

# Quality Improvement Framework

## Section 3 – Teaching and Learning

### Subsection: Self-regulated learning – Positive relationships

Guidance Notes	Reflective Questions	Resources	Your Evidence
<p>‘Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.’</p> <p style="text-align: right;">Education Endowment Trust</p> <p>Self-regulated learning - encouraging and supporting young children in practicing decision making. (Creating and thinking critically)</p> <p>When children have control over their learning, there is increased opportunity for them to set their pace and level of learning. Children will begin to plan their next steps and organise learning in a way that makes sense to them. Children regulate their thinking in line with individual interests, knowledge and motivations.</p> <p>Practitioners need to interact sensitively to ensure they are supporting the development of creative and critical thinking and encouraging self-regulation.</p> <p>Adults need to understand and recognise the differences between adult guided teaching and scaffolding learning. Staff should be encouraged to reflect on their daily interactions with children and notice effective practice in each other’s practice.</p>	<ul style="list-style-type: none"> <li>• What does self -regulation look like? Can I spot a child, deep in thought and step back and let learning evolve?</li> <li>• Can children take time to predict what happens next, without an adult taking over or offering too many suggestions?</li> <li>• Do staff allow babies and toddlers space and time for possibility thinking?</li> <li>• Do you have conversations with young children, after learning has taken place?</li> <li>• Self-regulation strategies have high potential but may require careful implementation. Have you set aside time for professional development prior to putting a new strategy in place?</li> <li>• How do you assess children’s current capabilities in managing their behaviour, for example when they are playing or interacting with their peers?</li> <li>• How will you monitor the impact of developing children’s self-regulation strategies?</li> <li>• How will you manage to balance adult led teaching with child led opportunities? Do you give time for children to practice and explore new skills independently?</li> </ul>	<p>Q Cards</p> <p>Training</p> <p><a href="#">EED team training programme</a></p> <p>Useful Links</p> <p><a href="#">Education Endowment Fund – Self regulation strategies</a></p> <p><a href="#">Education Endowment Fund - Metacognition and self-regulated learning</a></p> <p><a href="#">PACEY - The role of childcare professionals in supporting mental health and wellbeing in young people: a literature review</a></p> <p>Resources and templates</p>	<p>Guidance note: Remember to date your evidence to allow you to revisit and review relevance.</p>