5.2.2

Week 17
3.6.2024

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

Section 6. **Exceeding: Critical Reflection** (Educational Leader)
Educational Leader to manage whole service critical reflection.

Assess your practice first.

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

Exceeding – Theoretical perspectives influencing behaviour support: 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.

If you are doing similar practices to the example, use the below question to help you write your **'exceeding practice for critical reflection'** description so you can add it to your QIP or SAT (NSW only).

For **Exceeding** the QIP and Self-Assessment Tool (SAT)

Critical Reflection
Please discuss the theoretical perspectives that influence the way you support children to regulate their behaviour.

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

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

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

*Please discuss the **theoretical perspectives** that **influence the way you support children to regulate their behaviour.**￼*

Critical reflection is a valuable tool for educators to evaluate and improve their practice by identifying areas of strength, areas for improvement, and potential solutions to challenges.

Theoretical perspectives can include:
Behaviourism: reinforce positive behaviours and discourage negative ones, providing consistent consequences and rewards to help children regulate their behaviour effectively.
Social Learning Theory: create opportunities for children to observe and learn from positive behaviour by providing positive role models and encouraging imitation of appropriate behaviour.
Cognitive Development Theory: consider children's cognitive abilities and developmental stages, providing age-appropriate explanations, guidance, and strategies to support them to self regulate.
Self-Determination Theory: foster intrinsic motivation and autonomy by giving children choices and involving them in decision-making processes, allowing them to have a sense of control and ownership over their behaviour.

influence the way you support children to regulate their behaviour. Educators can provide clear expectations, model positive behaviour, teach self-regulation skills, promote social skills and empathy, and offer individualised support. Ultimately, educators play a critical role in creating an environment that fosters the development of self-regulation skills in children.

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

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.

*Please discuss the **theoretical perspectives** that **influence the way you support children to regulate their behaviour.***

Behaviourist Perspective: According to the behaviourist perspective, behaviour is learned and can be shaped by positive and negative reinforcement. For example, we praise children when they share or take turns, reinforcing these positive behaviours. Similarly, we use gentle reminders to discourage inappropriate behaviours.

Social Learning Theory: This theory suggests that children learn by observing others. We model positive behaviour ourselves, such as using polite language and resolving conflicts calmly. Children then imitate these behaviours, learning how to interact positively with others.

Developmental Perspective: Understanding that children develop at different rates, we tailor our behaviour guidance to their age and developmental stage. For example, we use simple language and clear instructions for younger children, while older children might be given more complex problem-solving tasks.

Cognitive-Behavioural Approach: This approach combines cognitive and behavioural techniques to help children understand and change their behaviour. For example, we teach children to recognise their feelings and think of alternative actions before reacting impulsively.

Ecological Systems Theory: This theory considers the multiple environments that influence a child's development. We collaborate with families and other caregivers to ensure consistent behaviour guidance across home and school, creating a supportive network for the child.

Humanistic Perspective: Emphasising the whole child, the humanistic perspective focuses on individual needs and potential. We encourage self-expression and self-reflection, helping children understand their own needs and how to meet them in positive ways.

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

*Please discuss the **theoretical perspectives** that you have used to assist children to regulate their behaviour**.** (Remember reading these descriptions becomes a part of the reflection).*

*Describe the **way you support children to regulate their behaviour.** (Describe the changes you made after the reflection).*

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