



We can solve problems with practice with the help of the NQS



The NQS can guide our critical reflections



The NQS is what we assess against to write our QIPs



The NQS is what assessors assess us against to write their A&R report



Families can make a choice based on our NQS rating

How are the National Quality Standards used by stakeholders?



Educators

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.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 5.2.2 and understood educators must support each child to:

- control their behaviour in respectful and considerate ways
- communicate their needs in positive ways
- effectively manage conflicts.



Solving Problems with the NQS

Problem the element can solve – educators not sure where to start in managing a child's difficult behaviour.

Week 24, 8 August – 12 June 2022 - 5.2.2 Self-regulation

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Aim: Educators have clear process for managing a child's behaviour.

What to do: Go to NQS element 5.2.2

Select just one point from the element that could help guide or change your practice.

Assessors may discuss how educators

- *work with families and other professionals to appropriately support each child's emotional and social learning (page 248 NQF Guide).*

Reflect and think about the point in relation to partnering with families to guide children's behaviour.

Practice change – The Educational Leader developed a *Behaviour Guidance Procedure* to give educators a more structured approach to managing children’s behaviour. It includes the following steps:

1. **Consider physical/medical issues** eg
 - Hearing - can child hear properly, are ears infected, inflamed, blocked?
 - Teeth - are they well cared for, are there holes/infections etc causing pain?
 - Throat - is it inflamed/constricted?
 - Nose - can child breathe properly, are sinuses infected/inflamed?
 - Eyes - can child see properly, is there conjunctivitis etc?
 - Bottom-does child need medical attention for nappy rash?
 - Colic - does baby need medical help for painful colic?
 - Scratching - does child have nits/lice, allergies which need treating?
2. **then consider environmental issues** eg
 - Diet - what is child eating, is there too much sugar, is it served at the wrong times, is it contributing to child’s allergies, is child eating enough, has child had breakfast?
 - Sleep - is child sleeping at night, is child being forced to sleep at service instead of rest/quiet activities?
 - Home - is anything happening at home to disrupt child’s routine eg new baby, visitors, illness/death in family?
3. **then consider relationship child has with educators**, what educators are doing and how they’re behaving.
 - Does child have a nurturing, secure relationship with educator?
 - Would a different educator be able to develop a trusting, loving relationship with the child?
 - Is the educator actually teaching the child interesting things? Bored children play up
4. **then consider other issues and implement strategies** like those outlined in the Behaviour Guidance Policy.

Problem to improve upon – educators automatically blame the child or the child’s family for any difficulties the child has regulating their behaviour.

Aim: Educators understand there are many reasons why some children ‘act up,’ including continually being asked to do the same boring things all the time, and feeling like their views and needs aren’t recognised.

What to do: Go to NQS element 1.2.3 Child directed learning

Select just one point from the element that could help guide or change your practice.

Assessors may observe educators

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- *encouraging children to make choices and decisions*
- *acknowledging children as capable and competent*
- *incorporating children’s ideas and suggestions*
- *noticing and listening carefully to children’s concerns and discussing diverse perspectives on issues of inclusion and exclusion, and unfair behaviour (page 124 NQF Guide)*

Reflect and think about the point in relation to your curriculum.

Practice change – Educators acknowledged the curriculum was a little ‘teacher led’ eg monthly activity themes were scheduled at the start of the year, there was limited flexibility to adjust routines to cater for spontaneous interests or give children more time when they were happily engaged in activities. Supported by the Educational Leader, educators begin to implement a more child directed program.

From the list below, select a point and explore how you could help guide children’s behaviour in positive ways when:

- supporting children to resolve disagreements
- teaching children about emotions, inclusive/exclusive practices, prejudice etc
- setting or speaking to room/group/playground rules
- exchanging information with families
- responding to children’s diverse views
- there are spontaneous opportunities to reinforce positive interactions and self-regulation techniques.

What problem needs to be improved upon?

Aim (selected from the above points)

Select just one point from the NQS Element

Reflect and think about the point in relation to the problem.

Create a practice change



Checklist

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 there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/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	

	ED1	ED2	ED3	ED4	ED5
Do you regularly discuss emotions, feelings, inclusive and exclusive practices, fair and unfair behaviour, bias and prejudice with children – in planned and spontaneous activities?					
Do you encourage children to identify their own emotions while showing then understanding and empathy?					
Do you always model positive language and interactions eg listening to children, responding respectfully, acknowledging different points of view?					
Do you help children understand how others may expect them to behave and the consequences of inappropriate behaviours?					
Do you help children learn ways to calm their feelings and behaviour?					
Do you encourage children to contribute to room/group rules and acceptable group behaviours?					
Can children always trust you to support them through difficult feelings, interactions and conflicts with others?					
Do you support children who may be involved in instances of bullying?					
Do you confidently support individual children's behaviour using behaviour management strategies best suited to that child's personality, friendships and needs?					
Do you confidently work with families and other professionals to support a child's behaviour, including implementing behaviour management plans and promoting consistent practice in different settings?					
Do you ask for help in situations where you're unsure how best to manage a child's behaviour, or families aren't supporting your efforts to manage their child's behaviour?					



The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

- Can you effectively support children with challenging behaviour? What do you need to help you improve? How could you achieve this?
- Do you implement activities to help children reduce their anxiety, calm down or ‘stay in the moment’? What opportunities are there to implement these activities – or more of them?
- How much impact do you think your environment and resources have on children’s emotions and behaviour? What could you change? (eg see QIP/SAT improvement example)

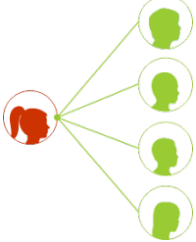
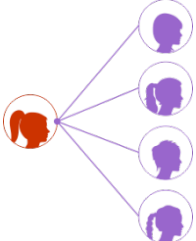
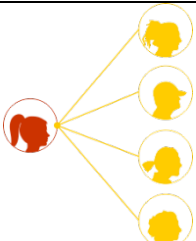
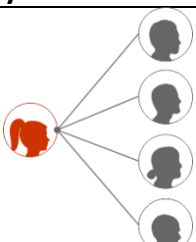
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p>a child</p>	I love being outside, even when it’s raining.	Our Educational Leader recently came across literature that spoke about the positive effects natural outdoor environments can have on people’s mental health and wellbeing.
<p>an educator</p>	I’ve been wondering if our behaviour management issues would improve if we gave children more time outside.	She guided educators to include more natural elements and activities eg water play, activities with natural loose parts, outdoor meditation/mindfulness sessions. She also spoke to the approved provider suggesting they incorporate some natural features into outdoor spaces eg tree swing, fire pit and native bee hives.
<p>your families</p>	My kids spend a lot of time inside when they’re home. It’d be nice for them to spend a lot of quality time outdoors when they’re at the centre.	
<p>theorist and current research</p>	Biophilia design acknowledges exposure to the natural world is important for human wellbeing. A theory emerging from Biophilia is Attention Restoration Theory which says concentration and mental fatigue can be improved by spending time in nature and engaging with natural elements like water, plants, bark, frog ponds, bee hives etc .	

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 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		



Complete your QIP

Instructions If you are happy with a Meeting rating you do not need to answer the Exceeding questions. Note if you can't answer all meeting questions you are not meeting the element, and you need to create an improvement plan and make changes to your practice.

If you are striving for an Exceeding rating, we suggest you answer all meeting and exceeding questions. You can copy your answers into your QIP, or SAT (NSW ONLY).

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Please give an example of an activity where you discussed emotions, feelings, inclusion and exclusion, fair and unfair behaviour or bias and prejudice with children.</i>	Embedded Practice <i>Please explain how you and your team implement a consistent approach to behaviour guidance so each child is always supported to regulate their behaviour, respond appropriately to others' behaviour, and effectively resolve conflict.</i>
<i>Please give an example of children contributing to room/group rules and acceptable group behaviours.</i>	Critical Reflection <i>Please give an example showing your approach to supporting a child's behaviour has taken into consideration social justice and equity issues. (see QIP/SAT Strength example).</i>
<i>Please give an example where you or your team have worked with families, and other professionals where relevant, to support a child's behaviour.</i>	Engagement with families and community <i>Please give an example of the way you and your team use your knowledge of each family's behaviour guidance practices at home to support children's self-regulation and interactions with others. (see QIP/SAT Strength example).</i>