

Understanding behaviour

What can educators do?

We need to critically reflect on our practice individually and collaboratively with our team.

Knowledge



- ▶ What do I know about this child/children?
- ▶ What do I know from my relationship with this family?
- ▶ How do my values impact on the way I view a child's behaviour? (e.g. do I see behaviour as being curious, communicating a need or 'naughty'?)
- ▶ What does my knowledge of child development tell me about how this child is behaving?

Social/emotional support



- ▶ What is my relationship with this child/children?
- ▶ How am I being available to children's emotional needs?
- ▶ Do I respond in a supportive way rather than react? (i.e. my body language, voice, what and how I say it)
- ▶ What are the barriers or stressors and how can we limit or remove these?

Environments



- ▶ How does the physical environment promote positive behaviour?
- ▶ Does the environment support all children's needs? (e.g. physical access, sensory, resources)
- ▶ What opportunities do we provide for independence and agency, in both the outdoor and indoor spaces?
- ▶ How am I communicating positive behaviour expectations with this child/children?

Routines and transitions



- ▶ How do our routines provide predictability, but also allow flexibility?
- ▶ Do my group times allow choice and support every child's needs?
- ▶ Are transitions child focussed not educator (time) focussed?

Where can I access support?

Talk with your Inclusion Professional.

Phone 1800 811 035 **Visit** www.inclusionsupportqld.org.au

The Australian Government funded Inclusion Agency is managed by KU Children's Services, in partnership with Cairns and District Child Care Development Association Inc.