



*Behaviour
and wellbeing*

Included below are reflective questions referred to during the webinar along with links to additional information, resources and references.

In practice reflective questions

These reflective questions can be used to form the basis of a conversation with your Be You Action Team or Learning Community Leadership.

- ② What difference does it make to your reactions if behaviours can be relabelled or not labelled at all?
- ② Are some children more predictable in their behaviour than others? Why do you think this is so?
- ② How do you use observation to support your professional opinion on a child or young person's behaviour?
- ② Has your team engaged in professional conversations about the link between mental health and wellbeing and behaviour?
- ② Do you reflect as a team about children and young people's behaviour?
- ② What strategies do you use within your team to reflect on what's happening?
- ② Have you or your team ever taken a child's behaviour personally?
- ② Do you have policies and processes in place at your place to support educator wellbeing when difficult conversations occur?
- ② Is everybody a learner at work? What have you learned recently from a child, a colleague, a family member?

Links to additional information, resources and references from the webinar

Be You Wellbeing Tools

<https://beyou.edu.au/resources/tools-and-guides>

Wellbeing Fact sheets

<https://beyou.edu.au/fact-sheets/wellbeing>

Always Be You

<https://beyou.edu.au/resources/always-be-you>

Be You Professional Learning

<https://beyou.edu.au/learn>

BETLS observation tool

<https://beyou.edu.au/resources/tools-and-guides>

Mental Health Continuum

<https://beyou.edu.au/resources/mental-health-continuum>

Early Support domain

<https://beyou.edu.au/learn/early-support>

Responding Together domain

<https://beyou.edu.au/learn/responding-together>

Fact Sheets: Educator Wellbeing

<https://beyou.edu.au/fact-sheets/wellbeing>

Bush Fire Resources

<https://beyou.edu.au/bushfires-response>

Coronavirus (COVID-19) and mental health:

COVID-19 Supporting early learning services

<https://beyou.edu.au/resources/news/covid-19-supporting-early-learning-communities>

COVID-19 Supporting schools

<https://beyou.edu.au/resources/news/covid-19-supporting-schools>

Early Support domain, Inquire module

<https://beyou.edu.au/learn/early-support/inquire>

Family Partnerships domain

<https://beyou.edu.au/learn/family-partnerships>

Be You Fact sheet: communication skills for educators

<https://beyou.edu.au/fact-sheets/relationships/communication-skills-for-educators>

Stop Reflect Act framework

<https://beyou.edu.au/learn/family-partnerships/assist>

The Reflection Tool (Action Team Leaders)

<https://beyou.edu.au/planning-and-implementation-tools>

Family Partnerships domain, Partner module

<https://beyou.edu.au/learn/family-partnerships/partner>

Mentally Healthy Communities domain

<https://beyou.edu.au/learn/mentally-healthy-communities>

ECA Code of Ethics - Early Childhood Australia

www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics

Be You In Focus webinar recording: Professional boundaries and difficult conversations

<https://beyou.edu.au/resources/events/professional-boundaries-and-difficult-conversations>

Rachael Robertson

<https://www.rachaelrobertson.com.au>

Attendee question and answer

How do you respond to a colleague who downgrades you and undermines you on a shift?

The BETLS observation tool assists educators in understanding children's behaviour in general. It will often form the basis of a discussion with families and guide the conversation.

BETLS is an acronym for behaviour, emotions, thoughts, learning and social relationships.

The BETLS tool is strength based and is useful in identifying what it is about those moments when there is calm, flow and engagement in a child - not just challenging behaviour.

Using this tool as a basis for discussions about a child means you are using it in collaboration with families. Parents can provide expert knowledge of the child and working together, sharing knowledge, when you have a positive relationship with the family will provide everyone with a deeper understanding of the child.

Using the BETLS tool with a family can support them to look beyond what they can see and strive to understand the child's experience. The BETLS tool can be used to inform identifying stressors of challenging behaviours.

How you use this tool with the family needs to be decided with the family, done in consultation and collaboration, and in the context of the families' life and situation.