

# Emotional maturity domain

## Key concepts



- Dressed appropriately
- Develop a sense of care, empathy, respect and resiliency
- Become socially orientated
- Build positive relationships
- Understand emotions
- Respond to the needs of others
- Feel safe and secure
- Develop coping strategies
- Use problem solving to manage conflict



## Connections to key documents

Early Years Learning Framework (EYLF)

### Outcome 1: Strong sense of identity

- > Children are developing emerging autonomy

### Outcome 2: Children are connected with and contribute to their world

- > Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- > Children respond to diversity with respect
- > Children become aware of fairness

### Outcome 3: Children have a strong sense of well-being

- > Children take increasing responsibility for their own health and physical wellbeing

National Quality Standard (NQS)

### Quality area 1: Educational program and practice

**1.1.1:** Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators

### Quality area 2: Children's health and safety

**5.1.1:** Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included

**5.2.1:** Children are supported to collaborate, learn from and help each other

**5.2.2:** Each child is supported to regulate their own behavior, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts

### Quality area 6: Collaborative partnership with families and communities

**6.1.2:** The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing

**6.1.3:** Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing

**6.2.3:** The service builds relationships and engages with its community

WA Curriculum

## Health and Physical Education

### Strand: Personal, Social and Community Health

- > Sub-Strand: Being healthy, safe and active
- > Sub-Strand: Communicating and interacting for health and wellbeing

<p>WA Curriculum</p>	<p><b>General capabilities</b></p> <p>Personal and social capability</p> <p><b>Element: Self-awareness element</b></p> <ul style="list-style-type: none"> <li>&gt; Sub-element: Recognise emotions</li> <li>&gt; Sub-element: Develop reflective practice</li> </ul> <p><b>Element: Self-management element</b></p> <ul style="list-style-type: none"> <li>&gt; Sub-element: Express emotions appropriately</li> <li>&gt; Sub-element: Develop self-discipline and set goals</li> <li>&gt; Sub-element: Work independently and show initiative</li> <li>&gt; Sub-element: Become confident, resilient and adaptable</li> </ul>
<p>Australian Professional Standards for Teachers (AITSL)</p>	<p><b>Standard 1: Know students and how they learn</b></p> <ul style="list-style-type: none"> <li><b>1.1:</b> Physical, social and intellectual development and characteristics of students</li> <li><b>1.2:</b> Understand how students learn</li> <li><b>1.5:</b> Differentiate teaching to meet the specific learning needs of students across the full range of abilities</li> <li><b>1.6:</b> Strategies to support full participation of students with disability</li> </ul> <p><b>Standard 2: Know the content and how to teach it</b></p> <ul style="list-style-type: none"> <li><b>2.3:</b> Curriculum, assessment and reporting</li> </ul> <p><b>Standard 3: Plan for and implement effective teaching and learning</b></p> <ul style="list-style-type: none"> <li><b>3.6:</b> Evaluate and improve teaching programs</li> </ul> <p><b>Standard 4: Create and maintain supportive and safe learning environments</b></p> <ul style="list-style-type: none"> <li><b>4.1:</b> Support student participation</li> <li><b>4.2:</b> Manage classroom activities</li> <li><b>4.3:</b> Manage challenging behaviour</li> <li><b>4.4:</b> Maintain student safety</li> </ul> <p><b>Standard 6: Engage in professional learning</b></p> <ul style="list-style-type: none"> <li><b>6.2:</b> Engage in professional learning and improve practice</li> <li><b>6.3:</b> Engage with colleagues and improve outcomes</li> <li><b>6.4:</b> Apply professional learning and improve student learning</li> </ul> <p><b>Standard 7: Engage professionally with colleagues, parents/carers and the community</b></p> <ul style="list-style-type: none"> <li><b>7.3:</b> Engage with the parents/carers</li> <li><b>7.4:</b> Engage with professional teaching networks and broader communities</li> </ul>
<p>Australian Professional Standard for Principals</p>	<p><b>Leading teaching and learning</b></p> <p><b>Leading improvement, innovation and change</b></p> <p><b>Leading the management of the school</b></p> <p><b>Engaging and working with the community</b></p> <p><b>Developing self and others</b></p>

Find out more at [www.aedc.gov.au](http://www.aedc.gov.au) and [www.education.wa.edu.au/aedc-resources](http://www.education.wa.edu.au/aedc-resources)

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