**THIS IS AN EXAMPLE. COMPLETE YOUR QIP TEMPLATE LIKE THIS USING YOUR OWN STRENGTHS AND IMPROVEMENTS.**

**This example uses Exceeding Indicators. You can use same technique using Meeting Indicators for a Meeting rating if you wish.**

Week 17, 3 to 7 June 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 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. |
| **Strengths** | **MEETING**  **Discussing emotions, feelings, inclusion, and exclusion.** Educators implement activities to promote learning about emotions, feelings, inclusion, and exclusion, and address bias and prejudice. For example, during group time, we read a story about a child feeling excluded due to their different abilities. We discussed how it felt and brainstormed ways to include everyone. This helps children understand and challenge bias based on culture, appearance, abilities, age, gender, family structure, and interests.  **Discussing behaviour with a child.** Educators discuss behaviour-related issues with children, including the effect of their behaviour on others, the reasons for service rules, and implement strategies to support children’s behaviour. For example, I talked to a child about why hitting is not allowed, explaining how it hurts others and breaks our rule of being kind. We created a plan together, including using words to express anger and taking deep breaths to calm down. See Behaviour Guidance Policy Folder.  **Modelling respectful behaviour.** Educators model respectful behaviour, language, and interactions with others. For example, I avoid yelling across the room and use polite language such as “please” and “thank you.” I always greet families and children by name, maintain eye contact, and support team members when they ask for help. This demonstrates respect and inclusivity, ensuring all staff and children feel valued.  **EXCEEDING**  **Embedded practice -** Implementing a consistent approach to behaviour guidance: Educators implement a consistent approach to behaviour guidance so each child is always supported to regulate their behaviour, respond appropriately to others’ behaviour, and effectively resolve conflict. This includes responses to biting, bullying, exclusion, and discrimination, as well as learning activities about emotions, feelings, social skills, and assertiveness. Educators step in to prevent potential conflicts or guide responses to conflicts and use mindfulness, meditation, and yoga activities to promote self-regulation.  **Critical Reflection -**The theoretical perspectives that influence the way educators support children to regulate their behaviour include the Behaviourist perspective, which posits that behaviour is learnt and can be influenced by responses. The Critical perspective, for example, Friere's idea that children have a sense of agency and that behaviour problems often stem from boredom or lack of engagement, also guides our approach. Additionally, we consider that behaviour often expresses an unmet need, and we tailor our support accordingly.  **Families and community -**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 incorporate strategies from the new Behaviour Guidance Policy Folder 7, such as ignoring negative behaviour while ensuring safety and praising positive behaviour. We use simple, clear directions and allow time for understanding, use child-friendly terminology, help children reflect on their actions, and ask questions to guide behaviour rather than giving direct orders.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 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. |

Improvement plan (identified through assessment against NQS indicators)

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 5.2.2 | The issue identified is the need for educators to effectively implement activities that promote learning about emotions, feelings, inclusion and exclusion, fair and unfair behaviour, or bias and prejudice. | The goal is to enhance educators' implementation of activities that promote learning in the areas of emotions, feelings, inclusion and exclusion, fair and unfair behaviour, or bias and prejudice. |  | Review curriculum and materials for learning areas.  Identify areas needing improvement or additional focus.  Gather resources aligning with learning goals.  Develop age-appropriate activities for integration into curriculum.  Train and support educators in implementing activities effectively.  Monitor activity implementation and observe children's engagement.  Collect feedback from educators, children, and families.  Adjust and refine activities based on feedback and assessment. | *Educators implement activities to promote learning about emotions, feelings, inclusion and exclusion, fair and unfair behaviour, or bias and prejudice.* |  |  |
| 5.2.2 **Exceeding  Embedded** | The issue identified is the need to enhance activities that promote learning about emotions, feelings, inclusion and exclusion, fair and unfair behaviour, or bias and prejudice. | The goal is to improve the implementation of activities that foster children's understanding of emotions, feelings, inclusion and exclusion, fair and unfair behaviour, or bias and prejudice. |  | Review curriculum and materials for learning about emotions, feelings, inclusion, exclusion, fair/unfair behaviour, and bias/prejudice.  Identify areas for improvement and additional focus in these topics.  Research and gather resources, books, and activities that align with learning goals.  Develop an age-appropriate and engaging plan to integrate new activities into the curriculum.  Train and support educators in implementing activities effectively, providing guidance and addressing concerns. | *Educators implement a* ***consistent*** *approach to behaviour guidance, so each child is always supported to regulate their behaviour, respond appropriately to others’ behaviour, and effectively resolve conflict. This includes:*   * responses to biting, bullying, exclusion, discrimination * learning activities about emotions, feelings, social skills, assertiveness * examples of educators stepping in to prevent potential conflict or guide responses to conflict * mindfulness, meditation, and yoga activities. |  |  |
| 5.2.2 **Exceeding  Critical reflection** | The issue identified is the need for educators to effectively utilise theoretical perspectives that influence the way they support children in regulating their behaviour. | The goal is to enhance educators' use of theoretical perspectives in supporting children's self-regulation. |  | Familiarise educators with relevant theoretical perspectives.  Provide training and resources on the principles and techniques associated with these perspectives.  Encourage educators to reflect on their practices and apply the identified perspectives to support children's self-regulation.  Integrate theoretical perspectives into lesson planning and daily interactions with children.  Offer ongoing support and guidance to educators for effective application.  Assess the impact on children's self-regulation skills and behaviours. | *Educators use theoretical perspectives that influence the way they support children to regulate their behaviour. This includes:*   * Behaviourist, for example, and the idea that behaviour is learnt and can be influenced by the responses children receive to their behaviour * Critical, for example, Friere, and the idea that children have a sense of agency (planning considers learning from the children’s perspective, that is, many behaviour problems stem from boredom/lack of engagement * behaviour is expressing a need that is not being met. |  |  |
| 5.2.2  **Exceeding  Families and community** | The issue identified is the need for educators to effectively utilise their knowledge of each family's behaviour guidance practices to support children's self-regulation and interactions with others. | The goal is to enhance educators' use of family behaviour guidance practices to effectively support children's self-regulation and interactions with others. |  | Communicate with families to understand their behaviour guidance practices at home.  Tailor support based on gathered information, aligning it with home strategies.  Collaborate with families to establish consistent behaviour guidance approaches.  Provide resources and guidance to promote self-regulation and positive interactions.  Maintain regular communication with families for updates, feedback, and addressing concerns.  Reflect on the effectiveness of utilising family behaviour guidance practices and make adjustments as needed. | *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:*   * ignoring negative behaviour and praising positive behaviour (while ensuring the safety of all children) * using minimal steps in directions then allowing several seconds for a child to understand * using terminology children understand, for example, “my turn”, “your turn” rather than “share” * helping children reflect on their actions, for example, “Tommy, what are you doing?” “I saw you ...” “What were you about to do with ...?” * asking a child a question rather than telling a child to do something. |  |  |

**Summary of Exceeding Themes Standard 5.2 Relationships between children**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 5.2.2 we have identified the following exceeding theme indicators:   * Educators implement a consistent approach to behaviour guidance so each child is always supported to regulate their behaviour, respond appropriately to others’ behaviour, and effectively resolve conflict |
| 2. Practice is informed by critical reflection | In the strength example for element 5.2.2 we have identified the following exceeding theme indicators:   * Theoretical perspectives that influence the way educators support children to regulate their behaviour |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 5.2.2 we have identified the following exceeding theme indicators:   * Educators use their knowledge of each family’s behaviour guidance practices at home to support children’s self-regulation and interactions with others. |