



Weekly Goals



Video Training  
Click Here  
What is self-regulation?

You must watch the videos this week.

1. Set a goal for the week.  
Goal doesn't always need to link to NQS Element. A goal can be used to solve a challenge or be positive improvement i.e. learning area setup

[Click here for goal template.](#)

2. Identify barriers
3. Track the goal daily
4. Celebrate achieved goal.



Element

## 5.2.2 Self-regulation

Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.



Your NQS practice now?



Video Training  
Click Here

to learn why self-regulation is important

**In the box below, brainstorm (5 minutes) what you are currently doing for NQS Element 5.2.2 and why you doing this?** This is the first part of self-assessment for the NQS. You discover where your practices and knowledge are currently. On the next page you'll complete the second part of self-assessment using the checklist to compare what you're doing now to the meeting indicators of Element 5.2.2.

You must watch the videos this week.

## Week 9, 23 to 27 March 2020– 5.2.2 Self-regulation

Copyright Centre Support Pty Ltd 2020 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.



Checklist



Video Training  
Click Here

**You must watch the videos this week. Why are you doing the checklist?**

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If you embed all the things in the checklist, then you are meeting the Element 5.2.2. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

**The checklist keys to use.**

- E = Embedded** I do that **ALL** the time
- K = I know** I need to do that, but I don't do it all the time
- T = Please teach** me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Too many educators are completing the checklist as **E for embedded**, but **not really checking** to see if it is embedded. Before answering the question, think about **'how'** you are doing it. For example, "Do you regularly have relaxed two way conversations with each child, including at mealtimes?" Before answering think about it "Oh yes, we have one educator who is helping the children serve and I'm sitting at the table talking to children about their day, what we're about to eat. So yes, I'm **'E'**."

**Educator practices**

	ED1	ED2	ED3	ED4	ED5
Do you role model appropriate behaviour at all times eg never yell across the room and use gentle, nurturing interactions?					
Do you try and see things from a child's perspective so you can understand where the behaviour came from eg "I know you'd love to play in the rain. Maybe we can go outside in our raincoats soon?"					
Do you involve children in setting service rules?					
Do you display service/group rules?					
Do you intentionally teach behaviours required in service rules and never assume children know eg walking inside?					
Do you talk to children about the outcomes of their actions, and why we have service rules and social expectations about behaviour?					
Do rules tell children what they should do not what they can't do eg 'use quiet voices inside' not 'no yelling'?					
Do you support children to stand up for their rights and be considerate of others' rights, and intervene when necessary?					
Do you teach children to identify and understand their emotions?					
Do you support children through their difficult emotions, use language which helps children talk about their concerns, and discuss alternative behaviours?					
Do you use key words with visual cues to help children understand their behaviour eg traffic lights 'Stop, think and do'?					
Do you provide directions 1 or 2 at a time, and give children time to understand?					
Does your non-verbal communication match what you're saying eg arms open rather than crossed if you're inviting child to engage?					
Do you often use pictures rather than a whole lot of words to teach/engage children?					

**Week 9, 23 to 27 March 2020– 5.2.2 Self-regulation**

Do you make sure there are safe spaces where children can implement calming strategies like meditation/mindfulness, breathing or exercise?					
Do you teach children how to achieve a sense of calmness?					
Do you discuss issues of inclusion and exclusion, fair and unfair behaviour, bias and prejudice with children?					
Do you encourage children to listen to other children's ideas and solve problems together?					
Do you help children to reflect on their actions eg "Tommy I saw you... What were you about to do with...?"					
<b>Educator Practices Inappropriate Behaviour</b>					
Do you document the time and details of consistent inappropriate behaviour, then collaborate with parents and other relevant professionals to develop and implement a behaviour plan?					
Do you explore all possible reasons for inappropriate behaviour eg hunger, tiredness, delayed speech, receptive language difficulties?					
Do you give families information about particular behaviours where relevant eg biting?					
Do you ignore negative behaviour where safe to do so and praise positive behaviour?					
Do you redirect inappropriate behaviour rather than banning it altogether eg child climbing on outdoor equipment but not indoor furniture?					
Do you make sure your actions to manage inappropriate behaviour are consistent with those of other educators?					

**Week 9, 23 to 27 March 2020– 5.2.2 Self-regulation**



Checklist

Together as a team, use what you do (from your brainstorming session and the checklist) to write 6 short sentence that show “how” you are doing it. We’ve chosen 3 questions from the checklist for you. **Why are you doing this?** QIP’s need to have personalised stories about your practice so the assessor can ask you about why and how you do things. The sentences below can be used for Friday’s QIP writing section.

Write the question from checklist below	Describe ‘how’ you are putting this question into practice
eg Do you talk to children about the outcomes of their actions, and why we have service rules and social expectations about behaviour?	Recently I saw Jai sneeze everywhere without covering his mouth or nose. I explained covering our mouth and nose helps stop the spread of infection because germs can spread in droplets of our saliva. I said good personal hygiene helps keep other people well.
1. Do you try and see things from a child’s perspective so you can understand where the behaviour came from?	
2. Do you discuss issues of inclusion and exclusion, fair and unfair behaviour, bias and prejudice with children?	
3. Do you document the time and details of consistent inappropriate behaviour, then collaborate with parents and other relevant professionals to develop and implement a behaviour plan?	
4.	
5.	
6.	



Regs!  
Do you do this?

**What Regulation goes with this NQS Element? Law section 166 Offence to use inappropriate discipline Regulation 155 Interactions with children Regulation 156 Relationships in groups**

**Who has to do what?**

Educators must never use corporal punishment or unreasonable discipline on a child at the service. If this occurs, educators can be fined \$10,000.

Educators must:

- give each child positive guidance and encouragement toward acceptable behaviour
- consider how the size of a group and children’s ages, genders, personalities, strengths, needs etc affect the ability of group members to interact with each other, and to regulate their behaviour.

Explain how you and other educators meet this part of the law:

**Week 9, 23 to 27 March 2020– 5.2.2 Self-regulation**

As a team now reflect critically on a situation in your room that comes under Element 5.2.2 and write a contribution for the Improvement plan section of your QIP. **Why are you doing this?** It's not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. All educators must contribute to the QIP. It's part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice.

Wednesday 25 March 2020

### Step 1 Critical Reflection



#### Critical Reflection

The EYLF and MTOP say "Critical reflection involves closely examining all aspects of events and experiences from different perspectives." There is no checklist for critical reflection.

Please watch the video for more information



Video Training  
Click Here



### Example Situation

Tyrone doesn't listen to educators and is often disruptive. Educators try to explain what he should be doing and guide his behaviour but it's just not working.



#### Child/ren

*Educators just talk, talk, talk. I can't follow everything they're saying so what's the point of trying. I'm going to get in trouble anyway so I might as well do something I like. (Tyrone)*

#### Educators and Nominated Supervisor

*We've tried everything we can think of to manage Tyrone's behaviour. It's not fair to the other children that he keeps taking up our time and attention.*

#### Families and community

*Educators keep saying Tyrone's disruptive but they just don't 'get' him. I've tried to explain that he can't cope with a lot of information at once. Why is it so hard for them to modify the way they interact with him? (Tyrone's mum)*

#### Theorist and current research

*Friere's critical pedagogy says that planning learning should occur from children's perspective and that this can be achieved through critical reflection.*

### Step 2 Change Practice

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

*Educators reflected as a team and decided they needed more information about Tyrone's personality and learning styles/interests. The Room Leader arranged to speak with Tyrone's mum Elise. During this conversation Elise said Tyrone could only process 1 or 2 directions at a time. Giving him lots of information at once overwhelmed him and he couldn't retain any of it.*

*The Room Leader then shared this information with educators and they began to brainstorm other communication strategies they could use too eg using key words with visual cues, and using more pictures and diagrams to support what they were saying.*

*Tyrone's behaviour continues to improve. Educators reflected again and are now focusing on making sure they're all implementing consistent communication practices.*

### Week 9, 23 to 27 March 2020– 5.2.2 Self-regulation

Copyright Centre Support Pty Ltd 2020 The service who has purchased this product is the only service that can use this document. No part of this document can be copied, distributed, passed on or given to a friend outside the service who has not purchased the Centre Support Product. If this occurs Centre Support will take legal action against you personally and the person who has received it.

As a team now reflect critically on a situation in your room that comes under Element 5.2.2 and write a contribution for the Improvement Plan section of your QIP. **Why are you doing this?** It's not just because critical reflection is an Exceeding theme. Critical reflection shows you how to solve problems and improve practice. All educators must contribute to the QIP. It's part of your job. Use this template to help do this and show the assessor how critical reflection has created changes in your practice **Wednesday 25 March 2020**

### Step 1 Critical Reflection



#### Critical Reflection

The EYLF and MTOP says "Critical reflection involves closely examining all aspects of events and experiences from different perspectives". Critical reflection has no criteria like the checklist.

Select one or more from below or from the checklist to critically reflect upon:

- Would families say you understand their child's personality and friendships well enough to effectively manage their behaviour?
- Would children and families agree you help children learn about and manage their emotions?
- Would families say you provide relevant information and support about behaviour issues?
- Would families agree that all educators implement the same behaviour guidance strategies to guide their child's behaviour?



#### Child/ren

#### Educators and Nominated Supervisor

#### Families and community

#### Theorist and current research

### Step 2 Change Practice

Now you have reflected through the eyes of others, you are ready to make well informed decisions and plans to implement a change in your practice. List the changes below.

### Evaluate the change in practice due to your reflection

#### Week 9, 23 to 27 March 2020– 5.2.2 Self-regulation

**Why are you doing this?**

In this new section, each week we are exploring Quality Area 1, Educational program and practice by viewing quick, small videos and examples explaining the Area’s background and how you can look at your practices and connect it to the NQS element. Click on the icons to the right to watch the videos or see the example.

**Training Video 1**



Video Training Click Here

**Training Video 2**



Video Training Click Here

This week we’re discussing what a curriculum would look like for element 5.2.2 – self regulation.



Complete QIP

The next step if you’re meeting the indicators is to self-assess against the Exceeding Indicators. We will look at these more closely in two weeks. On the next page we look at how to write the Strength part of your QIP based on meeting or exceeding Element indicators. Use the below points to guide your writing.

Inclusions	Yes	N/A
1. Write the <b>room location into the strength</b> . This will ensure the assessor knows where to look for your strengths.		
2. Write the educator’s name into the strength. This will ensure the assessor knows who to ask about your strengths.		
3. Include the child/children’s names in your strength. This will give educators confidence to talk about a subject they know about (the child/ren).		
4. Evidence eg learning story, photo that’s easy to access.		
<b>5. Write how you are achieving the exceeding themes.</b>		
Embedded Practice		
Critical Reflection		
Engagement with families/community		
6. Tell the assessor exactly where to find the <b>location of other evidence</b> they need to see to show how you’re exceeding.		
7. Show the assessor the <b>location and time of other practice</b> they need to observe to show how you’re exceeding.		

**Week 9, 23 to 27 March 2020– 5.2.2 Self-regulation**



Working Towards

In early 2020 we had a child that was very difficult to deal with. He broke a window in the room and often had outbursts or meltdowns. Educators told him his actions were wrong and he wouldn't like it if someone broke his window at home.



Meeting

The green text is directly related to the meeting indicators for Element 5.2.2 on pages 243-245 of the NQS Guide

Jnr Preschool

In early 2020 we had a child that was very difficult to deal with. Educators implemented planned and spontaneous discussions with all children about identifying and managing their emotions, however the child still broke a window in the room and often had outbursts or meltdowns. The calming strategies educators taught children were not supporting this child. Educators were having trouble 'forgiving' the child for the behaviour.



Exceeding

[Click the logo above to see the ACECQA NSQ Exceeding Themes for 5.2](#)

Below is a case study that demonstrates how the Exceeding themes 1 Embedded Practice, 2 Critical Reflection and 3 Meaningful engagement with families and communities link into practice. The blue text is based on or directly quotes the exceeding indicators in the NQS Guide pages 246-247.

Jnr Preschool

In early 2020 we had a child that was very difficult to deal with. He broke a window in the room and often had outbursts or meltdowns. Educators implemented planned and spontaneous discussions with all children about identifying and managing their emotions, however the child still broke a window in the room and often had outbursts or meltdowns. The calming strategies educators taught children were not supporting this child. Educators reflected on other possible causes for the behaviour ie what was going on at home. The Approved Provider organised for some social workers/counsellors to visit the service and provide guidance and strategies educators could implement to help the child self-regulate. During these visits educators gradually began to understand that the child needed lots of love, affection and stability at the service because he was not receiving it at home. As a group they discussed how hard it would be for a child to regulate their emotions when they are not feeling safe, secure or wanted. They began to ensure the child started feeling loved and secure at the service. For example, when he arrives the Nominated Supervisor takes him to all rooms/groups to say good morning to all the children and educators. Every educator welcomes him, gives him a cuddle and says how glad they are to see him and have him here today. His behaviour continues to improve. (Please see NS to discuss case further. Name excluded for privacy reasons).

Write an example and use the exceeding theme (words in blue) to show how you are exceeding.

Or write a plan describing how you could improve to get to exceeding.

**Week 9, 23 to 27 March 2020– 5.2.2 Self-regulation**



## Behaviour Guidance Policy (in Relationships with Children Policy)

Educators, staff and volunteers will model positive behaviour and guide children's behaviour in several ways including:

- supporting children to explore different identities and points of view
- discussing emotions and issues of inclusion and exclusion, fairness and bias
- using positive language, gestures, facial expressions and tone of voice
- intervening sensitively when children have difficulty resolving a disagreement
- promoting children's agency by allowing them to be as independent as possible
- supporting children with strategies to deal with their raw emotions eg anger, fear, panic
- allowing children to have uninterrupted play
- providing explicit instruction for routines and learning
- providing support such as visuals, key word signing, two step instructions
- speaking in comforting tones and holding babies to soothe them

Educators and staff understand that inappropriate behaviour is a child's way of saying they need support, and they will develop strategies to assist the child. Examples of appropriate strategies are provided in the policy. Educators will not isolate, intimidate or subject children to corporal punishment to guide behaviour.

### Parents will:

- work in partnership with educators where concerns are raised about the behaviour of their child
- consent in writing where educators believe liaising with relevant professionals to support the learning and development of their child is advisable
- agree to work with educators to minimise risk where the child's behaviour is a danger to children and educators. This may include reducing the hours of care until the child's behaviour is supported and risk to others is minimised. If parents do not comply with these requirements, the Nominated Supervisor may suspend or terminate the child's enrolment.

Do you have any feedback or comments about this policy? Please include below.

Educator's Name	Educator's Signature

### Week 9, 23 to 27 March 2020– 5.2.2 Self-regulation

Completing the table below gives you information about where the ideas and activities in your curriculum are coming from. Remember the EYLF and MTOP require most of your curriculum to be based on children’s ideas and interests, or related to their families and community. Educator input should not be the largest number in the table.

The table is designed to be used with Centre Support’s curriculum symbols showing where an activity or experience came from. Count the symbols for child input, family input etc and add under the Total Column. To work out the percentage divide each input number by the total of all inputs and multiply by 100.

**Exceeding theme 2: Practice is informed by critical reflection**

Curriculum Input	Total	Percentage
Child Input	eg 20	eg 57%
Family Input	eg 10	eg 28%
Community Input	eg 3	eg 9%
Educator Input	eg 2	eg 6%
<b>Total</b>	<b>eg 35</b>	<b>eg 100%</b>

Curriculum Input	Total	Percentage
Child Input		
Family Input		
Community Input		
Educator Input		
<b>Total</b>		

Completing the table below helps you reflect on how your day at work went compared to your best ever and worst ever days. Think about why you’ve given the day this rating. What could you change?

<b>Mon</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Tues</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Wed</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Thurs</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				
<b>Fri</b>	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
	Worst day						Best ever day				

Space for further reflections if required

**Week 9, 23 to 27 March 2020– 5.2.2 Self-regulation**