



POLICY: **Social & Emotional Competence**

Links:

Te Whāriki
He Māpuna te Tamaiti
Lumsden Kindergarten Teaching & Learning Priorities
Localised Curriculum
Kahui Ako – Havelock North Group
GMA5 Philosophy
Child Protection Policy & Procedure
Regulations; C10, HS31, HS34, Regs; 56, 57, 30

Rationale & Objectives:

Lumsden Kindergarten supports children's developing social and emotional competence and understanding of appropriate behaviour. Every child is treated with respect and dignity and teaching practices are appropriate and effective.

Procedures:

- The programme provides resources to promote children's choices for challenge, through solitary and group play.
- Every child is given positive guidance to promote appropriate behaviour in response to the child's stage of learning and development.
- Teachers role model appropriate language and behaviour (cooperation, positive interaction, etc.) for effective social and emotional coaching with individual and groups of children.
- We engage in the Mindfulness programme and provide this yearly as part of our curriculum
- Teachers use 'He Māpuna te Tamaiti' as a resource and a tool to support children
- Regular training will be provided for kaiako.

Where children have complex social and emotional needs to fully reach their potential, teachers will:

- gather more detailed observational data; Incredible Years processes and forms may be used.
- evaluate the quality of the learning environment for this child at this time with the Tokihi leaders based on the observations;
- initiate conversations with parents and whānau;
- implement agreed teaching practices and environmental changes as required and monitor the impact of the changes through additional observations;

- seek outside support if needed;
- will first seek support and permission from the families or whānau of the child concerned if advice and guidance from specialist services are required. The centre will ensure that this consultation is at all times professional and reciprocal and culturally appropriate, and that all documentation remains confidential; and
- involve families in the process of selecting and implementing specialist assistance for their children (e.g. learning support).

Philosophy: *'Trusting relationships nurture self-belief and grow confidence'*

Policy Developed: June 2017

Reviewed: Feb 2020, April 2021