

What's it all about?

Definition

Self-regulation is being able to identify and manage emotions and in turn associated behaviours. To be able to self-regulate children need stable and supportive environments, caring and nurturing relationships, role-modelled regulation and opportunities for co-regulation when younger.



What it is not

Self-regulation is not controlling and redirecting children to limit and prevent their behaviours without focusing on the underlying causes and developing skills needed.



Self-regulation



NQF 

NQS -
5.2.2 - Self-regulation
Learning Framework -
Learning outcomes 1, 2, 3
Practices - responsiveness to children

How to achieve it



Recognise when children are not coping in the service and if possible make changes to help make their day easier. This might be for individual children or groups of children.



Create opportunities for children to be aware of their emotions and express how they are feeling through their words or using visuals that can help them to communicate this and get support in regulating their emotions.



Ensure educators are role-modelling appropriate regulation skills to children to help them learn through observing others.



Create a calm and child-focused environment that supports children to be able to have less stress and frustration so they are likely to be more regulated as a baseline