**THIS IS AN EXAMPLE. COMPLETE YOUR QIP TEMPLATE LIKE THIS USING YOUR OWN STRENGTHS AND IMPROVEMENTS.**

**This example uses Exceeding Indicators. You can use same technique using Meeting Indicators for a Meeting rating if you wish.**

Week 16, 29 May to 2 June 2023 - QIP Suggestions - complete and copy this into your QIP

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| **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. |
| **Strengths** | **MEETING****Discussing emotions:** When teaching emotions and empathy, I discussed with children the importance of inclusion and how exclusion can make others feel. We talked about different emotions and shared personal experiences related to inclusion and exclusion. We brainstormed ways to make others feel welcome and included, such as inviting them to join activities and being kind and supportive.**Discussing behaviour:** During a one-on-one conversation with a child, I addressed their behaviour and its impact on others. We talked about the reasons behind classroom rules and the consequences of disruptive actions. Together, we developed strategies to support their behaviour, including alternatives to disruptive actions and taking breaks to refocus.**Modelling respectful behaviour:** As an educator, I modelled respectful behaviour by actively listening to children, using inclusive language, and providing positive reinforcement for kind actions. I intervened in conflicts to facilitate respectful discussions and encouraged empathy and understanding among the children. Through consistent modelling, the children learned how to treat others with kindness, empathy, and respect.**EXCEEDING****Embedded practice -** Educators 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. This includes responses to biting, bullying, exclusion, discrimination, learning activities about emotions, feelings, social skills, and assertiveness. Educators step in to prevent potential conflict or guide responses to conflict and mindfulness. We use meditation and yoga**Critical Reflection -**Theoretical perspectives influence the way educators support children to regulate their behaviour. These include a combination of Behaviourist (responses children receive to their behaviour, and Critical (children have a sense of agency). Planning considers learning from children’s perspectives and Bion’s work group mentality and group theory, which shows what to do when the room as a whole is not working because of its emotional state.**Families and community -**Our educators use their knowledge of each family’s behaviour guidance practices at home to support children’s self-regulation and interactions with others. For example, we use minimal steps in directions then allow several seconds for a child to understand. We ask a question rather than telling a child to do something. This ensures strong learning relationships are built from family interests and skills to create interesting lessons for children.**Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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Improvement plan (identified through assessment against NQS indicators)

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| **Standard/element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 5.2.2Week 16Date: 29/5/23 | The issue identified is the need for educators to effectively implement activities that promote learning about emotions, feelings, inclusion and exclusion, fair and unfair behaviour, or bias and prejudice. | The goal is to enhance educators' implementation of activities that promote learning in the areas of emotions, feelings, inclusion and exclusion, fair and unfair behaviour, or bias and prejudice. |  | Review curriculum and materials for learning areas.Identify areas needing improvement or additional focus.Gather resources aligning with learning goals.Develop age-appropriate activities for integration into curriculum.Train and support educators in implementing activities effectively.Monitor activity implementation and observe children's engagement.Collect feedback from educators, children, and families.Adjust and refine activities based on feedback and assessment. | *Educators implement activities to promote learning about emotions, feelings, inclusion and exclusion, fair and unfair behaviour, or bias and prejudice.* |  |  |
| 5.2.2Week 16Date: 29/5/23**Exceeding Embedded** | The issue identified is the need to enhance activities that promote learning about emotions, feelings, inclusion and exclusion, fair and unfair behaviour, or bias and prejudice. | The goal is to improve the implementation of activities that foster children's understanding of emotions, feelings, inclusion and exclusion, fair and unfair behaviour, or bias and prejudice. |  | Review curriculum and materials for learning about emotions, feelings, inclusion, exclusion, fair/unfair behaviour, and bias/prejudice.Identify areas for improvement and additional focus in these topics.Research and gather resources, books, and activities that align with learning goals.Develop an age-appropriate and engaging plan to integrate new activities into the curriculum.Train and support educators in implementing activities effectively, providing guidance and addressing concerns. | *Educators 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. This includes:* * responses to biting, bullying, exclusion, discrimination
* learning activities about emotions, feelings, social skills, assertiveness
* examples of educators stepping in to prevent potential conflict or guide responses to conflict
* mindfulness, meditation, and yoga activities.
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| 5.2.2Week 16Date: 29/5/23**Exceeding Critical reflection** | The issue identified is the need for educators to effectively utilise theoretical perspectives that influence the way they support children in regulating their behaviour. | The goal is to enhance educators' use of theoretical perspectives in supporting children's self-regulation. |  | Familiarise educators with relevant theoretical perspectives.Provide training and resources on the principles and techniques associated with these perspectives.Encourage educators to reflect on their practices and apply the identified perspectives to support children's self-regulation.Integrate theoretical perspectives into lesson planning and daily interactions with children.Offer ongoing support and guidance to educators for effective application.Assess the impact on children's self-regulation skills and behaviours. | *Educators use theoretical perspectives that influence the way they support children to regulate their behaviour. This includes:* * Behaviourist, for example, and the idea that behaviour is learnt and can be influenced by the responses children receive to their behaviour
* Critical, for example, Friere, and the idea that children have a sense of agency (planning considers learning from the children’s perspective, that is, many behaviour problems stem from boredom/lack of engagement
* behaviour is expressing a need that is not being met.
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| 5.2.2Week 16Date: 29/5/23**Exceeding Families and community** | The issue identified is the need for educators to effectively utilise their knowledge of each family's behaviour guidance practices to support children's self-regulation and interactions with others. | The goal is to enhance educators' use of family behaviour guidance practices to effectively support children's self-regulation and interactions with others. |  | Communicate with families to understand their behaviour guidance practices at home.Tailor support based on gathered information, aligning it with home strategies.Collaborate with families to establish consistent behaviour guidance approaches.Provide resources and guidance to promote self-regulation and positive interactions.Maintain regular communication with families for updates, feedback, and addressing concerns.Reflect on the effectiveness of utilising family behaviour guidance practices and make adjustments as needed. | *Educators use their knowledge of each family’s behaviour guidance practices at home to support children’s self-regulation and interactions with others. For example:** ignoring negative behaviour and praising positive behaviour (while ensuring the safety of all children)
* using minimal steps in directions then allowing several seconds for a child to understand
* using terminology children understand, for example, “my turn”, “your turn” rather than “share”
* helping children reflect on their actions, for example, “Tommy, what are you doing?” “I saw you ...” “What were you about to do with ...?”
* asking a child a question rather than telling a child to do something.
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**Summary of Exceeding Themes Standard 5.2 Relationships between children**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 5.2.2 we have identified the following exceeding theme indicators:* Educators 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
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| 2. Practice is informed by critical reflection | In the strength example for element 5.2.2 we have identified the following exceeding theme indicators: * Theoretical perspectives that influence the way educators support children to regulate their behaviour
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| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 5.2.2 we have identified the following exceeding theme indicators:* Educators use their knowledge of each family’s behaviour guidance practices at home to support children’s self-regulation and interactions with others.
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