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.

Week 17
3.6.2024
Section 9. **Management vs Leadership**
(Nominated Supervisor, Educational Leader, Room Leaders).

Room Leader

Aspect	Room Leader's Management Role	Room Leader's Leadership Role
Aggression	Teach alternative behaviours; provide positive role models; teach problem-solving skills.	Model non-aggressive behaviour; lead discussions on managing anger; encourage staff to reinforce positive behaviours.
Emotional Outbursts	Teach emotion recognition; encourage healthy coping strategies; create a safe and calming environment.	Lead mindfulness and deep breathing exercises; create a culture of emotional awareness; support staff in managing outbursts.
Ineffective Communication	Teach active listening; promote assertive communication; model effective communication.	Demonstrate and coach effective communication techniques; encourage use of "I" statements; ensure staff follow consistent practices.
Difficulty in Conflict Resolution	Teach perspective-taking; facilitate mediation and problem-solving; encourage positive social interactions.	Guide children through role-play scenarios; promote empathy and understanding; lead cooperative activities.
Low Self-Esteem	Provide praise and encouragement; foster a growth mindset; set achievable goals.	Celebrate children's achievements publicly; encourage a positive self-image; lead by example in perseverance and resilience.
Social Isolation	Encourage inclusive behaviour; facilitate social skills development; create a supportive classroom environment.	Foster a sense of belonging; promote kindness and inclusion; ensure all children are involved in group activities.
Anxiety	Teach relaxation techniques; create predictable routines; offer reassurance and support.	Lead relaxation and mindfulness sessions; ensure a structured and predictable environment; provide emotional support.
Depression	Encourage positive activities; foster connections; monitor and support.	Engage children in enjoyable activities; build strong relationships; identify and address signs of depression early.
Family Behaviour Guidance Practices	Use consistent language; collaborate on behaviour plans; align routines with home practices.	Maintain open communication with families; incorporate cultural practices; ensure staff understand and implement family practices.
Theoretical Perspectives	Apply behaviourist and cognitive-behavioural techniques; understand developmental stages and attachment needs.	Train staff on behaviour guidance theories; promote ongoing learning about social learning and ecological systems theory.

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.

Week 17
3.6.2024

Section 9. **Management vs Leadership**

(Nominated Supervisor, Educational Leader, Room Leaders).

Educational Leader

Aspect	Room Leader's Management Role	Room Leader's Leadership Role
Aggression	Ensure educators teach alternative behaviours and provide positive role models.	Lead professional development on non-aggressive behaviour; mentor educators in managing aggression effectively.
Emotional Outbursts	Implement strategies for emotion recognition and healthy coping in classrooms.	Promote a culture of emotional awareness; guide educators in creating safe, calming environments.
Ineffective Communication	Ensure active listening and assertive communication techniques are taught.	Model effective communication in interactions with staff; lead workshops on assertive communication techniques.
Difficulty in Conflict Resolution	Facilitate training on perspective-taking and conflict resolution strategies.	Lead by example in conflict resolution; mentor educators on mediation techniques and empathy development.
Low Self-Esteem	Promote the use of praise and encouragement; ensure educators set achievable goals.	Encourage a culture of positive reinforcement; lead initiatives that celebrate student achievements and growth.
Social Isolation	Implement inclusive practices and social skills development in classrooms.	Lead efforts to create a supportive environment; mentor educators on fostering inclusion and preventing social isolation.
Anxiety	Ensure relaxation techniques and predictable routines are in place.	Promote mindfulness and relaxation practices; lead professional development on managing anxiety in children.
Depression	Monitor implementation of positive activities and foster connections within the school.	Lead initiatives to engage children in enjoyable activities; provide guidance on identifying and supporting depressed children.
Family Behaviour Guidance Practices	Oversee consistent implementation of family-informed behaviour guidance practices.	Foster strong home-school connections; lead efforts to integrate family cultural practices into the school environment.
Theoretical Perspectives	Ensure educators apply behaviourist, cognitive-behavioural, and other relevant theories in practice.	Provide ongoing professional development on behaviour guidance theories; promote reflective practice among educators.

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.

Week 17
3.6.2024

Section 9. **Management vs Leadership**
(Nominated Supervisor, Educational Leader, Room Leaders).

Nominated Supervisor

Aspect	Nominated Supervisor's Management Role	Nominated Supervisor's Leadership Role
Aggression	Ensure policies against aggression are implemented; monitor adherence to behaviour management plans.	Lead by example in managing aggressive behaviours; provide guidance and support to educators in handling aggression.
Emotional Outbursts	Oversee the use of strategies for managing emotional outbursts; ensure safe spaces are available.	Foster a supportive culture for emotional expression; provide training on emotional regulation techniques.
Ineffective Communication	Ensure active listening and assertive communication practices are followed.	Lead communication skills workshops; model effective communication in staff interactions.
Difficulty in Conflict Resolution	Monitor the implementation of conflict resolution strategies in classrooms.	Lead conflict resolution training sessions; mentor educators in developing conflict mediation skills.
Low Self-Esteem	Ensure that praise and goal-setting strategies are part of the daily routine.	Promote a positive and encouraging school culture; lead initiatives that focus on building self-esteem and resilience.
Social Isolation	Oversee the inclusion of social skills development activities; monitor children's social integration.	Lead efforts to create an inclusive environment; provide support to educators in preventing and addressing social isolation.
Anxiety	Ensure the availability of relaxation techniques and predictable routines.	Promote mindfulness practices; provide professional development on supporting children with anxiety.
Depression	Ensure the implementation of positive activities and monitor signs of depression.	Lead initiatives to engage children positively; support educators in identifying and managing signs of depression.
Family Behaviour Guidance Practices	Oversee the integration of family-informed practices; ensure consistent application across the service.	Foster strong relationships with families; lead efforts to incorporate family cultural practices into the service.
Theoretical Perspectives	Ensure that educators are applying relevant behaviour guidance theories in practice.	Promote ongoing professional development on theoretical perspectives; encourage reflective practice among staff.