassurance that their child has settled in. Staff will make a special point of discussing the child's day with the caregiver.

\*Where possible, new children and caregivers will be encouraged to visit the centre for short periods prior to enrolment to facilitate the child's orientation into the centre.

\*As each child arrives at the centre they will be greeted by a staff member.

\*Routines will be built around the regular events of the day i.e. Arrival, snack/drinks, toileting/nappy change, main meals, washing, dressing, and departure. They will take into account the developmental needs of individual children, children's attendance patterns, climate and physical environment, the number and ages of children within a given group, children with special needs, new children entering the group and caregiver's expectations and diverse child rearing practices.

**Legislation:**

Education and Care Services National Law Act 2011

Education and Care Services Regulations 2011 (amended 2013)

**Reference and useful websites**

DECD Rural Care Handbook

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Director

Governing Council Orroroo Kindergarten

20..... and Rural Care Service.

Adopted, May 2015

Review Date: May 2016.....