

	Policy Category: CURRICULUM
	Policy Name: Promoting Social & Emotional Development

Purpose

The purpose of this operational policy is to reflect our belief that guiding and supporting all children as they develop is an essential part of our role. This includes children who may have complex needs or challenging behaviour, who need particular support and more intensive and personalised strategies.

Our policy will support kaiako in guiding and promoting children’s social and emotional development, as per Licensing Criteria, **C10**.

Position Statement

We aim to provide a warm and accepting environment where children are accorded respect and dignity, and have a place as members of our inclusive Centre community. Our strategies are based on thorough knowledge of children’s individual development and needs, and includes parents’ insight. We promote positive behavior through warm relationships and expectations that are reasonable for a child, and are guided by the centre philosophy.

Issue Outline

In early childhood settings, children may communicate their needs or impulses in ways that may be challenging, and at times adults will find such behaviour difficult to manage. Children will express themselves at their developmental level and all behaviour has purpose. In these instances it is the teachers’ responsibility to guide children through the early learning process and help them to develop social and emotional competencies.

Detail

- Appropriate practices applied in this centre are intrinsically linked to our Centre philosophy and based on research-based developmental theories.
- Kaiakos strategies are guided by resources such as “He Māpuna te Tamaiti” and will demonstrate an understanding that children flourish:
 - In a supportive mana enhancing environment where agreed procedures, expectations and routines are consistent, clearly articulated and easy to follow.

- When they are shown warmth, spoken positively to, in a respectful and welcoming manner
 - Through rich and varied learning opportunities within attractive and inviting environments
 - When they have equitable opportunities and are empowered to be co-constructors of their own learning
 - When their own and whānau contributions are valued and implemented, heard and seen, affirming their unique identities, language and culture
 - Through thoughtfully planned and intentional teaching which focuses and supports their positive social and emotional development
 - When core values of Aroha and Manaakitanga guide or practice and are modelled consistently in our relationships with them and others
 - When they are supported to talk about their feelings, describe, understand, name them and given strategies for how they can manage them
 - When given the opportunity to practice skills they have learned to teach/share them with/tp others, tukana/teina
 - When their behaviours are analysed objectively, and strategies are planned and implemented, which support them to communicate their needs in a socially appropriate way
 - When their caring and positive interactions with others is noticed and affirmed as well as when they demonstrate self regulation
 - When provided individualized and focused support for additional learning needs and/or identified behavioural goals
 - When given positive feedback and encouragement they work towards meeting expectations
 - When redirected and feedback for problem/inappropriate behaviour is given in a calm and caring way along with fair and logical consequences
- Strategies are developmentally appropriate, equitable and culturally responsive, as well as logical, and consistent. Strategies are designed in collaboration with parents and whānau to ensure consistent use and maximum benefit for all participants.
 - Teaching practices at our Centre are fundamentally inclusive.
 - Parents and our early childhood learning environment are engaging in a learning partnership (Te Whāriki 2017: Principles) and as such are part of a reciprocal relationship.
 - Unacceptable management strategies: blame, harsh or degrading language
 - Unlawful management strategies: corporal punishment or any kind of physical ill treatment, solitary confinement, or deprivation of any kind (Education and Training Act 2020: legislation.govt.nz)
 - Some children may need more focused or intentional support for their social and emotional development. This may necessitate drawing on external services for early intervention or other specialist help.
 - Kaiako design individual plans and goals for children as required, in partnership with parents and whānau. A individualized ISP (individual support plan) may need to be put in place

- At our Centre, we work constructively with parents and whānau and acknowledge that educational views and social values may differ and be challenging. We acknowledge differences without judging and assuming that difference means deficit.
- We are reflective practitioners and aware that our own beliefs, values, and biases have an impact and can influence our responses to children and whānau.
- If difficulties persist regardless of parents' involvement and guidance strategies then parents will be asked to seek further professional guidance through learning support services or health professional services.

Alignment with Other Policies

This policy aligns with:

- Curriculum Framework Policy

Relevant background (including legislation/regulation references)

- Licensing Criteria 2008, Curriculum, Children as Learners: Documentation required:
- **C10** - a process for providing positive guidance to encourage social competence in children.
- Education and Training Act 2020
- Ministry of Education (2017) Te Whāriki. He whāriki mātauranga mō ngā mokopuna o Aotearoa. Early childhood curriculum.
- Ministry of Education (2019). He Māpuna te Tamaiti. Supporting Social and Emotional competence in Early Learning

Impacts of Policy on Staff, Parents, Children

A sound knowledge of curriculum requirements and current positive guidance strategies contribute to a safe early learning environment that is conducive to the emotional wellbeing and learning of children. If staff and parents know and agree upon positive guidance strategies used in the centre then support can be consistent. Through responsive and reciprocal communication with parents, staff learn of children's individual needs and are able to respond appropriately.

Alignment with the Centre Philosophy

This policy ensures a safe environment, a crucial part of creating and maintaining the well-being of children in our care.

Implications and/or Risks

Following this policy significantly reduces the risk of harm to a child, losing trust with parents and not meeting our obligations under the Vulnerable Children's Act.

Implementation

Clear procedures have been developed and staff trained to follow them.

Review

Review annually or when there is a significant change in the area of the policy topic.

Authorised by licensed service:	Greendale Kids Preschool Greendale Kids Nursery
Date:	29 January 2025
Review Date:	January 2027
Parents informed:	April 2025