

Self-regulation Educators

NQS Element 5.2.2 Self-regulation

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

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.

ED1 ED2 ED3 ED4 ED5

Educator practices

	ED1	ED2	ED3	ED4	ED5
Do you role model appropriate behaviour at all times eg never yell across the room and use gentle, nurturing interactions?					
Do you try and see things from a child's perspective so you can understand where the behaviour came from eg "I know you'd love to play in the rain. Maybe we can go outside in our raincoats soon?"					
Do you involve children in setting service rules?					
Do you display service/group rules?					
Do you intentionally teach behaviours required in service rules and never assume children know eg walking inside?					
Do you talk to children about the outcomes of their actions, and why we have service rules and social expectations about behaviour?					
Do rules tell children what they should do not what they can't do eg 'use quiet voices inside' not 'no yelling'					
Do you support children to stand up for their rights and be considerate of others' rights, and intervene when necessary?					
Do you teach children to identify and understand their emotions?					
Do you support children through their difficult emotions, use language which helps children talk about their concerns, and discuss alternative behaviours?					
Do you use key words with visual cues to help children understand their behaviour eg traffic lights 'Stop, think and do'?					
Do you provide directions 1 or 2 at a time, and give children time to understand?					
Does your non-verbal communication match what you're saying eg arms open rather than crossed if you're inviting child to engage?					
Do you often use pictures rather than a whole lot of words to teach/engage children?					
Do you make sure there are safe spaces where children can implement calming strategies like meditation/mindfulness, breathing or exercise?					
Do you teach children how to achieve a sense of calmness?					
Do you discuss issues of inclusion and exclusion, fair and unfair behaviour, bias and prejudice with children?					
Do you encourage children to listen to other children's ideas and solve problems together?					
Do you help children to reflect on their actions eg "Tommy I saw you... What were you about to do with...?"					

Educator Practices Inappropriate Behaviour



Do you document the time and details of consistent inappropriate behaviour, then collaborate with parents and other relevant professionals to develop and implement a behaviour plan?					
Do you explore all possible reasons for inappropriate behaviour eg hunger, tiredness, delayed speech, receptive language difficulties?					
Do you give families information about particular behaviours where relevant eg biting?					
Do you ignore negative behaviour where safe to do so and praise positive behaviour?					
Do you redirect inappropriate behaviour rather than banning it altogether eg child climbing on outdoor equipment but not indoor furniture?					
Do you make sure your actions to manage inappropriate behaviour are consistent with those of other educators?					
Do you liaise with children's schools when necessary to understand how they guide children's behaviour?					
Do you encourage and support children to report inappropriate behaviour eg cyber bullying and social exclusion?					

Actions required