Behaviour Management Two Educators

NQS 5.1.1 Positive educator to child interactions
5.1.2 Dignity and rights of the child
5.2.2 Self-regulation

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

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.

	ED1	ED2	ED3	ED4	ED5
Are group **rules** displayed visually?					
Are rules stated positively: what you want the children to do, rather than what the children should not do. "*When you are inside you walk*". "*Keep the sand in the sandpit*". "*Inside we use quiet voices*".					
Are the rules **communicated frequently**?					
Are **limits set**, for example, the number of children who can be in specific play areas, especially where the amount of equipment and space is limited? For example, home corner, block corner, construction and train track.					
Are **boundaries defined?** For example, the space in which mobile toys can be used, a sand- timer to define the end of a turn.					
Do you assist children who are not **settling to play** by:					
• giving choices?					
• assisting them to start and complete activities?					
• inviting another child to assist?					
Do you **refocus or redirect** play that is getting unruly or out of hand?					
Are you alert to **warning signs**, such as tensed muscles, statements such as "*I might knock that down*".					
Do you redirect a child before behaviour escalates?					
Do you use **visual cues**, for example, traffic lights: "*Stop*", "*Think*", "*Do*" to help children self monitor, that is understand when their behaviour is getting out of control?					
Do you teach **conflict resolution** skills at the child's language level?					
Do you prompt children to **use words rather than physical contact**, for example, *You need to tell Nathan: 'It's my turn'*.					
Do you establish **consistency** in behaviour management strategies with other educators (and with the family if possible)?					
Do you acknowledge the child's feelings and firmly **follow through** with expected behaviour, for example, "*I know you're feeling cross, but I can't let you knock down Jane's building*"?					
Do you only state a consequence they are prepared/able to follow through?					
Do you **phrase requests as choices** when you want the child to take a specific action? For example, do not say "*Would you like to come inside to play now?*" if continuing to play outside is not an option.					

Do you build children's **skills** in: communication, social and play skills, for example, how to ask for help, request a turn, wait, take a turn, enter a group, join in play, use friendly talk.					
Do you comment frequently and specifically when children are behaving appropriately, eg.*"Thanks for putting away the tractor, Ben". "That will be a great painting to take home to mum, Nicole".*					
Do you have an **agreement** on the language that will be consistently used to give children warnings and feedback on their behaviour, for example, *"That's not OK"*, or *"That's not appropriate"*, or *"Settle"*?					
Do you state that the child is making a choice, then calmly follow through the **logical consequences?** - *"If you throw sand you are choosing to play somewhere else"*.					

Actions required