

# Educator Toolkit for Behaviour



## OVERVIEW

The Educator Toolkit for Behaviour is a comprehensive course that supports educators and teams across education and care settings to think differently about behaviour, and to respond and plan with clarity, confidence and care. Grounded in humanistic and positive psychology, the course offers a practical framework that blends contemporary psychological insights with real-world strategies.

Educators develop a shared, strengths-based language to better understand children and young people's needs as they show up in behaviour, and to plan intentionally for social and emotional wellbeing. The program emphasises recognising strengths, responding to unmet needs, and creating relational environments that support empathy, connection and a sense of belonging.

Participants access practical tools, resources and strategies to support everyday practice, including guidance for reflective, solution-focused team conversations, supporting child-led play and leisure, and reducing unnecessary transitions to strengthen autonomy, self-efficacy and agency. The course supports teams to critically reflect, refine practice and design intentional, well-resourced programs and environments where children and young people can flourish.

## WE WILL...

- Explore the Phoenix Cups Framework® and humanistic, positive psychology foundations to understand needs-based behaviour and guide contemporary, non-behaviourist approaches.
- Examine how unmet needs appear in behaviour and how educators can respond through intentional, supportive planning.
- Work through real-life examples, reflective discussions, and practical strategies for designing environments that foster agency, autonomy, and wellbeing.
- Learn how to facilitate solution-focused team conversations, reduce unnecessary transitions, and support child-led, meaningful play.

### DELIVERY MODE OFFERINGS:

1. Self-paced online course
2. Whole day face-to-face delivery (up to 5 hours)
3. face-to-face workshop (up to 3 hours)

*"I loved this training and have learned so much. I am going to reflect on myself and see how I can change to help children fulfill their cup, and mine. I will most definitely take this training's ideas to my team. Will mention this training to anyone in the near future."*

Contact us to book your workshop [HERE](#).

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## PARTICIPANT OUTCOMES

By the end of this workshop, participants will possess:

1. Greater capacity to honour children and young people's attempts to meet their needs through behaviour in ways that uphold children's rights, agency and autonomy.
2. Strengthened ability to recognise Safety, Connection, Mastery, Freedom and Fun needs and respond respectfully to behavioural indicators.
3. Confidence in using reflective, guidance-oriented approaches to support children and young people's social, emotional and behavioural learning.
4. Practical skills to design well-resourced, child-focused, self-directed play experiences and minimise transitions that undermine agency.
5. Improved ability to collaborate with colleagues using a shared language, reflective tools and solution-focused planning.

## THEORETICAL UNDERPINNINGS

### **Guidance Approach** **Dr Louise Porter**

Behaviour is understood as a child's communication of unmet needs. When educators respond with curiosity, connection and guidance, they strengthen children's regulation, wellbeing and capacity to learn.

### **Self-Determination Theory** **Ryan & Deci**

Children's motivation and behaviour are shaped by their needs for autonomy, competence and connection. Environments that honour these needs support engagement, resilience and positive behavioural growth.

### **Positive Psychology** **Seligman & Csikszentmihalyi**

Focuses on strengths, wellbeing, optimism and what helps humans flourish. Emphasising strengths-based language, noticing what's going well, building children's capacity, and creating conditions where positive behaviours naturally thrive.

### **Choice Theory** **Dr William Glasser**

Proposes that all behaviour is driven by internal needs and that individuals choose behaviours to meet those needs. This prompts reflection on the function of behaviour and supporting children to meet their needs through skills to meet those needs.

## KEY LINKS – NATIONAL

### Alignment with National Quality Standard

- **QA1** – Educational Program and Practice (Elements 1.1.1, 1.2.1, 1.2.2): strengthens intentional, responsive practices that promote holistic wellbeing.
- **QA2** – Children’s Health & Safety (Elements 2.1.1, 2.2.2, 2.2.3): equips educators with needs-based, trauma-informed strategies to build emotionally safe environments that reduce stress, prevent escalation, and uphold children’s rights, dignity and safety.
- **QA3** – Physical Environment (Element 3.2.1): assists educators in adapting spaces, routine and transition to reduce stressors, support sensory need and encourage inclusive participation
- **QA7** – Governance and Leadership (Elements 7.2.1, 7.2.3): promotes reflective practice, educator capability and a service-wide commitment to wellbeing.

### Alignment with EYLF v2.0

#### Principles:

- Secure, respectful and reciprocal relationships – central to a needs-based, guidance approach.
- High expectations and equity – supports educators to provide fair, needs-based guidance that enables every child to participate and succeed.
- Ongoing learning and reflective practice – Supports educators to engage in critical reflection on assumptions, responses and decision-making when supporting children’s behaviour, strengthening intentional, ethical and inclusive practice.

#### Practices:

- Responsiveness to children – educators learn to respond to unmet needs with connection and co-regulation.
- Learning environments – adjustments are made to fill children’s Cups and reduce stress responses.

#### Learning Outcome:

- Outcome 2: Children are connected with and contribute to their world – helps educators support children to build the social and emotional skills needed for cooperation, empathy, and positive participation.

### Alignment with MTOP v2.0

#### Principles:

- Secure, respectful and reciprocal relationships – Central to a needs-based, guidance approach that prioritises trust, emotional safety and strong relational connection with children and young people.
- Equity, inclusion and high expectations – Supports fair, responsive guidance that recognises diverse needs, strengths and contexts, enabling all children and young people to participate with dignity and confidence.
- Critical reflection and ongoing professional learning – Strengthens educators’ capacity to reflect on assumptions, responses and decisions when supporting behaviour, leading to more intentional, consistent and ethical practice.

#### Practices:

- Collaboration with children and young people – Supports educators to respond to unmet needs through connection, shared problem-solving and co-regulation, strengthening agency, participation and wellbeing.
- Environments – Guides educators to intentionally shape physical, social and temporal environments to reduce stress, support regulation and promote belonging, independence and participation for children and young people.

#### Outcome:

- Outcome 2 – Children and young people are connected with and contribute to their world: Supports the development of social and emotional capabilities that strengthen cooperation, empathy, relationships and positive participation.

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## KEY LINKS – NATIONAL CONTINUED

### Alignment with Australian Professional Standards for Teachers

- **Standard 4.1** – Support student participation: supports educators to foster inclusive, safe, and regulated environments that enable all children to participate.
- **Standard 4.3** – Manage challenging behaviour: promotes proactive, needs-based responses that prevent escalation and build respectful, co-regulated interactions.
- **Standard 6.2** – Engage in professional learning: strengthens reflective practice, team capacity and ongoing growth in behaviour guidance.

### Alignment with National Principles for Child Safe Organisations

- **Principle 1** – Child safety and wellbeing are embedded in organisational leadership, governance and culture. The course supports a culture where children’s needs, rights and wellbeing guide every decision.
- **Principle 2** – Children are safe, informed and participate in decisions affecting them. A needs-based, guidance approach strengthens children’s agency, voice and meaningful participation.
- **Principle 3** – Families and communities are informed and involved. Wellbeing planning encourages transparent communication and genuine partnership with families.
- **Principle 5** – People working with children are suitable and supported. Educators develop reflective, relational skills that strengthen safe, attuned practice.
- **Principle 6** – Processes to respond to complaints and concerns are child-focused. The focus shifts from blame or behaviour management to understanding needs and providing support.

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## KEY LINKS – QLD

### Alignment with the Kindy Uplift Key Priority Areas

#### 1. Social and Emotional Learning:

- Supports educators to strengthen children's regulation, resilience, and emotional literacy through co-regulated, needs-based strategies.
- Helps educators recognise stress responses and respond with connection, predictability, and attuned guidance.

#### 2. Equity and Access for all:

- Equips educators to identify and reduce barriers to participation through relational, trauma-informed practice.
- Supports adjustments to environments, routines, and expectations to meet diverse sensory, developmental, and cultural needs.
- Promotes fair, respectful behaviour guidance that upholds dignity and enables equitable engagement.

#### 3. Physicality:

- Encourages educators to use movement, sensory input, and proprioceptive play as tools for regulation and engagement.
- Supports the creation of environments that allow children to move, climb, explore, and reset their nervous systems.

#### 4. Oral language and communication:

- Helps educators use connection-focused language that models emotional vocabulary and co-regulation.
- Supports educators to guide behaviour through respectful interactions, "say what you see," and collaborative problem-solving.
- Builds children's capacity to express needs, feelings, and intentions in safe, supported ways.

### Alignment with QLD

#### Wellbeing

- Deepens educator understanding of stress, emotions and behaviour so children experience emotional safety and co-regulation.
- Builds children's capacity for resilience, emotional regulation and healthy coping by ensuring their core needs are supported.

#### Identity

- Creates predictable, relationally safe environments where children feel secure, valued and supported.
- Strengthens children's confidence, agency and sense of self through attuned, respectful, needs-focused interactions.

#### Connectedness

- Promotes empathy, cooperation and positive peer relationships by supporting children's Connection needs and awareness of others.
- Helps educators scaffold social problem-solving and inclusive participation within the group.

#### Active Learning

- Reduces stress so children can engage deeply in play, problem-solving and exploration, supporting persistence and confident participation.
- Helps educators recognise behaviour as communication, enabling responsive adjustments that sustain curiosity and engagement.

## KEY LINKS – VIC

### School Readiness Funding Menu

Please note this workshop is not on the SRF menu. It can however be utilised under flexible funding provisions. For more information on flexible funding go to the Victorian Department of Education website here:



For more information on the Phoenix Support SRF offerings, including those on the menu as well as flexible funding options, head to our website here:



### Alignment with the SRF Priority Areas for use under Flexible Funding Options

#### Social & Emotional Learning

- Builds educator capability to support children's regulation, resilience and emotional literacy through attuned, needs-based guidance.
- Reduces stress responses by fostering predictable, relationally safe environments.
- Strengthens children's confidence, coping skills and capacity to engage positively with peers.

#### Access & Inclusion

- Promotes relational, needs-based and trauma-informed approaches that honour each child's developmental and cultural needs.
- Reduces barriers to engagement for children experiencing vulnerability, sensory needs or behavioural overwhelm.
- Ensures children feel safe, included and supported to participate meaningfully in the learning community.

#### Self-Regulation

- Supports educators to understand stress behaviour and respond with co-regulation rather than correction.
- Builds children's skills in managing emotions, impulses and transitions.
- Creates calmer, more predictable environments that enable children to stay engaged and learn effectively.

### Alignment with VELDYF

#### Outcome 1: Identity

- Builds emotionally safe, predictable environments where children feel valued, secure and understood.
- Strengthens children's confidence, autonomy and sense of self through attuned, needs-based interactions.

#### Outcome 3: Wellbeing

- Deepens educator understanding of stress, behaviour and co-regulation.
- Supports children to develop resilience, emotional regulation and healthy coping strategies.

#### Outcome 5: Communication

- Enhances serve-and-return interactions and connection-focused language.
- Builds emotional vocabulary and supports children to express and interpret needs, feelings and intentions.