



Critical Reflection

## Section 7 - Exceeding – Critical Reflection

### Assess your practice first.

Read the below description and evaluate it in relation to your practices.

**Exceeding – Critical reflections.** 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.

If you are doing similar practices to the example, use the below question to help you write your ‘**exceeding practice for critical reflection**’ description so you can add it to your QIP or SAT (NSW only).

For <b>Exceeding</b> the QIP and Self-Assessment Tool (SAT)
<b>Critical Reflection</b> <i>Please discuss the theoretical perspectives that influence the way you support children to regulate their behaviour.</i>

**If you and your educators need to learn how to achieve exceeding – critical reflection, proceed here and do below.**

The following section outlines the steps to ensure you are exceeding in Critical Reflection. If you have already successfully completed the previous section demonstrating how you are exceeding in Critical Reflection, you do not need to complete this section.

**Look at the words in detail to identify what is exceeding.**

*Please discuss the **theoretical perspectives** that **influence the way you support children to regulate their behaviour.***

**Critical reflection** is a valuable tool for educators to evaluate and improve their practice by identifying areas of strength, areas for improvement, and potential solutions to challenges.

**Theoretical perspectives** can include:

**Behaviourism:** reinforce positive behaviours and discourage negative ones, providing consistent consequences and rewards to help children regulate their behaviour effectively.

**Social Learning Theory:** create opportunities for children to observe and learn from positive behaviour by providing positive role models and encouraging imitation of appropriate behaviour.

**Cognitive Development Theory:** consider children's cognitive abilities and developmental stages, providing age-appropriate explanations, guidance, and strategies to support them to self regulate.

**Self-Determination Theory:** foster intrinsic motivation and autonomy by giving children choices and involving them in decision-making processes, allowing them to have a sense of control and ownership over their behaviour.

**influence the way you support children to regulate their behaviour.** Educators can provide clear expectations, model positive behaviour, teach self-regulation skills, promote social skills and empathy, and offer individualised support. Ultimately, educators play a critical role in creating an environment that fosters the development of self-regulation skills in children.

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

Now that we have examined the words in detail, we can start exploring what these concepts could look like for you. It is important to ensure that we make it very clear how these concepts have **created change** in your service.

Please discuss the **theoretical perspectives** that **influence the way you support children to regulate their behaviour.**

1. **Behaviourism:** Behaviourism focuses on external factors that influence behaviour. Behaviourists emphasise the importance of reinforcing positive behaviours and discouraging negative ones through consistent consequences and rewards. Techniques such as positive reinforcement and behaviour management strategies are used to shape and regulate children's behaviour.
2. **Social Learning Theory:** Social learning theory emphasises the role of observation and modelling in behaviour regulation. Children learn by observing the behaviour of others, particularly positive role models. Educators and professionals utilise this theory by providing opportunities for children to observe and learn from appropriate behaviour, encouraging them to imitate positive behaviours.
3. **Cognitive Development Theory:** Cognitive development theory, proposed by Jean Piaget, highlights the cognitive processes involved in behaviour regulation. It emphasises how children's thinking and understanding of the world influence their behaviour. Educators consider children's cognitive abilities and developmental stages, providing age-appropriate explanations, guidance, and strategies to support their behaviour regulation.
4. **Self-Determination Theory:** Self-determination theory focuses on fostering intrinsic motivation and autonomy in individuals. It emphasises the importance of providing choices, involving children in decision-making, and allowing them to have a sense of control over their behaviour. This theory encourages educators to support children in developing self-regulation skills by nurturing their intrinsic motivation and autonomy.

**Your example. Select a point from above and break it down into the subsections.**

Please discuss the **theoretical perspectives** that you have used to assist children to regulate their behaviour. (Remember reading these descriptions becomes a part of the reflection).

Describe the **way you support children to regulate their behaviour.** (Describe the changes you made after the reflection).

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