

DEVELOPING SOCIAL AND EMOTIONAL COMPETENCIES

CURRICULUM CRITERION 10- *the service curriculum supports children's developing social competence and understanding of appropriate behaviour*

Children will experience an environment where they feel safe, secure, valued, settled and respected. We will provide a physically and emotionally supportive environment where each child's holistic development is nurtured. We will ensure consistent strategies are implemented that facilitate the development of positive social behaviours. We will encourage children to develop strategies and confidence in conflict resolution and managing their emotions. We promote children's developing independence by taking responsibility for their own actions, offering choices to make their own decisions, and to develop empathy in our relationships with each other.

PROCEDURES:

- Teachers will access and be familiar with the Ministry of Education resource "*He Māpuna Te Tamaiti- Supporting social and Emotional Competence in Early Learning*" (2019), to guide knowledge, understanding and commitment to teaching effectively alongside all children.
- Kaiako will refer to resources available from those that have participated in the Incredible Years programme to support teaching knowledge and practice when dealing with a range of challenging behaviours of children.
- Te Whāriki- contribution strand, highlights that the following attributes of teaching are required "kaiako nurture empathy through interactions, modelling and respectful practice. Kaiako use proactive strategies that encourage children's social participation" (p40)
- We believe in using positive, strong and collaborative relationships between parents, whānau and kaiako to provide the foundations for children's emotional and social competence.
- We will consider and respect individual children's stages of development, and at all times ensure that children are provided with respect and dignity.
- Teachers will use strength based strategies and approaches to support social competencies , and will not use blame, harsh or belittling language in any way. No form of physical ill treatment or restraint will be permitted as this is a breach of the Children's Act 2014. No children will be subject to solitary confinement, immobilisation or deprivation of food, drink, warmth, shelter or protection.
- Parents and whānau will be consulted and included in the development and implementation of individual development plans using *He Māpuna te Tamaiti* as a resource.

- Staff meetings will have time allocated for kaiako to raise and discuss any concerns related to challenging behaviours and plan for a response. These challenging behaviours will be viewed as teaching and learning opportunities.
- Kaiako in a stressful situation will be encouraged to move away and request another kaiako to assist if needed.
- When required, support will be sought from Ministry of Education Learning Support or other appropriate support agencies. Parents and whānau will be consulted before an individual tamariki are discussed with another agency.
- Teacher will refer to the appendix *“Teaching Practices for supporting social and emotional competence”* in the MOE resource *“He Māpuna Te Tamaiti”* (P107-110)

CREATING A SUPPORTIVE LEARNING ENVIRONMENT:

- The foundation for developing emotional and social competence in tamariki is strong, positive and supportive relationships, fostering strong partnerships between parents/whānau and kaiako.
- Kaiako will work collaborative to create an environment built on trust, respect and positive team culture.
- The environment will provide a wide range of age-appropriate quality resources for tamariki that enable them to explore their interests, enjoy positive learning experiences with and alongside others.
- Settling procedures ensure whānau are welcomed into the centre/service and given time to build trust with kaiako at the child’s pace to support attachment.
- Kaiako will encourage and make space for the use of rituals for soothing, calming and distracting children as a way of managing the learning environment.
- Teaching teams construct centre values that are shared with the wider community and enacted in daily practice by governance, management, kaiako and tamariki.
- Clear expectations and boundaries that support positive behaviour are co-constructed with all kaiako, tamariki and their whānau. These are appropriately displayed and regularly reviewed.
- The Centre will promote and support daily routines that are predictable but flexible and responsive to the needs of individuals and groups of tamariki.
- The physical space is welcoming, organised and enables tamariki to have easy access to quality resources.
- The environment is set collaboratively each day with potential learning in mind linked to assessment information and intentional teaching.

- Teachers will establish clear behavioural expectations and boundaries to which will develop social and emotional competencies and help keep our children safe.

These rules include:

- We walk inside
- We respect other children's play activities, space and work
- We care for the environment and centre equipment
- We use 'inside' voices
- We take responsibility for own play activities and tidy up after ourselves when finished
- We use our words not our hands
- We use gentle, kind, hands

PROMOTING EMOTIONAL COMPETENCE :

- All tamariki will be supported to understand, express and regulate their emotions through intentional teaching and with supportive adults.
- Kaiako will give tamariki positive feedback that affirms their developing skills and competency when attempting to meet expectations.
- Tamariki and their whānau will be prepared for changes by talking about feelings triggered by change as well as the change process itself.
- Kaiako will provide positive guidance during heightened emotions, modelling strategies for managing emotions.
- Biting is relatively common behavior for infants and toddlers. Some preventative strategies that kaiako will implement for biting (and other hurting behaviours) by including;
 - Fostering verbal and non-verbal communication skills
 - Supporting them to manage transitions and their feelings.
 - Strategies to manage conflict, seek help and calm down.
 - Give clear messages in response to hurting behavior and positive praise when they are managing to control their responses.

PROMOTING SOCIAL COMPETENCE :

- Tamariki will be supported to develop peer friendships and interactions
- Tamariki will be encouraged to work together cooperatively and to be caring and accepting of others.
- Tuakana-teina relationships will be promoted and supported, creating opportunities for tamariki to teach each other and to lead.

- Tamariki will be encouraged to communicate about problems and conflicts as they arise, and will be supported by kaiako in developing problem solving skills.
- Teachers will guide and shape children's behaviour using positive strategies. These will include:
 - o Provide praise and encouragement when children demonstrate social skills
 - o Using group time opportunities to impart expectations to children through story-telling, songs, music and rewards etc.
 - o Using positive reinforcement and remodelling to encourage positive behaviour
 - o Support children to develop and maintain appropriate behaviours by giving clear, consistent and fair guidelines
 - o Supporting children to understand, express and regulate their emotions
 - o Supporting children to build resilience and a sense of self worth
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SUPPORTING LEARNING AND ENGAGEMENT:

- Kaiako will engage in extended interactions with tamariki supporting them to manage their learning
- Kaiako will provide rich and varied learning opportunities, ensuring play areas are inviting with a balance of continuity and change
- Kaiako will remove any barriers to participation, engagement and learning such as restrictive routines, interrupting unnecessarily tamariki who are fully engaged in complex tasks as well as dominating play scenarios.
- Transitions into, within and out of the centre, as well as transitions during the routine of a day offer choices that support a growing sense of agency in tamariki and prepare them for change.

UNDERSTANDING BEHAVIOR:

- At all times tamariki will be treated with respect and dignity.
- Kaiako will use strength-based, objective, respectful language to describe behaviour
- Kaiako will respond to problem behaviour in calm, caring and consistent ways (across the centre).
- Tamariki will be given feedback about their behaviour and regular reminders about expectations.
- Fair and logical consequences for problem behaviour will be agreed upon across the centre giving tamariki consistent messages.
- Tamariki will be redirected or offered calming rituals when problem behaviour is escalating.

- Tamariki will be given opportunities to move away from stressful situations, and be supported in developing positive strategies for managing their own behaviour.
- Kaiako will actively teach all tamariki strategies to self-regulate and self-manage their behaviour.
- In conflict situations, teachers will encourage children to firstly regulate their emotions, when the child is competent to be able to verbalise their feelings and help them to negotiate an acceptable resolution. Where children are unable or refuse to play co-operatively, teachers may redirect the child's play, suggest a cooling down period, or spend some time with the teacher on their own.
- When a child persists in behaving inappropriately, teachers will briefly explain why the behaviour is unacceptable, and state the expected behaviour and implement appropriate consequences .
- When children continue to communicate through inappropriate behaviours, Kaiako will record their observations of the incidents looking for the antecedents (is there a trigger?), the actual behaviour (what the child did), and the consequences of what occurred. Staff are to record what their actions were in rectifying the incident.
- Where a child's behaviour is cause for concern, Management will involve that child's parents in discussion, sharing observation based information, in an effort to resolve the situation.
- If, after consultation, teachers and parents are unable to resolve a behavioural issue, management may request parental authorisation to involve Learning Support Services from the Ministry of Education

When reviewing the implementation of this policy, teachers are required to familiarise themselves with:

- *Education (Early Childhood Services) Regulations 2008.*
- *He Māpuna te Tamaiti*
- *Providing Positive Guidance - Guidelines for Early Childhood Education Services, Ministry of Education, 1998.*
- *Positive Foundations for Learning: Confident and Competent Children in Early Childhood Education Services, Education Review Office, October 2011.*

Supporting Legislation

- Education Act 1989 Section 139A
- Licensing Criteria C10.

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Appendix: Teaching practices for supporting social and emotional competence

Āpitihanga: Ngā tikanga whakaako hei hāpai i ngā pūkenga whakaratarata me te whakapakari whatumanawa

Knowing all children well is fundamental to effective teaching. As a key resource in early childhood services, kaiako use this knowledge to facilitate each child's learning and development through considered and intentional pedagogy.

In all situations, it is important to consider what children already know and can do and the learning goals for them. By remaining flexible and attentive, kaiako can determine which practices to use to meet the individual needs of each child.

The list below is not exhaustive but includes key practices used to support the strategies in this resource. Note that there is a set of cards available for professional learning based on these practices (item number 69795).

Describing

Providing a verbal description of a child's behaviour or play to make it clear to the child or other children. This can be combined with specific feedback, praise, and positive forecasting.

I noticed the way you kept trying ... tried a different way ... asked questions to find out ... asked for help ... bounced back after you felt disappointed ... solved the problem.

Encouraging

Using positive gestures, verbal comments, or visual cues to help a child try something new, practise a skill or behaviour, or persist with something that may be challenging.

I think you might be feeling worried, Anaru. That's OK. I think you'll do a great job helping to welcome our visitors.

Fading support

Gradually reducing scaffolding and support, such as prompts and reminders, to help children gain independence and fluency. Children can then be encouraged to provide support to others.

I can give you a little reminder about calming down when you are cross. Soon you will know how to manage for yourself. And then you will be able to show others how we calm down.

Giving specific feedback

Noticing and specifically describing a child's action and behaviour with reference to their developing social and emotional competence. Feedback supports motivation and promotes learning as the child works towards meeting expectations or achieving a goal.

I noticed Leo pushed you in the sandpit. You said, "I don't like that!" and then walked away. Well done, that was a good choice!

Modelling

Demonstrating something to promote learning (e.g., a social behaviour, attitude, way of speaking, skill, action, way of approaching a problem). This practice is often used with thinking aloud.

Look, Ari is crawling over to see us. I think she wants to listen to the story too. Kia ora, Ari. Can we make room for Ari to snuggle up with us?

Noticing and acknowledging

Letting a child know they were heard or noticed by giving positive attention. This can be verbal or gestural (e.g., smiling or a thumbs up). It is important to use your knowledge of the child to acknowledge them appropriately (e.g., publicly, privately).

*I heard you, Sina. I'll finish this and be with you soon. Thanks for being patient.
Kia ora, Tama, he whakaaro rangatira tēnā! (That's a chiefly thought, Tama!)*

Positive forecasting

Talking optimistically about a child's ability to manage socially and emotionally in the immediate future. Providing positive forecasting helps children to expect good outcomes from using self-managing strategies and to bounce back if things don't go to plan.

I was so sure your plan would work, Oliver, and you tried really hard. Perhaps after lunch you could think of a new plan and have another go. I'm excited to see what you try next!

Praising

Providing positive verbal statements about one or more children's attempts or actions as they work towards meeting community expectations and values. Effective praise is specific and descriptive.

Ka pai for sharing the blocks with Jack! He's new here, and you are helping him to feel welcome.

Preparing

Supporting children with a transition or change by reminding them of expectations and routines, describing what is going to happen, acknowledging their feelings, and talking about changes they have managed well.

Remember the last time we went to the gardens? You felt a bit worried at first. But then you held hands with Liam and had fun together. Let's find the photo in your portfolio.

Prompting

Using gestural, visual, or verbal cues to help a child remember or practise a behavioural expectation or routine. The nature of the prompt is determined by the child's need for additional support.

It's nearly time to come to the mat for waiata and a story. Can you remember what we need to do before then?



Providing opportunities to practise

Ensuring children have chances to try out and learn new skills, behaviours, or routines. Kaiako support children's developing fluency by planning ways for them to achieve small steps and by providing praise and feedback for these small successes.

It's nearly lunchtime. I'm going to put on our tidy up music. Let's see if we can get it done before the song finishes. Remember, it's "tidy up, wash our hands, karakia, kai".

Providing vocabulary and information

Modelling vocabulary and giving explanations to support children's understanding and ability to talk about feelings, friendships, and other aspects of their social and emotional development. Other terms for this practice are 'commenting', 'coaching', and 'narrating play'.

I think you might be feeling frustrated, Rana, because you want to keep playing and it's tidy up time.

Reminding

Helping a child to remember an expectation or routine, or to recall a situation where a positive way of behaving helped them to be successful or solve a problem.

Remember how this morning you asked Billie nicely to share the cars? Billie said you could have the blue ones. Why don't you try that with Mila and the blocks?

Role playing

Kaiako, children, or puppets acting out situations in order to generate positive solutions. When children are role playing, encourage them to act out positive behaviours that lead to a good outcome, rather than to act out 'the wrong way'.

Kiwi and Kea are learning what to do if they are having trouble playing together. They both want to use the digger. It would be great if you could help them solve the problem.

Scaffolding

Collaborative interactions with children that are designed to facilitate learning. The level of support provided is carefully tailored in response to the nature of the task, the child's social and emotional competence, and the child's cognitive and language development.

Would you like to join Leilani making a waterhole for the animals? Shall we walk over together? You could say, "Hey, Leilani, can I join in?" ... Look, she's smiling at you.

Supporting social noticing

Making comments that support children's noticing and awareness of others close by. We help children to learn to be interested in others when we model positive attention and curiosity.

*Look, Nikau is making a little cake with his dough. Shall we ask Nikau if we can have a 'taste'?
Mmm, yummy!*

Supporting tuakana-teina relationships

Supporting relationships within which an older or more experienced child plays with and supports a younger or less experienced child. For Māori whānau, tuakana-teina relationships are a fundamental cultural expectation and strength.

Jasmine, I like the way you slowed down when Lucas wasn't sure what to do next. Lucas is asking you some great questions, and you are being a good teacher!

Thinking aloud

Talking aloud about what we are thinking, doing, or feeling and why. This helps to demonstrate a concept, action, or thought process and to promote learning.

I'm going to ask Connor to share. I'll use a friendly voice because I think he might share if I ask nicely and don't snatch.

Video modelling

Using video recordings of children to inspire other children to challenge themselves. Video modelling is also useful for teaching communication and social skills, such as asking to play, asking to share, and asking for help.

Here are Maddie and Sione on the monkey bars. See how they are using their legs to start swinging, and their muscles to swing across to the next bar? Yay, they did it!