Interactions with Boys Policy

Aim
The Peter Toms Early Learning Centre aims to ensure that all staff interact with the boys in a positive way that makes them feel safe and supported in the Centre. Our goal is to function as an extended family, providing your son with the security, warmth and love, which are necessary for his development and growth. Staff will encourage the boys to interact with their peers in a positive way including interaction amongst the age groups. We understand children are active participants in their own learning, and that best learning outcomes for boys are more achievable if a collaborative relationship is developed between, boys, families, educators and the community. Learning respect for our environment, peers and teachers, and our belongings is paramount to ensuring a safe and happy centre. We believe that all children are intrinsically motivated to learn.

Our aim is to provide a safe, warm and stimulating environment. We recognize that each child is unique, and will grow and develop at his own pace and will be supported and influenced by all educators involved in his care. We support play-based learning that offers diverse opportunities to explore, discover and create and is guided by the “Early Years Learning Framework 2009.” We encourage children to develop a strong sense of self, to recognize their own self worth and to create their own identity that will support them on their learning journey now and into their later years. We recognize the importance of encouraging children to make environmentally conscious decisions from an early age. Emphasis is placed on the importance of ‘reduce, reuse and recycle’ through quality hands-on activities.

Implementation

Educators will:
- Provide a relaxed and happy atmosphere for the boys
- Ensure mealtimes are relaxed and take the time to sit and talk with the boys
- Encourage the boys to initiate conversations about their experiences inside and outside the Centre as well as what is happening around them, express their ideas and feelings, share humour with, and seek assistance as they take on new challenges and try to do things for themselves
- Respond sensitively and appropriately to the boys’ efforts to communicate and engage them in sustained conversations about their interests in a positive manner
- Talk with children in a two-sided manner by encouraging the boys to have their own opinions, ideas and comments. Educators will let the boys know that their ideas and thoughts are valued
- Ensure routines, as well as planned and spontaneous experiences, are organised to maximise opportunities for meaningful conversations between children and educators. The service will ensure that all boys have equal opportunity to engage in one to one and small group conversations with educators.
- Follow consistent staffing arrangements which support the development of trusting relationships between educators and boys to allow them to feel secure in the Centre
- Ensure the ‘Interactions with Boys Policy’ will be accessible to parents and caregivers
Participate in the boys’ play using the boys’ cues to guide their level and type of involvement. They will always maintain a positive approach when responding to boys and will offer assistance when required.

Model reasoning, prediction, reflection processes and language.

Collaborate with the boys about routines and experiences.

Use information from their observations of interactions with children to extend the children’s thinking and learning.

Encourage families to share information about their histories, cultures, languages, traditions, child rearing practices and lifestyle choices.

Communicate with families to get an idea of the non-verbal forms of communication used by their children in order to convey messages such as hunger, needing the toilet, tiredness and emotions.

Implement strategies to assist all boys to develop a sense of belonging and confidence through positive interactions between the boys and educators.

Gather information from families in the enrolment form in order to be able to provide support for the boys during the settling in process.

Use techniques, resources and tools to support boys with additional needs.

Consult with other professionals or support agencies that work with a boy with individual needs to gather information that will guide our interactions with these children. This information will be recorded in the child’s file.

Document the knowledge gained about the boys through their interactions in the boy’s file and continually review the experiences that are planned for boys in light of this information.

Who is affected by this policy?
Children, families and staff

Legislative Requirements
Children’s Services Regulations 2009
National Quality Standards
National Childcare Accreditation Council

Sources
National Quality Standard
Education and Care Services National Regulations 2011
Early Years Learning Framework

Review
The review will be conducted by:
* The Peter Toms ELC staff
* Families

Policy created: 20 August 2013