



## Guiding children's Social & Emotional competence

### **Kaiako will create a supportive environment where they are:**

- Are responsive, reciprocal, positive and encouraging.
- Are consistent, reliable and realistic

Respect children's preferences and involve children in decisions about their participation in activities

Implement strategies, which include all children

Model and promote non-discriminatory behaviour

Use positive language to develop and promote expectations

Foster harmonious working relationships with other adults

Ensure that every child receives positive feedback and descriptive praise

Avoid attaching blame

Focus on what the child could achieve

### **Providing positive guidance during heightened emotions for infants:**

Kaiako will manage floor space and curriculum design that allow infants to be included safely in the company of other children and have a safe area of floor space.

Uncluttered space to be provided for mobile infants allowing them to move around unhindered and at their own pace.

Kaiako will make eye contact and use each child's name first when talking to infants.

Talk to infants about what the other children are doing and encourage their interest in other children.

Include infants in appropriate social happenings

Routines and activities for infants will be flexible to meet the needs of individual children.

The preschool will, as far as practical, have familiar kaiako in the under nursery at all times.

### **Providing positive guidance during heightened emotions for toddlers:**

Kaiako will provide the opportunity for toddlers to help in the care of others, thereby helping them to develop empathy for others.

- Sufficient resources will be provided to minimise conflicts over possessions and the need for toddlers to wait.
- Equipment should be spaced to minimise the need for children to push and feel frustrated
- Noise levels to be monitored and quiet activities offered.
- Activities that encourage turn taking and co-operation among children will be offered
- Kaiako will at all times be realistic about toddler's ability to co-operate, take turns and wait for assistance.
- Time and space will be available for children who want to be "on lookers" to allow them to sit apart and observe an activity/other children at play.
- Kaiako will be consistent and set manageable limits and expectations having regard for each child's stage of development and understanding.
- Kaiako should make eye contact with children, use their name and use clear and simple directions and establish clear and consistent rules.
- Familiar kaiako will work with both infants and toddlers so that kaiako can get to know individual children's dispositions. It is important that kaiako in the nursery enjoy working with that particular age group.
- Kaiako will supervise toddlers closely to allow for speedy intervention and mediation over conflicts.

Opportunities will be provided for toddlers to be involved in both small group and individual play. Kaiako will model appropriate words and actions, using simple words to describe a preferred behaviour.- (positive non-verbal gestures and kind acts are more appropriate in promoting pro social skills than asking a child to say “sorry”)

Options will be given such as time limits, redirection -finding or introducing an alternative activity.

When a toddler is not coping, he /she will be given one to one guidance with a caring kaiako. Children with verbal skills should be encouraged to say how they feel.

- Teachers will communicate regularly with parents to foster partnerships with whānau, to share information regarding their child and to try to maintain consistency between home and centre.

### **Providing positive guidance during heightened emotions for children:**

- Make eye contact with the child, use their name and use simple and clear directions
- Role model appropriate words and actions and work as a team to be consistent, reliable and realistic in their expectations.
- Acknowledge and talk to children about their feelings – use activities to support children to identify their emotions
- Intervene quickly to prevent any child being hurt, provide praise to the child for not carrying out the action (even if this is because the adult has taken control)
- State a preferred action clearly, avoiding a focus on the undesirable behavior
- Set up opportunities for children to display appropriate behavior and give positive feedback to the child/ren when this happens (comment on and describe appropriate behaviours when they occur)
- Let children know when their behaviour is becoming unacceptable and what the consequence of that behavior will be (remind children of the rules and their rationale as needed)
- When a child behaves inappropriately towards another, talk to them about feelings and emotions. Ask how they think other child feels, does she look sad, angry? (use the ‘emotions’ display photos, puzzles or books), talk about kindness and caring rather than asking a child to say ‘sorry’
- Provide logical consequences when limits are broken, such as not being able to play in sandpit after sand has been thrown and re-direct to another activity.
- Strategies, which set the child apart from other children, are not intended and should not be used as a threat or punishment.
- Promote mindfulness and calming strategies such as deep breathing techniques and yoga.