



Social and Emotional Competency Process

Te Tukanga tōhungatanga I te Pāpori me te kare ā-roto

1. NTK ROLES AND RESPONSIBILITIES:

1.1 CREATING A SUPPORTIVE ENVIRONMENT

Teachers and other Kaiako will ensure a supportive environment is created for all tamariki and their whanau.

- A positive inclusive environment will be created through warm and caring relationships with children which reflect the values of manaakitanga and whanaungatanga.
- Values will be constructed with whānau and will reflect the established philosophy of the centre. These will be displayed through signage and pictures and shared with children regularly to ensure their continued understanding.
- Behavioural expectations (which are linked to the values) are shared with children through intentional pedagogies (eg modelling, prompting, reminders.)
- Children will receive positive feedback as they work towards and meet expectations.
- Consistent routines will be established which will be displayed and taught to children. Children will receive feedback and encouragement to follow the routines.

1.2 PROMOTING EMOTIONAL COMPETENCE

Teachers will support children to understand, express and regulate their emotions.

- Teachers will help children build resilience and a sense of self-worth by providing positive feedback that affirms their developing skills and competencies.
- Teachers will use emotion coaching and feelings language to support children's emotional language and self-management.
- Teachers will provide children with positive guidance during periods of heightened emotions.
- Teachers will utilize the Incredible Years strategies for building social and emotional competence and for supporting children to regulate their emotions.

1.3 PROMOTING SOCIAL COMPETENCE

Teachers will ensure children are provided opportunities to develop the skills and behaviours they need to initiate and maintain friendships, navigate and learn from peer conflict, and communicate and interact positively with others.

- Peer friendships and interactions will be fostered through social coaching.
- Children will be supported to care for and empathise with others.

- Opportunities for Tuakana-teina relationships will be invited.
- Children will be supported to solve social problems during any peer conflict.

1.4 PROMOTING LEARNING AND ENGAGEMENT

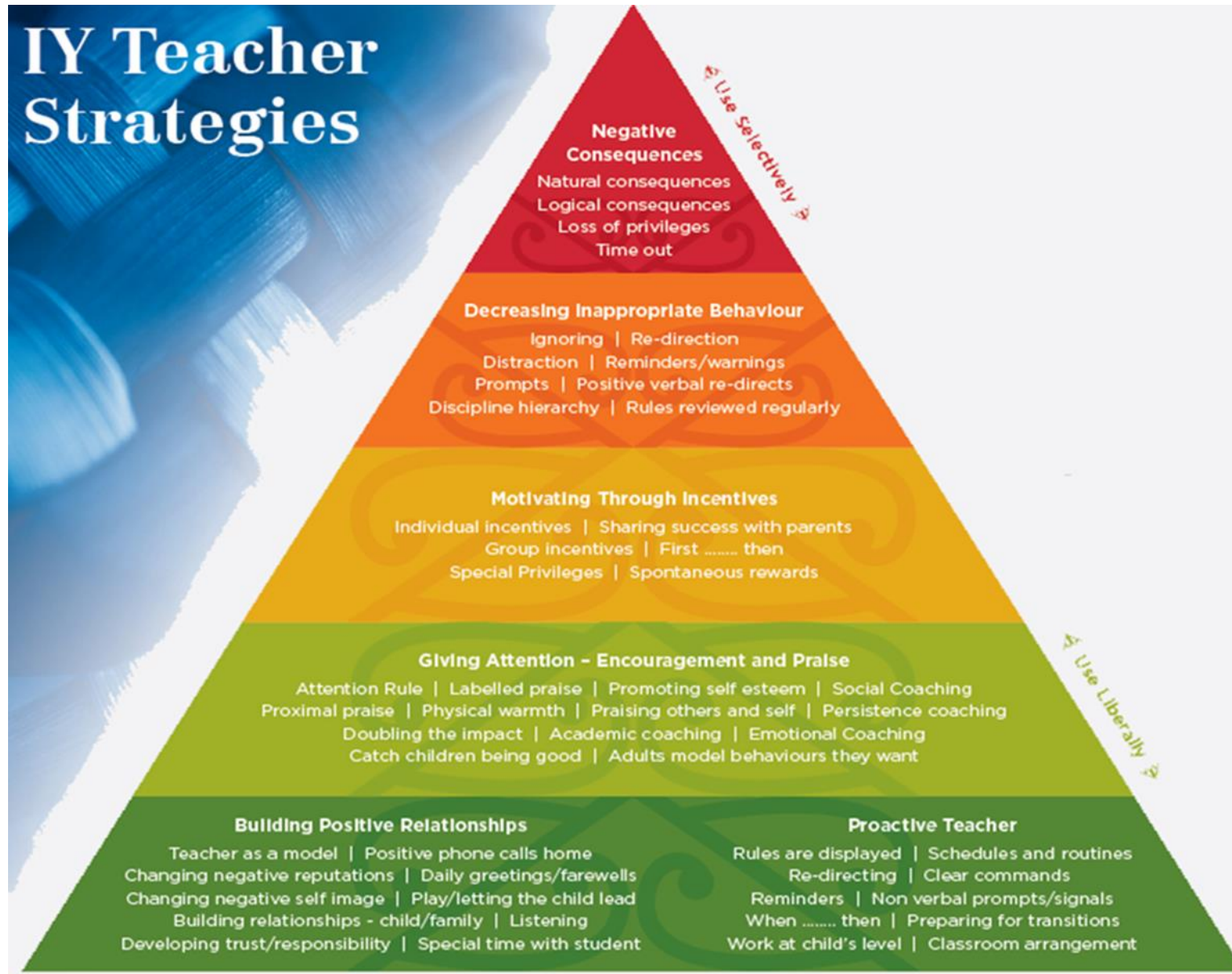
Inclusive pedagogies that support learning and behaviour will be used to ensure that children are motivated, engaged and able to participate and contribute.

- Teachers will ensure rich and varied learning opportunities are provided to support children development of social and emotional competence.
- Children will be supported to manage their learning through interactions with teachers about their plans, projects and experiences.
- Teachers will give effective feedback to children when they demonstrate self-managing learning behaviours (eg. Perseverance, resilience, problem solving.)
- A flexible approach will be used to ensure there are no barriers to participation, engagement and learning.
- Transitions will be supported by preparing children through reminders, visuals, and choice.

1.5 TRAINING

All teachers will be provided with the opportunity to attend the Incredible Years Teacher (IYT) and the Incredible Years Autism Teacher (IYAT) programmes to create consistency in practice that support children's social, emotional, academic and language development.

FRAMEWORK AND STRATEGIES FOR TEACHERS



SOURCE: Positive Behaviour for Learning, Ministry of Education – part of the Incredible Years Programme