



Looking at the element in detail - Element 5.2.2 and understood educators must support each child to:

- control their behaviour in respectful and considerate ways
- communicate their needs in positive ways
- effectively manage conflicts.

Assess your practice first.

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

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. If you are doing similar practices to the example, use the below questions to help you write your ‘meeting’ description so you can add it to your QIP.

A MEETING QIP and Self-Assessment Tool (SAT)	
	<i>Please give an example of an activity where you discussed emotions, feelings, inclusion and exclusion, fair and unfair behaviour, or bias and prejudice with children.</i>
	<i>Please give an example of a discussion you’ve had with a child about their behaviour, its effect on others, service rules and the reasons for them, and the strategies you implemented to support the child’s behaviour.</i>
	<i>Please give an example of the way you model respectful behaviour, language, and interactions with others.</i>

Week 17, 3 to 7 June 2024 – 5.2.2 Self-Regulation