

Appendix 2 – Social Emotional Resource Tool

Quality Area	Strategies for relationships within your service	Tick	Further action required	Comments
5.2.2	Promote an understanding of the social-emotional child: <ul style="list-style-type: none"> Recognise that the behaviour may be typical for the child's age and stage of development. Recognise that the behaviour may be within the child's cultural context. Recognise that behaviour is a form of communication. 			
5.1.1	Create a safe, trusting and dependable environment: <ul style="list-style-type: none"> Educators always present a good face to children. Educators are available to children when they seek engagement and support. All educators are consistent in approaches to guiding children's behaviour. Educators respond promptly and empathetically in a calm predictable manner to all children. Educators actively engage and supervise small groups of children. Educators position themselves in a manner that allows for overall supervision of all children. 			
5.1.3	Promote a sense of belonging for children by: <ul style="list-style-type: none"> Using children's names when talking to them. Educators interact daily with all children. A space for the storage of children's personal belongings is provided. 			
5.2.3	Develop an understanding of a child's experiences, knowledge and cultural influences: <ul style="list-style-type: none"> Educators talk to families about children's behaviour in the home environment. Include language, songs and familiar items from children's home environments and culture. 			

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5.1.3 5.2.1	Create an environment that values the individual child: <ul style="list-style-type: none"> Observe and consider children's responses to new and familiar activities. Model social skills and warm interactions. 			
5.1.1 5.2.3	View situations from a child's perspective: <ul style="list-style-type: none"> Consider the impact of adult interventions on all children. Consider how children feel about adult responses to their behaviour. Ensure all educators, including casual and relief, are aware of children's perspectives. 			
1.1.3 1.2.2 5.2.1	Allow children to solve their own problems and issues: <ul style="list-style-type: none"> Let children have ownership and control over play. Include discussions throughout the day that focus on conflict resolution. Allow children time to try out new approaches. 			
1.1.3 1.2.2	Support children to interpret and respond to the behaviour of others: <ul style="list-style-type: none"> Build empathy and understanding for children who do not yet have these skills. Teach children how to ask for help from an educator if they feel unsafe or unsure. Take time to analyse the situation and then to talk about children's feelings and emotional responses. 			
1.1.3 1.1.6	Provide opportunities for collaboration: <ul style="list-style-type: none"> Establish group and project work to encourage children to work together in problem solving activities. Promote friendships by encouraging different groupings of children and supporting new friendships. Provide activities that allow children to work together with sufficient space, resources and time. 			

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4.2.1 4.2.2 4.2.3	Value and utilise the diversity and strengths of others: <ul style="list-style-type: none"> • Use time in staff meetings to discuss strengths and skills, and allocate tasks according to these. 			
4.2.1 4.2.3	Adults relate to each other in positive and respectful ways: <ul style="list-style-type: none"> • Encourage peers in their work with children and acknowledge challenges they may be experiencing. • Acknowledge behaviour that encourages good relationships and positive interactions. • Educators share cultural backgrounds and their own experiences as parents to understand how their responses are influenced. 			
4.2.1	Foster competence, trust, empathy and self-esteem: <ul style="list-style-type: none"> • Encourage educator participation in professional development opportunities, including sharing new learning and inspiration with the team. • Allow time and resources for educators to adequately complete tasks and fulfil roles. 			
4.2.1 1.2.3	Provide time for reflection and peer support on a regular basis: <ul style="list-style-type: none"> • Use time in staff and planning meetings to reflect on challenges overcome and situations handled effectively. • Celebrate success, no matter how small. 			
6.2.1	Understand and respect the unique social and cultural characteristics of every family and the child's position and role within the family: <ul style="list-style-type: none"> • Talk to parents about what is important to them about their child. • Use enrolment forms and family surveys to find out about the child and family. 			

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6.2.1	Develop a consistent approach to promoting a child's developing skills: <ul style="list-style-type: none"> • Ask families what skills they feel are important for their child to develop and include these in the program. • Inform families of approaches to supporting children's social skills. • Talk with families about the development and growth of children's social skills. 			
6.2.1 1.1.4	Provide opportunities for families to become aware of their children's interactions and relationships: <ul style="list-style-type: none"> • Use documentation to inform families. • Communicate regularly with families on interactions and relationships developed during the day. 			
6.2.1 1.1.2	Collaborate on planning and documentation: <ul style="list-style-type: none"> • Encourage families to contribute ideas, resources and support. • Exchange information through both formal and informal meetings. 			
6.2.1	Foster open, honest and respectful communication: <ul style="list-style-type: none"> • Take time to communicate and listen to what parents are saying. • Use communication opportunities to be constructive and honest about behaviour. • Communicate regularly about relationships and interactions at home and in other environments. 			