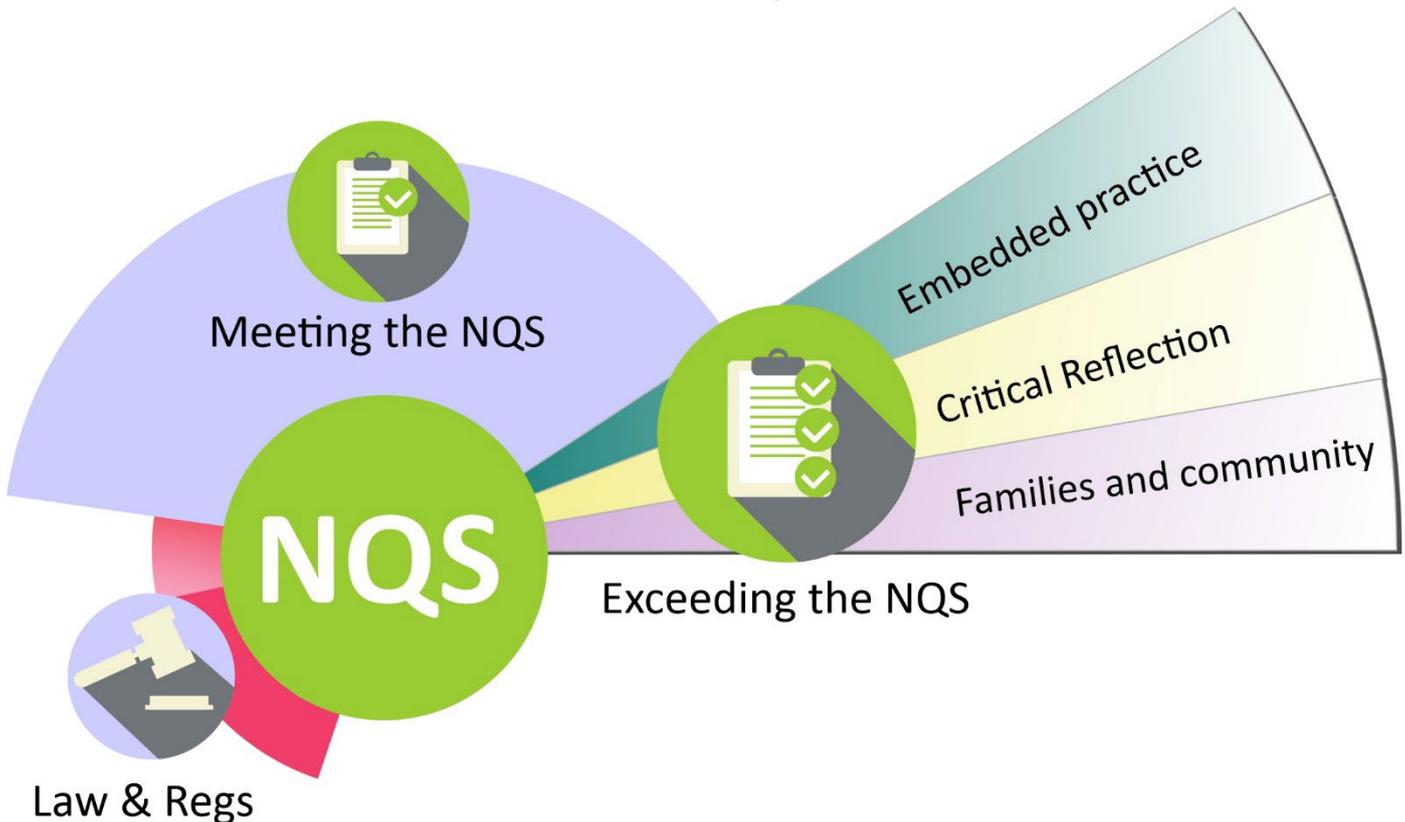


Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Section 9 - Educational Leader and Nominated Supervisor



First step: We must ensure the Law and Regulations are always met. **Second step:** then we look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes.

The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.

There are **things** that you need to do with your service and educators.

- (1) Review the points from the Law and make yourself familiar with them. Conduct the compliance test with your educators to check their knowledge.



Video
Training

- (2) To help your educators learn watch this online video explaining How to maintain self regulation 5.2.2. Click below.

<https://vimeo.com/587759086/9869a5563c?share=copy>

- (3) Add to your folder the daily planner so you can document and show the assessor how you

are working with educators. Use documents provided in this section.

- (4) Guide your educators to ensure they are at the meeting level, use the examples in the educators' section and the checklist to help you know exactly what is required.
- (5) Explore the exceeding themes with the examples in the educators' section and your section for critical reflection and families and communities.
- (6) Work with your Nominated Supervisor and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.

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

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Compliance test for educators

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Amy states that she has been informed that she could face a fine of \$10,000 if she resorts to corporal punishment or applies discipline that is unreasonable towards a child. Is this information accurate?		
Mr. Matt inquires whether the regulations cover the guidance of children's behaviour. Is this aspect addressed in the regulations?		
Miss Kym's been told Reg 156 Relationships in Groups is relevant in terms of element 5.2.2 self-regulation. Is it?		

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Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 29.5.23	Dem	Educators	Discuss	Monitor
Monday 29.5.23				
Tuesday 30.5.23				
Wednesday 31.5.23				
Thursday 1.6.23				
Friday 2.6.23				

General thoughts or ideas

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

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Compliance test for educators ANSWERS for this week.

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Amy states that she has been informed that she could face a fine of \$10,000 if she resorts to corporal punishment or applies discipline that is unreasonable towards a child. Is this information accurate?	Yes – see Law section 166 'Offence to use inappropriate discipline' clause 3.	
Mr. Matt inquires whether the regulations cover the guidance of children's behaviour. Is this aspect addressed in the regulations?	Yes. Reg 155 Interactions with children says "An approved provider must take reasonable steps to ensure that the ... service provides education and care to children in a way that— (d) gives each child positive guidance and encouragement toward acceptable behaviour"	
Miss Kym's been told Reg 156 Relationships in Groups is relevant in terms of element 5.2.2 self-regulation. Is it?	Yes – the size and composition of groups can affect children's ability to engage in positive interactions and control their behaviour eg they may find this much harder in large, noise groups, groups with different age children, groups where there are no clear rules or instructions etc.	

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

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5.2.2

Self Regulation – Implementing Theory

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

4-Week Learning Plan: Utilising Social Learning Theory in Early Childhood

Social Learning Theory: Social learning theory, developed by Albert Bandura, emphasises the role of observation and modelling in behaviour regulation. We utilise this perspective by providing positive role models and creating opportunities for children to observe and learn from appropriate behaviour. By seeing and imitating positive behaviours, children can regulate their own behaviour effectively.

Week 1: Introduction to Positive Role Models

- Introduce the concept of positive role models to the children.
- Discuss the importance of observing and learning from others' behaviour.
- Share examples of positive role models from different contexts (e.g., family, community, literature).
- Engage in activities that highlight positive behaviours and encourage children to imitate them.

Week 2: Modelling and Guided Practice

- Select specific positive behaviours to focus on (e.g., sharing, taking turns, using kind words).
- Model these behaviours consistently in various situations.
- Provide guided practice opportunities for children to observe and imitate these behaviours.
- Encourage children to reflect on their observations and discuss the positive impact of these behaviours on themselves and others.

Week 3: Peer Modelling and Cooperative Play

- Introduce the concept of peer modelling and its significance in behaviour regulation.
- Encourage children to observe and learn from their peers' positive behaviours.
- Facilitate cooperative play activities that require children to work together and model positive behaviours.
- Provide guidance and feedback to children as they engage in cooperative play, highlighting instances of positive behaviour modelling.

Week 4: Reflecting on Personal Behaviour and Setting Goals

- Guide children in reflecting on their own behaviour and identifying areas for improvement.
- Discuss the importance of setting goals to regulate their behaviour.
- Help children set realistic and achievable goals for positive behaviour change.
- Encourage children to monitor their progress, celebrate successes, and reflect on challenges faced during the process.

It is essential to reinforce positive behaviours consistently, provide praise and recognition for efforts made, and create a supportive and nurturing environment that encourages children to observe, learn, and imitate appropriate behaviour. The plan should be flexible and adapted to individual children's needs and developmental levels, ensuring that they have ample opportunities to engage in social learning and regulate their behaviour effectively.

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

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Self Regulation – Implementing Theory

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4-Week Learning Plan: Applying Self-Determination Theory in Early Childhood

Self-Determination Theory: Self-determination theory, developed by Edward Deci and Richard Ryan, focuses on fostering intrinsic motivation and autonomy in individuals. We draw upon this perspective by providing children with choices and involving them in decision-making processes. By allowing children to have a sense of control and ownership over their behaviour, they are more motivated to regulate their actions appropriately.

Week 1: Creating an Autonomy-Supportive Environment

- Introduce the concept of autonomy and discuss its importance in fostering intrinsic motivation.
- Create an environment that encourages children to make choices and express their preferences.
- Provide opportunities for children to participate in decision-making processes, such as selecting activities or classroom routines.

Week 2: Encouraging Self-Reflection and Goal Setting

- Teach children the skill of self-reflection by encouraging them to think about their own behaviour.
- Guide children in setting personal goals related to behaviour regulation.
- Discuss the connection between their goals and the positive impact on themselves and others.

Week 3: Offering Choice and Encouraging Ownership

- Offer a range of choices throughout daily activities, allowing children to select their preferred options.
- Encourage children to take ownership of their behaviour by discussing the consequences of their actions.
- Provide opportunities for children to reflect on the impact of their choices on themselves and others.

Week 4: Supporting Intrinsic Motivation

- Engage children in activities that align with their interests and passions.
- Foster intrinsic motivation by highlighting the joy and satisfaction that comes from taking ownership of their behaviour.
- Provide specific and meaningful feedback that focuses on effort, progress, and personal growth.

It is crucial to create a supportive and nurturing environment that values children's autonomy and decision-making. Offer choices within appropriate boundaries and provide guidance to help them make informed decisions. Celebrate and acknowledge their efforts and accomplishments to reinforce intrinsic motivation.

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4-Week Learning Plan: Applying Cognitive Development Theory in Early Childhood

Cognitive Development Theory: Cognitive development theory, proposed by Jean Piaget, highlights the cognitive processes involved in behaviour regulation. We consider children's cognitive abilities and developmental stages when supporting them in regulating their behaviour. We provide age-appropriate explanations, guidance, and strategies that align with their cognitive capacities.

Week 1: Understanding Emotions and Identifying Triggers

- Introduce basic emotions (e.g., happy, sad, angry) and discuss their expressions and causes.
- Help children identify common triggers for their emotions.
- Provide simple strategies to help children recognise and express their emotions appropriately.

Week 2: Developing Self-Awareness and Self-Regulation

- Engage children in activities that promote self-awareness, such as identifying and labelling their own emotions.
- Teach simple self-regulation techniques, such as deep breathing or taking a break when feeling overwhelmed.
- Provide opportunities for children to practice self-regulation skills during daily routines and activities.

Week 3: Problem-Solving and Decision-Making Skills

- Introduce basic problem-solving steps (e.g., identifying the problem, generating possible solutions, evaluating solutions).
- Engage children in age-appropriate problem-solving scenarios and guide them in finding solutions.
- Encourage children to make decisions and reflect on the consequences of their choices.

Week 4: Perspective-Taking and Empathy

- Help children understand different perspectives by engaging in role-playing activities or reading stories.
- Foster empathy by discussing how others might feel in different situations.
- Encourage children to consider the impact of their actions on others and guide them in showing kindness and empathy.

It is important to consider each child's cognitive abilities and adapt activities accordingly. Use concrete examples, visual aids, and hands-on experiences to support understanding. Provide scaffolding and guidance as needed, gradually increasing the complexity of activities to match children's developmental stages. Celebrate progress and reinforce positive behaviours to foster cognitive development and effective behaviour regulation.

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5.2.2

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4-Week Learning Plan: Integrating Social and Emotional Learning (SEL) in Early Childhood

Social and Emotional Learning (SEL): SEL encompasses various theoretical frameworks and approaches, such as the Collaborative for Academic, Social, and Emotional Learning (CASEL). It emphasises the development of social and emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. We integrate SEL practices into our approach, teaching children specific skills and strategies to regulate their behaviour effectively.

Week 1: Developing Self-Awareness

- Introduce the concept of self-awareness and its importance in understanding emotions and behaviours.
- Teach children to identify and label their emotions accurately.
- Engage in activities that promote self-reflection and self-expression, such as journaling or creating emotion charts.

Week 2: Building Self-Management Skills

- Explore strategies for managing emotions, such as deep breathing, taking a break, or using positive self-talk.
- Teach children how to identify triggers that lead to challenging behaviours.
- Practice self-management techniques through activities like mindfulness exercises or calming sensory play.

Week 3: Fostering Social Awareness

- Introduce the concept of empathy and its role in understanding others' feelings and perspectives.
- Engage in activities that promote perspective-taking, such as role-playing or storytelling.
- Encourage children to recognise and appreciate diversity and different cultural backgrounds.

Week 4: Developing Relationship Skills and Responsible Decision-Making

- Teach children effective communication and problem-solving skills through role-playing and cooperative activities.
- Explore the concept of making responsible decisions and considering the consequences of actions.
- Engage in activities that promote collaboration, teamwork, and conflict resolution.

Throughout the 4-week learning plan, embed SEL practices into daily routines and activities. Use books, videos, and visual aids to reinforce SEL concepts. Provide opportunities for children to practice newly learned skills in real-life situations, both within the classroom and during peer interactions. Encourage open discussions and create a safe and supportive environment for children to share their thoughts and feelings. Regularly assess progress and celebrate achievements, reinforcing the importance of social and emotional competencies in regulating behaviour effectively.

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