

# 5.2.2

# Self Regulation

Week 16 – 29.5.2023  
Monday to Friday



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. This process uses the **summative assessment process** from the **new EYLF and MTOP**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

### 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
Would a visitor to your room see you regularly discuss emotions, feelings, inclusive and exclusive practices, fair and unfair behaviour, bias and prejudice with children – in planned and spontaneous activities?					
Would a visitor to your room see you encourage children to identify their own emotions while showing them understanding and empathy?					
Would a visitor to your room see you always model positive language and interactions eg listening to children, responding respectfully, acknowledging different points of view?					
Would a visitor to your room see you help children understand how others may expect them to behave and the consequences of inappropriate behaviours?					
Would a visitor to your room see you help children learn ways to calm their feelings and behaviour?					
Would a visitor to your room see you encourage children to contribute to room/group rules and acceptable group behaviours?					
Would a visitor to your room see children always trusting you to support them through difficult feelings, interactions, and conflicts with others?					
Would a visitor to your room see you support children who may be involved in instances of bullying?					
Would a visitor to your room see you confidently support individual children's behaviour using behaviour management strategies best suited to that child's personality, friendships and needs?					
Would a visitor to your room see 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?					
Would a visitor to your room see 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?					

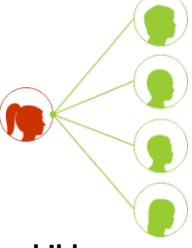
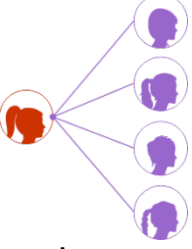
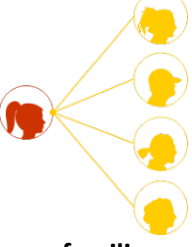
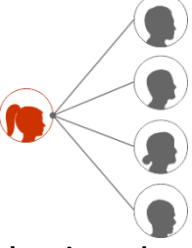
### Week 16, 29 May to 2 June 2023 – 5.2.2 Self Regulation

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



The EYLF and MTOP says. “Evaluation practices involve educators’ critical reflection on the effectiveness of their planning and implementation of curriculum for children’s learning as part of the planning cycle, both for and with children’. 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?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p><b>a child</b></p>	<p>Children sometimes feel really scared or stressed when they're anxious. It's hard for us to explain how we feel, and it can be tough to calm down or stay focused. It would be so helpful if we could do activities that help us relax, practice mindfulness, and express our emotions. These activities could make it easier for us to understand and control our feelings, so we can feel better and more in charge of ourselves.</p>	<p>Implement daily mindfulness exercises, such as guided breathing or mindful moments, to help children calm their minds and stay present.</p> <p>Create a dedicated space or "calm corner" where children can retreat and engage in sensory-based activities like sensory bins, calming music, or tactile objects.</p>
 <p><b>an educator</b></p>	<p>We need to recognise the importance of supporting children's emotional well-being and understand that implementing activities to reduce anxiety and promote emotional regulation is crucial. However, it's sometimes hard to get the additional resources, training, and support to effectively integrate such activities into our daily practices.</p>	<p>Integrate social-emotional learning programs into the curriculum, focusing on emotional awareness, self-regulation, and problem-solving skills.</p>
 <p><b>your families</b></p>	<p>We are important for supporting children's emotional well-being, but I struggle to reinforce anxiety reduction and emotional regulation strategies at home without guidance and resources from educators. By working together, we can receive the support and resources, ensuring consistency between school and home in supporting children's emotional well-being.</p>	<p>Collaborate with parents, providing resources and strategies to reinforce anxiety reduction and emotional regulation techniques at home.</p>
 <p><b>theorist and current research</b></p>	<p>Recent research highlights the positive impact of mindfulness techniques, relaxation exercises, and sensory-based activities on children's emotional regulation and anxiety reduction. Theorists emphasise the importance of creating safe and nurturing environments that promote emotional well-being and provide ample opportunities for children to practice self-regulation skills.</p>	<p>Offer professional development opportunities for educators to enhance their understanding of anxiety reduction and emotional regulation strategies, providing ongoing support and resources.</p>

# 5.2.2

# Self Regulation

Week 16 – 29.5.2023  
Monday to Friday

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



The EYLF and MTOP says. “Evaluation practices involve educators’ critical reflection on the effectiveness of their planning and implementation of curriculum for children’s learning as part of the planning cycle, both for and with children’. Pick one of the following reflection points to complete the table below:

- The NQF Guide says children need ‘time and space’ to engage in collaborative experiences (p 250). How do you provide this for children, and how could you improve?
- How do you use the different knowledge, skills and background of each child to help children learn from each other? How could you improve?
- The NQF Guide says “older children can also learn life and social skills” from each other (p 250). How well do you support children to do this – and how do you or could you support younger children to learn life or social skills from other children?

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

## Week 16, 29 May to 2 June 2023 – 5.2.2 Self Regulation