

Early Years

COMMUNITY of PRACTICE





We ACKNOWLEDGE

the **Ngunnawal** people, the traditional owners of the land where we live and work. We pay our respects to the elders past and present and extend our respects to all Aboriginal and Torres Strait Islanders across the nation.

What to expect today

- House keeping
- Overview of a Community of Practice
- Presentation on Supporting children's participation in early childhood and community settings including 3 break-out sessions
- Mid presentation afternoon tea break and network time (20 minutes)
- Quick survey on future CoP topics and presenters
- Overview of resources
- Wrap up

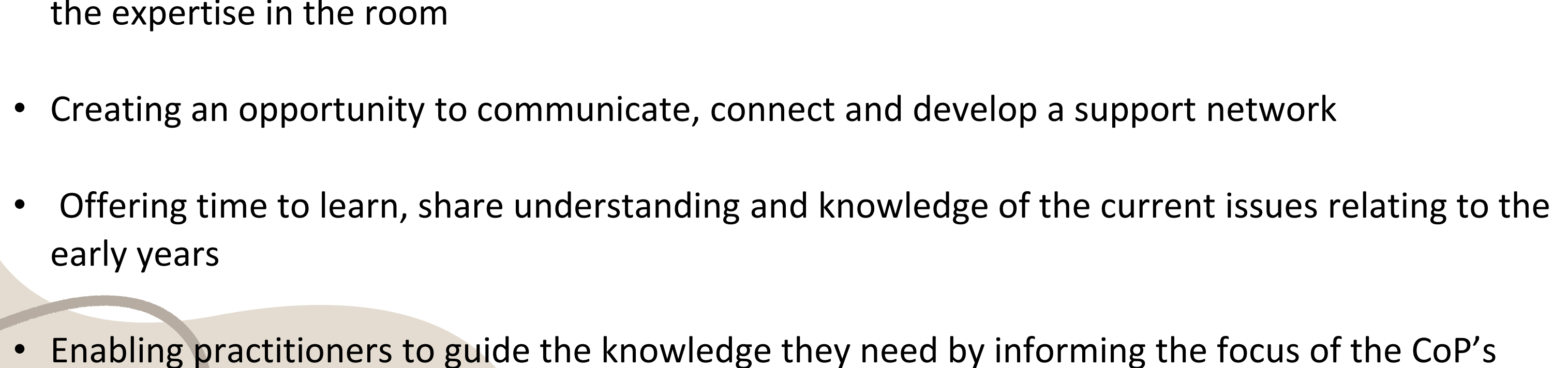




What the **Early Years Community of Practice?**

Aim: To create an environment for early years professionals to connect and advance their learning and practice, with the outcome of improving how the sector supports itself, children and families.

This is being achieved by:

- Regularly bringing people working with children and families together to learn and share and support each other professionally and
 - Providing professional learning by sharing good and best practice - hearing from experts and the expertise in the room
 - Creating an opportunity to communicate, connect and develop a support network
 - Offering time to learn, share understanding and knowledge of the current issues relating to the early years
 - Enabling practitioners to guide the knowledge they need by informing the focus of the CoP's
- 

Presenters/Facilitators

Cate Hilly – MAppSci (Occ Thy), BAppSci (Occ Thy), PhD Candidate

Jonathan Ramke – MOcc Thy, PhD Candidate

Livia Pitz – Early Childhood Teacher



Supporting a Child's Behaviour

- Supporting children's participation in early childhood and community settings.

Cate Hilly MAppSci (Occ Thy), BAppSci (Occ Thy), PhD Candidate
Jonathan Ramke MOcc Thy, PhD Candidate
Livia Pitz Early Childhood Teacher Bruce Early Childhood Centre

A Good Start in Life project.



Objectives

To apply the principles from Workshop One into your daily practice

To connect you with additional resources and support systems to aid in your efforts to support children.

To unpack "complex" behaviours and understand when and how to assemble a supportive team to address it effectively.



Group Reflection (Homework)

Personal exploration and reflection on the last tantrum/challenging behaviour you experienced with a child.

- What did you think?
- What did you do?
- How did you go?





Self Care Mind Set

Before considering strategies to use with a child, review your own Self Care habits:

- **Practice deep breathing:** This technique activates the parasympathetic nervous system, promoting relaxation and clarity of thought.
- Recognise the **transient nature of challenging behaviours:** It's essential to maintain perspective and avoid letting challenging moments overshadow the positive aspects of teaching.
- **Challenge absolute statements:** Absolute language can perpetuate negative perceptions and hinder problem-solving.
- **Embrace impermanence:** By acknowledging the impermanence of challenges, educators can better cope with difficult moments and remain resilient in their practice.



Self Care Mind Set

- **Visualise experiences with timelines:** Timelines provide a tangible way for educators to reflect on their journey and identify patterns or trends over time.
- **Accept life's unpredictability:** Embracing uncertainty allows educators to adapt and thrive in dynamic classroom environments.
- **Value all experiences:** Every experience, whether positive or negative, contributes to the development of effective teaching practices.
- **Recognise the potential for breakthroughs:** By reframing challenges as opportunities for growth, educators can cultivate a mindset of continuous improvement.

Support Systems Available

Support systems available to educators, including centre supports, such as:

- Employee Assistance Program or EAP
- Colleague support
- Centre Supports systems.



Training & Support

Australian Childhood Foundation training list <https://professionals.childhood.org.au/training-development/>. FREE and costed

Emerging Minds training list <https://emergingminds.com.au/training/online-training/> FREE

Early Childhood Australia Learning Hub

- https://learninghub.earlychildhoodaustralia.org.au/online-professional-learning-guide/?_gl=11j6fc6i_gaNzl1MzczOTYyLjE2Njk5Mjc2MjA._ga_JVRXX01CK4MTcwODMxNzg2My41LjAuMTcwODMxNzg2NC41OS4wLjA.
- **e.g. Supporting children's self-regulation: birth to three years**
<https://learninghub.earlychildhoodaustralia.org.au/elearning/supporting-childrens-self-regulation-ages-up-to-three-years/>
- **e.g. Supporting children's self-regulation: 3-5 years**
<https://learninghub.earlychildhoodaustralia.org.au/elearning/supporting-childrens-self-regulation-ages-3-5-years/>

Training & Support

Online training in supporting behaviour <https://aus.oltinternational.net/understanding-and-supporting-behaviour>

Association for Children with a Disability <https://www.acd.org.au/professional-development-for-early-childhood-educators/>

Inclusion Support for early childhood education and care services in NSW and the ACTNSW/ ACT Inclusion Support Agency <https://inclusionagencynswact.org.au>

Online Video Clip (The Phoenix Cup) for Educators when facing challenging behaviour, <https://phoenixcups.com.au/about>

Online Article '*Challenges Educators face*' by Beth Macgregor – Psychologist <https://www.gowriensw.com.au/thought-leadership/beth-macgregor-supporting-childrens-behaviour>

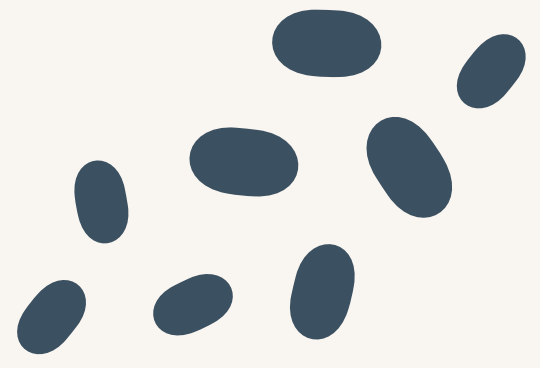
Facebook Pages

- NSW Early Childhood Teacher
- Australian Early Childhood Teachers

Group Discussion

Encourage group discussion to share experiences and strategies for working with 'challenging' behaviours.





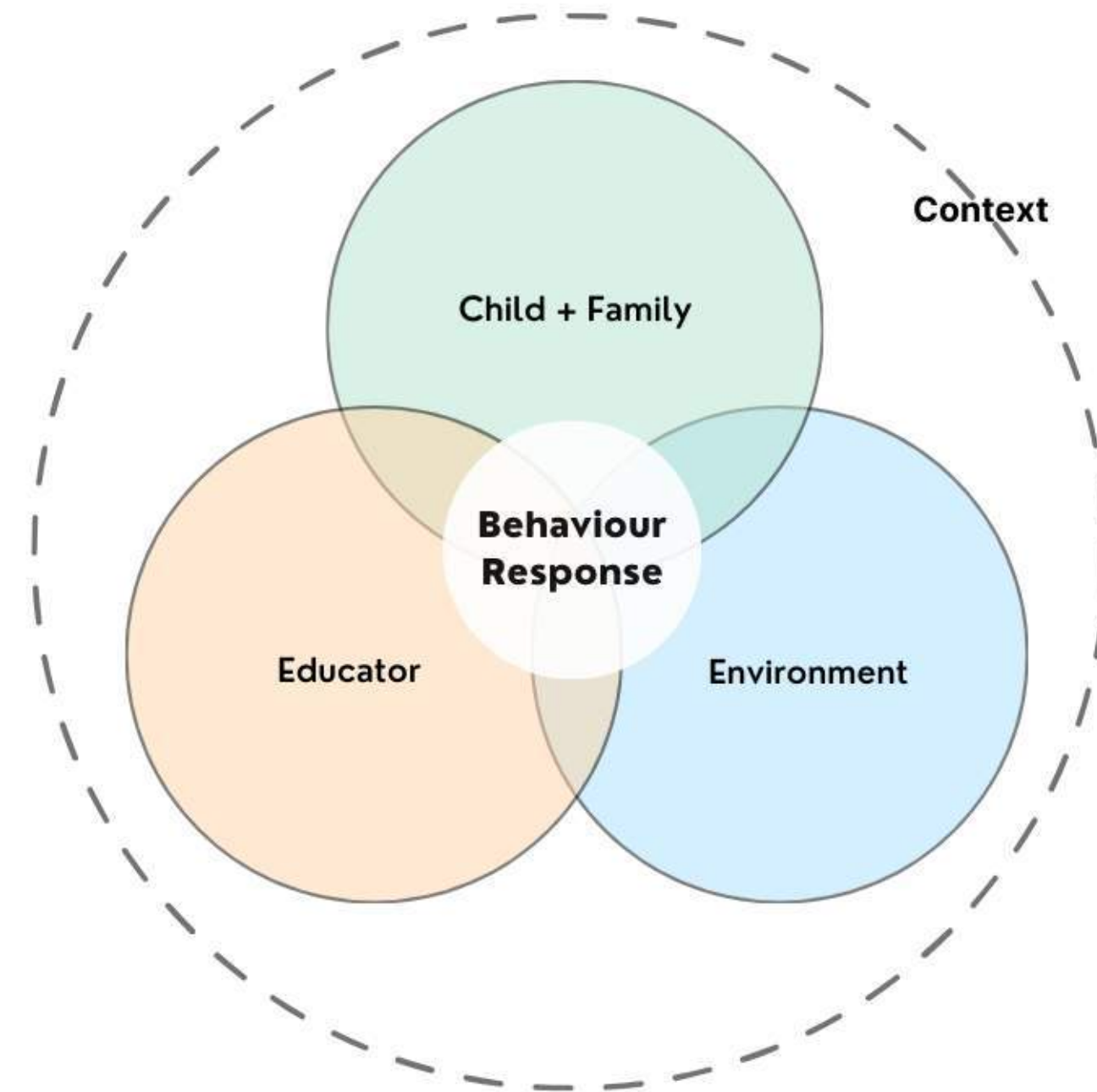
**Afternoon tea and connecting
time – back in 20 minutes**



Influences on Behavioral Responses (Recap)

Behavioural responses 3 key domains:

- Child & Family
- Environment
- Educator/adults



When Considering Strategies

- There is no 'magic bullet'.
- Influences on a child's behaviour can come from 1 or all of these domains.

Small Group Discussion

Unpack Topics/ Scenarios raised from Session 1 Workshop Reflections, to explore strategies for helping children in moments of challenging behaviour:

- *Trying to 'fix' or control behaviour*
- *A children does not follow or transition between centre routines*
- *Families do not want to engage with a Service/Centre, or acknowledge a children's behaviour*



'Fix' of Control Behavior

Scenario: Trying to 'fix' or control behaviour

Classroom/Centre Strategies

- Consider Children Developmental milestones to determine an approach.
 - E.g. 2-3 – focus is on modelling.



Centre Routine

Scenario: A child does not follow or transition between centre routines

- Reflect on systems and how it could impact behaviour.
- Consider where you can change routines.

Engaging with Families

Scenario: Families do not want to engage with a Service/Centre or acknowledge a children's behaviour.

- Build Trust: Provide Resources
- Open Communication Channels
- Offer Supportive Environment
- Respect Cultural Differences
- Acknowledge Readiness





1

Deal with the moment:

Address challenging behaviours promptly while recognising that long-term solutions may require additional steps.

2

Engage in personal reflection and peer debrief:

Set aside time for personal reflection and debriefing with colleagues to process challenging situations and gain insights from different perspectives.

3

Embrace imperfection:

Understand that perfection is not attainable, and it's okay to make mistakes. Remember that growth comes from learning and adaptation.

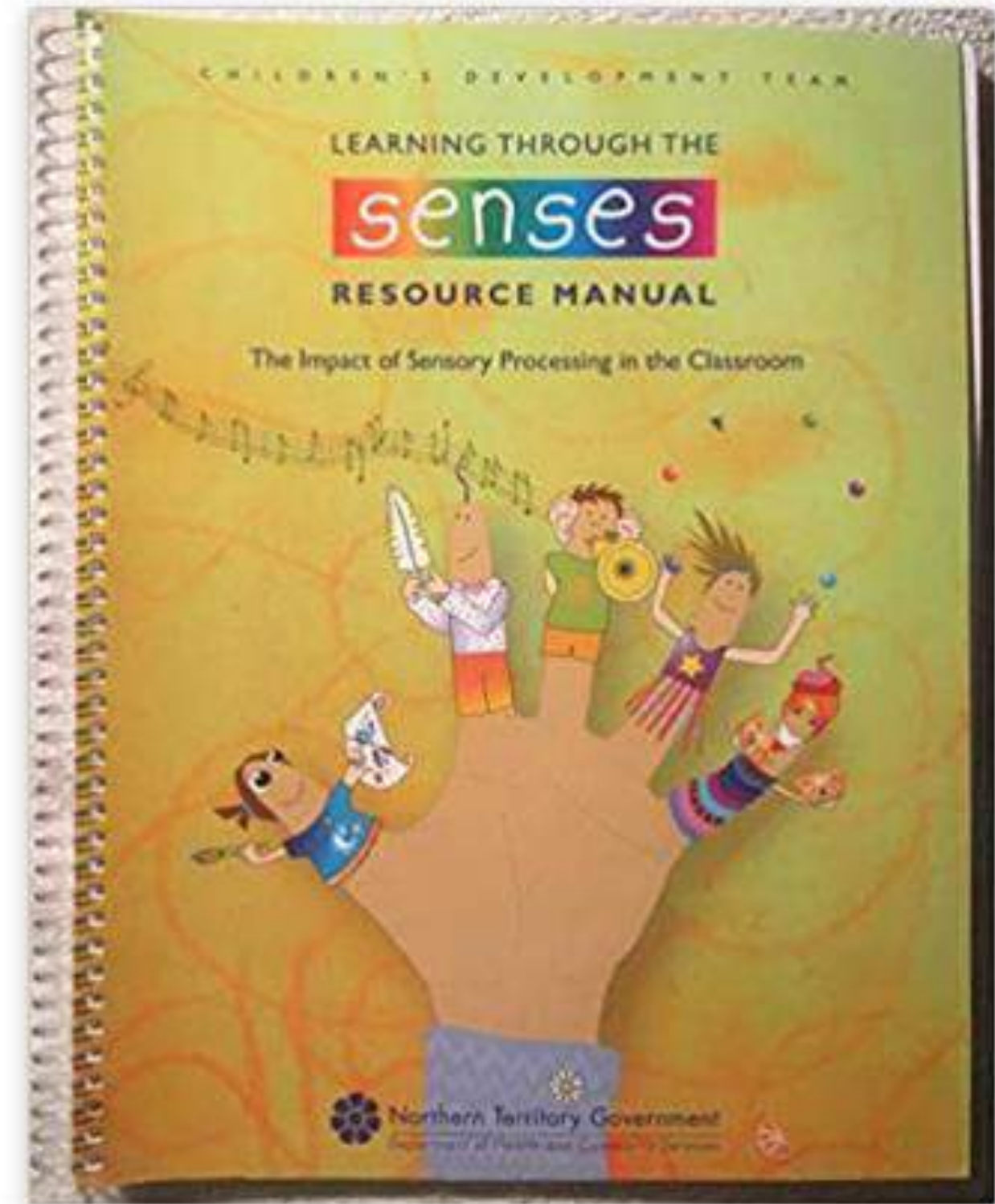
Questions

References

- Delahooke, M. (2022). Brain-Body Parenting: How to Stop Managing Behavior and Start Raising Joyful, Resilient Kids. HarperCollins Publishers.

Useful Resources

- Learning through the senses resource manual: The impact of sensory processing in the classroom (2006). (Department of Health and community services NT Government).
- Available through Amazon <https://www.amazon.com/Learning-Through-Resource-Processing-Classroom/dp/0761602283>
- The Alert Program (on-line training available) <https://www.alertprogram.com/need-continuing-education-units/online-course/> and FREE resources <https://www.alertprogram.com/free-resources/>
- Animal Fun www.animalfun.com.au
- Webinar (Free): [Behaviour support for children with disability: working alongside parents | Australian Institute of Family Studies \(aifs.gov.au\)](http://aifs.gov.au)



Websites

- <https://monadelahooke.com/> Podcasts at <https://monadelahooke.com/podcasts/> Videos at <https://monadelahooke.com/videos/>

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