



**2017 QIP Planning and Direction—  
QA5: Relationships with Children**



# Strengths

## Families say....

- My child knows so much about her educators and often tells us facts about them (e.g. birthday, favourite colour).
- I enjoy the inside and outside play opportunity.
- Special Days are fun. We loved the baby Joey visit.
- There are so many new activities to try each week including dancing, building, painting, drawing.
- My child loves having a turn at being star of the day.
- We are always greeted by all teachers and support teachers on arrival to preschool. And they have a smile.
- My youngest child (aged 2) never wants to leave and the teachers include him.
- I told a teacher my child loves learning about the brain at home. Teachers let him stand up at group time to share his ideas. Then they researched the brain in books.

## Children think....

- My teachers make me laugh.
- We do fun things like painting, making towers and going to the wetlands.
- I got a birthday card when I turned 5.
- We play so many games. I like time ball best.

# Strengths

## Educators think....

- Elizabeth Park Preschool is an inviting, warm and welcoming place for children to come to every day.
  - Families are welcomed daily at the gate and are encouraged to have informal conversations with educators.
  - Positive and respectful relationships between educators and children are the key focus of all educators.
  - Children's needs and interests are catered to in a variety of ways. All about Me sheets are completed at enrolment the year prior so that educators can plan to children's interests at the beginning of the year
  - Educators have a consistent approach to behaviour management and problem solving by using Play Is The Way language, the Think Time table and the whole school behaviour management policy.
  - We are excited to celebrate each child's birthday! Each child is presented with a card and a play dough cake. The happy birthday song is sung during group time giving all children the opportunity to participate.
  - Individual achievements are recognised through certificates and rewards. Positive reinforcers are used to encourage positive behaviour wherever possible.
- Children are encouraged to celebrate each other's successes especially when we are feeling brave, take risks and learn new things.
  - We employ bilingual staff and interpreters to help families who speak an additional language to communicate with educators.
  - Educators line manage children to ensure consistency with reporting and spread of work load.

## 2017 QIP Planning and Direction—QA5: Relationships with Children

### Strength Summary

#### Standard 5.1. Respectful and equitable relationships are developed and maintained with each child.

At Elizabeth Park Preschool educators understand the importance of forming quality, trusting, warm and responsive relationships with new families as well as continuing to support and develop existing relationships with known families and children. Elizabeth Park Preschool believes that all educators at this service are friendly, welcoming and authentic with children, their families and to visitors and display these qualities at all times. These qualities are evidenced by when the door is opened daily for each session children are regularly eagerly waiting, knocking and calling out asking for the door to be opened up reflecting their desire and excitement about attending preschool for the day. Quality relationships is also reflected in the preschool parent survey that is sent home annually and in 2016 the overwhelming majority of families ticked that they 'strongly agree' that 'their child is happy at preschool this year.' Educators give families opportunities daily to exchange information informally by opening the main entrance door each session and standing at the gate and greeting families upon arrival to ensure both families and children feel welcomed. This also gives educators opportunities to give children direction/ instructions as to the events of the day ahead, welcome each member of the family and reiterate to children that their families are valued and an important part of their lives. Educators will always attempt to acknowledge each child individually by using their name and engaging in pleasantries as they walk by to ensure the session begins with each child feeling welcomed and part of the preschool community.

All new families to our centre are invited to an enrolment day during the last term of the year before their children begin (see QIP area 6). On enrolment day children are also invited and given the opportunity to explore the outdoors so that the foundation of trusting relationships with educators begin prior to the commencement of preschool (5.1.1).

Children are supported in maintaining trusting relationships by employing regular relief staff whenever possible due to their familiarity with the children. Educators also aim to limit the amount of times where there are more than one Temporary Relief Staff working to ensure consistency and predictability (5.1.1).

Educators aim to make the most of play times and understand that this time is extremely valuable in developing responsive and trusting relationships. Educators use play times to engage in informal conversations, demonstrating how a provocation or play area might be utilised, joining in on the play scenario already developed or observing and documenting the play. At Elizabeth Park Preschool children love approaching the educators and regularly ask for them to join in on their play organically and educators aim to provide children their human presence and attention. Space is left on our weekly program for educators to record children's interests and requests. Interests and requests are recorded in this space and are used to inform future planning ideas and activities. (5.1.1, 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. This is done in a variety of ways. Each teacher line manages a group of children and lists of these children are kept inside observation folders and displayed on the group room wall. This list is also used to divide children into small groups conducted up to four times per week so that teachers continue to develop relationships with each of their line managed children. Each educator has a folder kept in the office that holds a list of their line managed children and individual pockets for observations taken of each of their children. The list is also a checklist to ensure that every child is observed and that there is documentation to support this. Teachers also develop and maintain relationships with children outside of their line managed children by taking observations on any child so that observations are not forced or not deemed to be any less important. SSO's also work with particular children in a one on one context and develop strong relationships with those children. Educators understand that some children are more confident in playing with their peers and require less educator intervention however all children have the opportunity to seek and participate with educators in their play (5.1.2).

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### Strength Summary

#### Standard 5.1. Respectful and equitable relationships are developed and maintained with each child.

Educators recognise that diversity contributes to the richness of our preschool and that each child is unique, bringing their own strengths, knowledge, traditions and ways of being. Educators use these unique qualities of our children by collating information gleaned from children's enrolment packs (e.g. home language, family dynamics) and using it to assist with planning and programming. Each term has a overall theme and at least two of these themes per year are based around cultures and diversity with the aim of making children's home lives accepted and celebrated in the preschool environment. For example: 'Belonging to Australia' and 'Being Me' are two of the term themes that were in Term one and Term two of 2016. The words 'Belonging' and 'Being' in each of the term theme titles have been taken directly from the Early Years Learning Framework titled 'Belonging, Being and Becoming' with the specific purpose of ensuring that the EYLF document is embedded into everything that is done at Elizabeth Park Preschool. The preschool participates in whole school activities that celebrate diversity and other cultures e.g. Indigenous performances, World Culture Day and Harmony Day. Educators gain knowledge about each child prior to them beginning preschool through an "All About Me" sheet which is included in the preschool enrolment pack. This sheet asks for families to provide details about their child's interests, what they want to learn whilst at preschool, what they are good at and who lives in their house. Children's interests and strengths (as well as requests) are considered and catered to through weekly programming. Children are involved in a transition program upon leaving the preschool and entering reception. This provides children the opportunity to begin to develop a relationship with reception teachers and become familiar to a new classroom setting and the school community (5.1.3).

Literacy and Numeracy small group work is conducted weekly to ensure that educators and children are given opportunities to deepen their relationships and to give children more opportunities to practise oral language skills in a variety of ways. In 2015 numeracy and literacy indicators were developed and in 2016 these activities have been planned to meet the indicators. A yearly plan has been put in place for 2016 to ensure all indicators are met. Each educator is responsible for a group of children in terms of observing and reporting to ensure that each child engages and interacts with educators. Management of individual children reports, overviews, ILP's and referrals are also spread evenly amongst educators to ensure a fair and even workload based on fraction of time. A Roles and Responsibilities profile is displayed in the office detailing this information (5.1.3).

Every child is supported to feel secure, confident and included at Elizabeth Park by providing a welcoming setting that includes displays of children's work, our learning journey folder, a monitor that displays photos of children at play, indoor and outdoor play environments and experiences that cater to a range of children's needs, abilities and interests. Families are encouraged to stay until their child feels comfortable to separate and educators will support this transition where necessary. Bilingual Student Support Officers are employed each term to cater for children with limited English vocabulary and interpreters are used when required for communication with families and an SSO is employed specifically to work one on one with Aboriginal children. Individual achievements, milestones and successes are celebrated including special days such as children's birthdays, successful relaxation, transition and pack up times. Birthday cards and play dough cakes are made for and with each child on their birthday. Children with additional needs or children that have external agencies work with them are encouraged to support children at preschool e.g. Novita (5.1.3).

Educators ensure that the preschool learning environment is set up and ready to go prior to each session so they can be available to support children with separation difficulties when needed, to greet families and to engage in conversations with parents/caregivers. In the physical environment there are references throughout of individual children with a family tree located in the foyer with photos of children with their families, individual photos of children in the group room used as part of the 'Star of the Day' system, artwork displayed around the centre, a slideshow of children participating in activities at preschool on a TV screen and children's name tags velcroed and accessible at all times for children to reference. Children also have their own scrap books and learning journey folders accessible at all time for children and families as well as a group learning journey folder always on display and accessible to all underneath the TV screen. Children are also invited to place a copy of their artwork into picture frames in the entrance and artworks have provided many great conversation starters with families and educators. At snack time educators sit with children and have their own healthy snack to make the time a social occasion. Educators will often engage in meaningful open interactions that support the acquisition of skills for life and learning. It is always a happy and noisy time with children engaging in casual conversations with their peers and educators (5.1.3).

## 2017 QIP Planning and Direction—QA5: Relationships with Children

### Strength Summary

#### **Standard 5.2. Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.**

The weekly program is arranged to allow for children to be involved in a range of play experiences that is reflective of the underlying principles from the Early Years Learning Framework. It provides holistic learning opportunities to develop children's physical, social, emotional, personal, creative, cognitive and linguistic aspects of learning; learning through play where children spend majority of the three hour session engaged in a variety of both inside and outside play opportunities; daily intentional teaching opportunities during large and small groups; and using the environment as the 'third teacher' utilising each area to ensure they are welcoming, vibrant and flexible spaces (5.2.1).

In 2016 educators changed the daily routine so that inside and outside play areas were utilised at both play intervals whereas in previous years inside and outside play were separate parts of the daily routine. This was done to accommodate for more children's interests, to make the most of our newly created nature play area and at the request of multiple children's requests. Each session is run to the same routine to ensure consistency and predictability for children, and on special occasions where there are changes to the daily routine children are given plenty of notice through the form of verbal reminders, daily routine timetable, notices home, a message written on the portable white board or Facebook post. In each three hour session children have large blocks of inside and outside play, healthy snack time, group time, small group time, relaxation and mat time. A daily schedule is on display in the office and in the group room detailing each day's activities to ensure that temporary educators have required resources for time management of the daily routine (5.2.1).

Children with additional needs that are receiving support hours are allocated one on one support time with SSO's. This time is spent in a variety of ways depending on children's interests and ILP goals. SSO's are given the flexibility to work with a child in the Rainbow Room (a quiet working space), outdoors or work to complete a set task or table top activity planned for the week. SSO's have individual child folders that contain learning goals for each of the children they work with and SSO's are allocated time within their timetable to plan, implement and reflect on these goals. Each staff meeting the educators reflect on the goals and plan future learning experiences. Educators support children to enter play situations and to feel part of the group by using communication skills and modelling questions to ask. A variety of strategies are in place and are used to ensure that all children with additional needs are included and they are given support to integrate with other children. When children are asked to go with an educator for a particular task they are welcome to bring a friend along. If a child is involved in an activity that is important to them and they would like to complete the task educators will be flexible and spend time incorporating their specific program into what the child is already doing rather than pulling them away from what they are working on (5.2.1).

Educators work with families to discuss when a child is having difficulties accessing the weekly program. Educators and families work together as a team to create strategies and involve agencies where appropriate to provide new opportunities for the child. Conversations with families are constructive and educators may suggest in a sensitive manner that a child may need to be assessed for further intervention for the best outcome for the child. Educators also observe children's interactions with others and take regular observations (written and committed to memory) and then provide and develop strategies to support individual children's development of friendships. Educators support children to enter play situations and be part of the group, they are supported by educators to use their communication skills to enter play situations and assert their needs appropriately. Educators observe children's interactions with others and then develop strategies to support individual children's development of friendships. This will appear at times in children's ILP's and educators regularly discuss their observations and ideas with each other. The learning environment and program provides varied learning opportunities with differing skill levels that can be scaffolded to ensure inclusiveness of all children and has opportunities for children to take 'time out' in quiet areas when needed. Throughout each session children are supported to develop self-help skills and independence by incorporating these skills into the routine e.g. 'hats in bag' and 'wash hands', manage their own belongings and to take age and developmentally appropriate risks in their learning (5.2.1).



## 2017 QIP Planning and Direction—QA5: Relationships with Children

### Strength Summary

#### Standard 5.2. Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

The adjoining school Elizabeth Park Schools has a Stephanie Alexander Kitchen Garden program which offers a mentoring program for students who benefit from small group work and hands on learning in the natural environment. Preschool also participates in this program and in 2016 three children accessed this program for varying reasons. Two children showed keen interest in the natural environment early on in term one and another child demonstrated less challenging behaviour after accessing the program (5.2.1).

Educators implement the Play Is The Way (PITW) program in line with the school to help children develop the ability to self-regulate their emotions, verbalise their feelings and manage their own behaviour. PITW games are programed during group times as they provide opportunities for educators to discuss scenarios involving disagreements or unfair play that may come up in children's play and how they can be appropriately solved. PITW games encourage opportunities for peer scaffolding and allow modelling explicit strategies to initiate interactions and join in play and social experiences with other children. Language from this program encourages children to make strong decisions about their behaviour e.g. 'was your action based on a strong or weak decision?' PITW also helps children to develop other skills including the formation of positive relationships with others, confidence, resilience, empathy and social skills. Cosmic Yoga is programmed regularly as a relaxation experience. Cosmic yoga also supports children's self regulation as it provides children with relaxation techniques and strategies to use when they are having difficulty managing their behaviour and emotions. Children with specifically diagnosed behaviour, learning and social difficulties that are allocated one on one support time have written Individual Learning Plans that have set goals and strategies to support their individual needs. Each folder also holds documentation such as photos and work samples to give evidence in support of working towards the goals which help educators to write mid year and end of term Statements Of Learning. Each child's goals are made in conjunction with relevant professionals e.g. Novita, Talking Matters, and speech therapists as well as liaising with families. Elizabeth Park has a high percentage of children with significant disabilities which means there are often children with extremely challenging behaviour. Educators work together to manage extreme behaviours. Firm but caring guidance is offered and where possible children are redirected and supported to engage safely in other experiences. Interactions with others are scaffolded at the level needed and educators use a variety of tools to support understandings of what is and isn't appropriate such as sign language, 'Stop' hand. Educators also explicitly teach the Child Protection Curriculum throughout the year with a large focus on feelings and emotions, the right to feel safe and the need to tell someone and how to deal with conflict (5.2.2).

A 'Soothers Space' is also provided for children in our inside play area. This space is accessible to children at all times and is a quiet calm area for children to go to when they are feeling upset, angry, tired or simply needing a break. Educators regularly prompt and support children to remove themselves from situations when they are experiencing frustration, fear or anger and direct them to this space. This area was designed with the support of the children after discussions based on feelings and emotions. Included in the space are images and objects the children stated that make them feel happy. Educators frequently sit with children who seem angry, distressed or upset and listen empathetically to them express their emotions. Educators discuss with children their feelings and provide them with them strategies they can use to manage their behaviour to effectively and appropriately solve conflicts. Outside the children are encouraged to choose a spot in a quiet location to allow for independent play and personal space if they choose to be outside. Educators have access to a variety of child friendly certificates that are used as positive reinforcement tools. They are called 'Good Friend', 'Great Listener', 'Good Manners' and the 'Rainbow Star' awards and are used at educators' discretion (5.2.2).

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In 2015 a Star of the day system commenced. Educators had noted that children were keen to help with special jobs throughout the sessions and if a child missed out this occasionally resulted in children become upset, angry and frustrated. Children are given turns at wearing a Star of the Day badge and place their photo on a star in the group room. Children ring the tambourine at pack up time, are the line leader, feed the fish, water the plants, help run mat time, take the chicken bucket to feed the chickens and assist with any special jobs that occur throughout the session (5.2.2).

Educators make themselves emotionally available and support children in times of discomfort or distress. Children are not left alone if they are upset. An educator will stay with the child if they are not coping with a situation or have not settled when they have been dropped off. If every attempt has been made to calm an upset child their parent/caregiver will be contacted. If a child has been unsettled but calmed quickly educators will make a phone call or send a photo/ SMS to the parent to reassure them their child is no longer distressed (5.2.2).

Families who have children who attend preschool and children who are under preschool age are invited to attend the play group run on Mondays in the school where children visit the preschool play area during that session. This helps for children to become familiar with the preschool environment prior to attending with the comfort and security of having a parent/caregiver close by (5.2.2).

Children are supported sensitively with toileting programs and privacy and dignity are always considered in the process. It is understood by educators that children develop in different ways with different time lines and this can lead to other children to ask questions. On these occasions educators use phrases such as '... are still learning how to do that independently' and will highlight strengths that children have. With challenging behaviour educators respond positively with phrases such as '... is still learning how to play safely'. Educators are conscious of keeping everyone safe in lines with the Protective Practices document and educators will position themselves in a group of children to ensure the safety of others and the safety of themselves. During seated groups times educators position themselves around the room to ensure visibility of all children and to ensure they are in close proximity to the cohort. Educators will also seat themselves on the floor when necessary close to children who need scaffolding and modelling of sitting and audience skills. Children feel encouraged to share their achievements and learning and will often ask to add something to their folder or ask if a photo can be taken of what they are doing to be added to their learning journey folders or sent via a text message to families (5.2.3).

Children's toileting and any change of clothing is supported in a positive and respectful manner where educators are sensitive and discreet and children are guided through the process of changing themselves whenever possible without drawing unnecessary attention to them from other children that may be around. This also assists in helping children to develop skills for life and learning (5.2.3).



## 2017 QIP Planning and Direction—QA5: Relationships with Children

Identified Issue	Goal	Outcome; Steps to achieve goal	Success Measure	By When
Some children finish their snack quicker than others meaning children are waiting for others to finish. Children are kept on the mat to ensure supervision is maintained, however this can cause disruption to those children still eating. Children are also eating their snack quickly so that they can play.	Support / promote unhurried snack time by changing eating spots (e.g. outside) so supervision is maintained when children are sent off to play. Allow children to play inside when snack is finished to maintain supervision (5.2.1).	<ul style="list-style-type: none"> <li>• Explain rules of play to children.</li> <li>• Identify children who are finish snack quickly and send them to choose an activity inside whilst ensuring supervision is maintained.</li> <li>• When weather permits, lay a rug outdoors for children to sit on whilst eating.</li> </ul>	<ul style="list-style-type: none"> <li>• Children who finish their snack are sent to choose an inside activity.</li> <li>• Children are not rushing to finish their snack.</li> <li>• Location of snack time is changed</li> </ul>	<b>Term 1, 2017</b>
<b>Progress Notes:</b>				
<b>Date: 27/02/2017</b> Outdoors rug was set up for children to eat snack outside, however this resulted in rushed eating in order to play.	<b>Date: 27/07/2017</b> Educators are sending children to play inside when snack finished or playing an episode of a child selected kids cartoon eg. Shaun The Sheep or Peppa Pig to keep children engaged. <b>Goal achieved.</b>	<b>Date:</b>		
Identified Issue	Goal	Outcome; Steps to achieve goal	Success Measure	By When
Children have enjoyed using the iPad with educators. Set up iPad station with power boards and iPad holders so that children can use iPads independently.	Set up an iPad station for children to use iPads independently (5.1.2)	<ul style="list-style-type: none"> <li>• Find out IT budget for 2017</li> <li>• Purchase 2 iPads.</li> <li>• Sync to iTunes</li> <li>• Set up iPad station for children to access.</li> </ul>	<ul style="list-style-type: none"> <li>• Children independently access iPads during their play.</li> </ul>	<b>End of 2017</b>
<b>Progress Notes:</b>				
<b>Date: 18/04/2017</b> Email sent to Val and John to establish how to purchase iPads. Budget approval: John to order	<b>Date: 27/04/2017</b> John has advised that a station is in excess of \$2k. Hard covers to be purchased instead	<b>Date: 16/05/2017</b> iPads and hard covers have been delivered ready for Week 5 programming. <b>Goal achieved.</b>		

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Identified Issue	Goal	Outcome; Steps to achieve goal	Success Measure	By When
The current All About Me sheet is looking out dated after being copied multiple times over the years. Educators would also like to add space for further information e.g. culture / how families can contribute to the preschool.	Create an updated All About Me sheet for individual children's learning journey folders (5.2.1)	<ul style="list-style-type: none"> <li>Brainstorm information to be added to sheet</li> <li>Hand out to families in enrolment pack for 2017</li> <li>Collect from enrolment packs and use to inform planning.</li> </ul>	<ul style="list-style-type: none"> <li>All About Me sheets are completed and returned.</li> <li>All about Me sheets are used to inform planning.</li> <li>Parent contributions are utilised for special occasions and cultural awareness term.</li> </ul>	Term 1, 2017
<b>Progress Notes:</b>				
<b>Date: 12/12/2016</b> All About Me sheets have been added to enrolment packs	<b>Date: 01/02/2017</b> All About Me sheets have been collated and added to programming folder	<b>Date: 27/02/2017</b> <b>Goal achieved</b>	<b>Date:</b>	