

DEVELOPING SOCIAL COMPETENCE POLICY

Purpose	<p style="text-align: center;"><i>“Tangata ako ana i te whare, te turanga ki te marae, tau ana”</i></p> <p style="text-align: center;"><i>A person who is taught values in their lives, will know their rightful place. (adapted from a traditional whakatauki)</i></p> <p>To provide an environment where every child is given respect, dignity and the opportunity to gain knowledge, skills and attitudes to strengthen their developing social competence.</p>
Explanation	To ensure adults are effective in the way they guide children to learn to be socially competent.
Scope	This policy applies to all those employed by Central Kids, including casual employees and contractors.
Guidelines	<ul style="list-style-type: none"> • Relationships and interactions in the centre/kindergarten promote respect between children, between children and adults and between adults and adults. • Adults will be consistent, reliable and realistic in their expectations of and responses to children. • Adults’ responses to children’s behaviour will be developmentally appropriate. No child will be subject to any form of ill-treatment (physical and emotional), solitary confinement, immobilisation, or deprivation of food, drink, warmth, shelter, or protection. • In order to promote and uphold children’s self-esteem, every child is given positive guidance promoting behaviours of what to do, rather than what not to do. • Children are encouraged to become independent and responsible for their own actions. • Adults will understand that behaviour is a learned process. Mistakes are seen as a positive learning experience for the child. The learning cycle of have a go, get it wrong, take a break and have another go, will be modelled as one way of learning in the interactions between adult and child. • Problem solving is shared between adults and children, with adults assisting children to negotiate conflict outcomes that focus on children’s solutions. • In the event that patterns of inappropriate behaviour develop, written observations and or data will be collected which will be used to write an individual learning plan. This will be designed in consultation with the parents/caregiver, whanau and where necessary with other appropriate services concerned with the individual child, e.g. MOE Special Education. • Meeting minutes will record discussions on best practice and progress on learning plans. • Refer to the questions in C3 and C10 Annual Plan Workbook for teaching team discussions twice a year, and when a new staff member starts. A delegated teacher e.g. Associate Teacher/Mentor, will pass on agreed expectations to Trainee Teachers, Relievers and Parents when required. • Teachers are expected to revisit the Social Competence course run by the Trust, at least every 2 years.

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References	
Definitions	<p><i>Solitary Confinement</i> – This shall mean physical isolation, such as time out.</p> <p><i>Immobilisation</i> – This shall mean restraint by any means.</p>
Service Documents	<p>Education (Early Childhood Services) Regulations 2008, Part 2 Standards 46</p> <p>Licensing Criteria for Early Childhood Education and Care Centres 2008, C10 ECE Lead Practising Teacher Criteria 1, 2, 7, 8</p> <p>Tātaiako – Whanaungatanga, Ako, Wānanga, Tangata Whenuatanga</p> <p>Incredible Years text book</p>
Policy Review	<p>Central Kids may amend and vary its policies from time to time at Central Kids discretion and employees are required to observe such policies.</p>