



Families



Community
Links

Section 8 - Exceeding – Family and Community Links

Assess your practice first.

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

Exceeding – Family and Community Links. 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.

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

For Exceeding the QIP and Self-Assessment Tool (SAT)
Families and community links <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.</i>

If you and your educators need to learn how to achieve exceeding – families and community, proceed here and do below.

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

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

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.

Please give an example of the way you and your team use your knowledge of each family’s behaviour guidance practice.

Educators demonstrate cultural sensitivity, adapting strategies to respect diverse practices and beliefs related to behaviour regulation. Through collaborative problem-solving, they work with families to address behavioural challenges, seeking input to develop strategies aligned with their values.

... children’s self-regulation and interactions with others... self-regulation refers to their ability to manage and control their thoughts, emotions, and behaviours in various situations. It involves skills such as impulse control, emotional regulation, attentional focus, and problem-solving. Self-regulation enables children to adapt to their environment, handle challenges, and engage in appropriate behaviour. It involves monitoring and adjusting their own actions, emotions, and thoughts to achieve desired outcomes and maintain a sense of balance and well-being.

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.

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

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.*

Suppose a family has a behaviour guidance practice at home that involves using visual cues and timers to help their child manage transitions and stay focused. In this case, educators and professionals could integrate similar visual cues and timers into the classroom environment. This consistency would help the child understand and follow the expectations, promoting self-regulation and reducing anxiety during transitions.

If a family emphasises active listening and respectful communication at home, educators and professionals can incorporate these practices into the classroom routine. They might create opportunities for children to engage in meaningful conversations, practice active listening skills, and learn how to express themselves respectfully. By aligning the classroom environment with the family's behaviour guidance practices, educators support children in developing self-regulation skills and positive interactions with others.

Educators can maintain open communication with families to understand their approaches to conflict resolution and problem-solving. By respecting and incorporating these practices into the classroom, educators create a consistent and supportive environment that promotes children's self-regulation and positive social interactions. They can also provide guidance and resources to families, reinforcing the shared responsibility of supporting children's self-regulation and interactions across home and school settings.

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

Please give an example of the way you and your team use your knowledge of each family's behaviour guidance practices at home.

... support *children's self-regulation and interactions with others.* (Remember, you must show how the families or community contribution has made a change)