

Educator Essentials Videos

Positive Behaviour Guidance Practices for Early Childhood Educators

Early childhood learning and development is strengthened through positive relationships and effective communication between educators, children, and families. Positive behaviour guidance focuses on understanding children's needs and supporting respectful interactions that uphold their rights and dignity.

This document complements the Queensland Department of Education's Educator Essentials videos by supporting educators to build skills in positively guiding behaviour, interactions, and learning. The videos align with the Positive Behaviour Guidance Coaching Program under the *Queensland Early Childhood Workforce Strategy 2025–2028* and are designed for educators of children aged three to five years.

The resources emphasise building inclusive learning environments and strong relationships, while providing practical strategies educators can apply in everyday situations. The concepts align with the National Quality Standard (NQS), the Early Years Learning Framework (EYLF V2.0), and the Queensland Kindergarten Learning Guideline (QKLG 2024). Videos may be viewed in any order based on individual needs and priorities.

Video messaging and alignment

1. Making connections and building relationships with children

Children build respectful and reciprocal relationships through positive interactions. These interactions support them to develop confidence, feel safe, respected and valued, and appreciate learning with and from others. When educators acknowledge children's feelings in warm and respectful ways, they support co-regulation and help children learn to connect with others.

Aligned to:

- **NQS:** QA1, 2, 4 and 5
- **EYLF V2.0:** Children have a strong sense of identity; are connected with and contribute to their world; have a strong sense of wellbeing; are confident and involved learners; are effective communicators
- **QKLG 2024:**
 - **Principles:** respectful relationships; collaborative partnerships; effective pedagogies; Aboriginal and Torres Strait Islander perspectives
 - **Practices:** adopting holistic approaches; interacting with and responding to children; engaging in responsive planning and decision-making; facilitating play-based learning

Learning and development areas:

- **Identity:** building a sense of security and trust; building a confident self-identity
- **Connectedness:** building positive relationships; showing respect for diversity
- **Wellbeing:** building increasing autonomy and resilience
- **Active learning:** building positive dispositions toward learning; showing confidence and involvement in learning

2. Setting up the environment to support positive behaviour

Creating a well-organised environment that enables children to engage, explore and learn with confidence supports positive behaviour and independence, and communicates expectations. It provides children clear cues about what to do, where to go and how to participate in their learning and development.

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- **Communicating:** engaging with and expanding language; building literacy and numeracy in personally meaningful ways

3. Responding positively to children's behaviour

This strategy requires intentional positive reinforcement of desired behaviours. Consistently noticing and naming positive behaviour helps build long-term habits and a sense of security that protects the dignity of all children. By combining predictable routines, engaging storytelling and intentional positive reinforcement, educators create learning environments where children feel secure, understood and motivated to participate.

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4. Setting expectations

Having clear expectations is vital for children to understand what learning behaviour looks like for different play-based learning experiences. Educators can communicate this in positive and inclusive ways that sets all children up for learning and development success.

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5. Giving clear instructions

There are many ways for educators to provide instructions to children to support their learning that recognise multimodal forms of communication. In this video, the educator utilises visual communication such as gestures, facial expressions, eye contact and a visual schedule. Other practices may also be used depending on the needs of each child, including Standard Australian English (SAE), home language/s, signed language/s or Augmentative and Alternative Communication (AAC). Clear instructions are most effective when they are calm, direct and focused on one action at a time to allow children time to respond and engage in learning.

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6. Helping children make a different choice

Supporting children to make a different choice guides them to make decisions around safe options for learning and builds a sense of agency. This strategy supports children to build their independence, self-regulation and positive behaviour.

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7. Redirection

Redirection is a gentle shift of a child's attention to avoid behaviour escalating. Redirecting early can reduce tension, prevent conflict and help children stay engaged in learning. By guiding attention in a respectful and engaging way, educators can prevent behaviour escalation and support a child through co-regulation.

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8. Using appropriate body language, gestures and facial expressions to support communication

Educators use this strategy to communicate encouragement and support for all children's learning. When educators intentionally use appropriate body language, gestures and facial expressions (known as multimodal communication) to support communication, they are enabling children to feel safe, included and understood. Multimodal communication is calm, consistent and intentional, allowing educators to strengthen trust and create inclusive and emotionally safe learning environments for all children.

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Reflections

After viewing these videos, take some time to consider how the skill demonstrations may support and strengthen your current practice and how you can apply them in your own context.

- What skills/strategies have you already tried?
- Which skills/strategies have worked in those situations?

Further support

You can seek support from the following:

- conversations with parents/carers
- fellow educators
- educational leaders
- Elders/Traditional Custodians

 [Kindergarten Inclusion Service](#)

earlychildhood.qld.gov.au/grants-and-funding/disability-and-inclusion-support-programs/kindergarten-inclusion-service