



## **Communication, Respectful Conduct and Positive Interactions**

National Quality Standard Quality Area 6- 6.1, 6.2

National Law: Section 172 Regulation: 76, 86, 168, 171, 173

Effective communication is the key to developing and maintaining positive interactions and relationships with others. Educators working in education and care services demonstrate mutual respect towards each other and value the contributions made by each educator. Educators use positive communication with children in order to create a responsive and inclusive environment for all.

### **The importance of effective communication**

The use of positive and effective communication with educators, children and families creates an environment where individuals feel valued and respected.

Good educator-to-parent communication also contributes significantly to the success of early childhood programs.

***Positive relationships with children Outcome 5: Children are Effective Communicators  
Communication is crucial to belonging, being and becoming' (EYLF, 2009, p38).***

***Communication is a vital part of developing and maintaining positive relationships. 'From birth, children communicate with others using gestures, sounds, language and assisted communication' (EYLF, 2009, p38).***

Children use their communication skills particularly as listeners and speakers to engage in relationships with others. As children grow and develop, they begin to form attachments to their primary caregivers. When adults are responsive to the cues of infants, the child begins to develop trust and feel secure with the adult. This bond is enhanced throughout childhood when care is positive and consistent. These early relationships are essential to the ongoing relationships children develop as they move through childhood, adolescence and adulthood. Positive relationships during childhood enable children to develop appropriate social skills and behaviours and learn the social rules of their culture and community.

### **Effective communication has many benefits for children and families at Kozy Kids, some of these include the following;**

- creating a sense of belonging, feeling included and valued promoting open, honest communication
- developing trust, fostering self esteem
- feeling comfortable to express ideas and opinions
- modelling positive communication styles
- providing support, sharing
- creating a harmonious work environment
- providing a consistent approach to care
- providing clear expectations and guidelines for behaviour
- determining roles and responsibilities
- positive resolution of conflict

### **Children's communication skills develop rapidly during the early years, so they need educators who are:**

- Responsive to their efforts to communicate
- Understand and adapt to their individual communication styles
- Adapt their language so children can understand
- Form positive relationships with them through frequent and consistent interactions

### **Positive Interactions**

*The following strategies can assist educators working at Kozy Kids to develop positive relationships with children.*

- Responding sensitively and appropriately to children's conversations
- Making children feel secure and welcome in the service
- Encouraging children's confidence as communicators
- Providing play experiences and environments that encourage communication and positive interactions with others
- Providing an environment that genuinely reflects the cultures of the children – providing resources, books, images, posters, objects that are inclusive of all
- Valuing children's language, interaction styles and ways of communicating
- Encouraging and reinforcing positive social skills
- Having realistic expectations of children's communication skills and behaviour
- Listening to children
- Acknowledging and being sensitive to children's needs and feelings
- Showing genuine enthusiasm and enjoyment during play and interactions
- Giving consistent feedback and encouragement
- Recognising and valuing the child's own forms of communication
- Being inclusive and responsive to diversity
- Using positive language and strategies to guide children's behaviour

### **Respectful Conduct**

*Educators at Kozy Kids will*

- Maintain and build a safe, harmonious, equitable and non-discriminatory workplace
- Create and maintain safe and healthy environments and spaces, which enhance children's learning, development, engagement, initiative, self-worth and dignity
- Act in the best interests of the children at all times
- Value, respect and support the abilities and knowledge of other educators, children and families
- Abide by all relevant legislation requirements including Education and Care Services National Regulations and Law
- Abide by the Early Childhood Australia's Code of Ethics
- Actively support the Philosophy of Kozy Kids
- Understand and actively implement and abide by all policies and procedures
- Actively participate in the development of the service wherever possible, including policy and procedure development and review, continuous quality improvements, provide feedback constructively, participate in staff meetings
- Represent Kozy Kids at all times in a positive way
- Treat children, families, educators or visitors to the Service with courtesy, respect and consideration at all times

**Our aim therefore at Kozy Kids will be:**

- Be available to support parents in the caring of their children
- Help parents increase their competence and confidence in themselves, as well in their understanding of their children
- Encourage communication daily between parents and educators in a variety of methods, both verbal and written
- Provide information about the program, Kozy Kids philosophy and policies to new families
- Organise and conduct orientation visits
- Maintain verbal and written communication systems
- Provide access to Policies and Procedures
- All employees to be well inducted into the service and provided with the Code of Conduct
- The Grievance Policy and Procedure is available in the event that a breakdown in communication or conflict occurs
- All Grievances presented will be informed of the outcome/strategies for resolution
- provide 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.

***Policy Source Acknowledgements***

Early Years Learning Framework

National Law Guide and National Regulations Guide

National Quality Standards Guide

Quality Improvement and Accreditation System Factsheets