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
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

Australian
**Early
Development
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Our Children
Our Communities
Our Future

Australian Curriculum	**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
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
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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