### 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

<table>
<thead>
<tr>
<th>Early Years Learning Framework (EYLF)</th>
<th><strong>Outcome 1: Strong sense of identity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&gt; Children are developing emerging autonomy</td>
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<table>
<thead>
<tr>
<th>National Quality Standard (NQS)</th>
<th><strong>Outcome 2: Children are connected with and contribute to their world</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>&gt; Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</td>
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<td>&gt; Children respond to diversity with respect</td>
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<td>&gt; Children become aware of fairness</td>
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</table>

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

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

#### 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

#### Australian 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

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**General capabilities**

**Personal and social capability**

**Element: Self-awareness element**
- Sub-element: Recognise emotions
- Sub-element: Develop reflective practice

**Element: Self-management element**
- Sub-element: Express emotions appropriately
- Sub-element: Develop self-discipline and set goals
- Sub-element: Work independently and show initiative
- Sub-element: Become confident, resilient and adaptable

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**Australian Professional Standards for Teachers (AITSL)**

**Standard 1: Know students and how they learn**
- 1.1: Physical, social and intellectual development and characteristics of students
- 1.2: Understand how students learn
- 1.5: Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 1.6: Strategies to support full participation of students with disability

**Standard 2: Know the content and how to teach it**
- 2.3: Curriculum, assessment and reporting

**Standard 3: Plan for and implement effective teaching and learning**
- 3.6: Evaluate and improve teaching programs

**Standard 4: Create and maintain supportive and safe learning environments**
- 4.1: Support student participation
- 4.2: Manage classroom activities
- 4.3: Manage challenging behaviour
- 4.4: Maintain student safety

**Standard 6: Engage in professional learning**
- 6.2: Engage in professional learning and improve practice
- 6.3: Engage with colleagues and improve outcomes
- 6.4: Apply professional learning and improve student learning

**Standard 7: Engage professionally with colleagues, parents/carers and the community**
- 7.3: Engage with the parents/carers
- 7.4: Engage with professional teaching networks and broader communities

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**Australian Professional Standard for Principals**

**Leading teaching and learning**
**Leading improvement, innovation and change**
**Leading the management of the school**
**Engaging and working with the community**
**Developing self and others**

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