



East Adelaide School Out of School Hours Care

Interactions with Children Policy.

East Adelaide School
Out of School Hours Care
Last Review: August 2022
Next Review: August 2025

1. Background

East Adelaide School OSHC educators strive to build strong connections with children and contribute to their sense of belonging, fairness and self-esteem. ‘Partnerships are based on effective communication which builds the foundations of understanding about each other’s expectations and attitudes and build on the strength of each other’s knowledge.’ Important qualities for educators when building relationships with children include fairness, integrity, authenticity, humour, empathy, understanding, diversity and open communication. The practices and outcomes identified in My Time, Our Place will guide educators in their interactions with children.

The implementation of the National Quality Framework sees the introduction of a learning framework My Time, Our Place—for school age children in education and care settings. This framework recognises the valuable role OSHC services play in the lives of children and families. My Time, Our Place sets a vision for children’s learning through play and leisure. There is new language to adopt and incorporate into our OSHC settings and an emphasis on the use of reflection in all practices.

2. Definitions

Dfe - Department for Education

My Time, Our Place – Framework for School Aged Care in Australia

ACECQA – Australian Children’s Education and Care Quality Authority

3. Relationships to Other Policy/Regulation

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| Education and Care Services National Regulations (2011 SI 653) (Regulation) | 155 – Interactions with Children 156 - Relationships in Groups 168 - Education and care service must have policies and procedures. |
| National Quality Standard | 1 – Educational Program & Practice 5.1 – Relationships between Children & Educators 5.2 – Relationships Between Children 7 – Governance & Leadership |
| Other policies/service documentation | Service Philosophy Statement |
| Other Legislation/Guidelines | MTOP – My Time, Our Place |



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4. Policy Statement on Interactions with Children

East Adelaide OSHC service uses the My Time, Our Place Framework for School Age Care in Australia to underpin the operational development of the service and ensure that the needs of each child are met. Our philosophy states the service's purpose and direction and underpins all policies and procedures. The ethos of our service is to value each of our OSHC educators and enable them to access professional development and training to inform them of the latest research findings that will guide and empower them to effectively support and nurture children.

The principles of secure, respectful and reciprocal relationships; partnerships; high expectations; and equity and respect for diversity are used as guide interactions with children. 'Educators who are attuned to children's thoughts and feelings support the development of a strong sense of wellbeing and social competencies' (My Time, Our Place, p10).

Reflective practice is used at East Adelaide OSHC to sustain high quality program and interactions with children and brings theory and practice together to enable learning from experiences and to adapt and develop practices in the light of new understandings. This is evident through our daily critical reflections within our Service Critical Reflection's book & Communication Book as well as performance and development conversations with educators and Child Learning Cycle's (CLC's).

5. Resources/References:

1 . DfE Protective Practices for Staff in Their Interactions with Students at

https://www.education.sa.gov.au/sites/g/files/net691/f/protective_practices_for_staff_in_their_interactions_with_children_and_young_people.pdf

2. My Time, Our Place, Framework for School Age Care in Australia at

www.acecqua.gov.au (go to publications)

3. ACECQA, Relationships with Children

https://www.acecqa.gov.au/sites/default/files/2018-07/QA5_RelationshipsWithChildren.pdf