

Positive Guidance and Social Competence Policy

Rationale:

Te Rāwhiti Kindergarten is committed to upholding Ministry of Education Licensing Criteria C10: The service curriculum supports children's developing social competence and understanding of appropriate behaviour. This policy aims to ensure all staff work within positive guidance procedures in order to offer consistent approaches to tamariki and positively promote social learning, build a strong sense of mana and retain their dignity. This policy upholds the Ministry of Education Licensing Criteria: C10.

Te Whāriki:

Belonging/Mana Whenua: Tamariki experience an environment where they know the limits and boundaries of acceptable behaviour.

Procedures:

Mana

He mana tō te tamaiti (The child has power and potential)

Mana is the power of being, our divine right, a sacred fire without beginning or end. Whakamana is the act of acknowledging, empowering, and nurturing the mana of tamariki. Mana atua and mana ake recognise our absolute uniqueness as individuals. Mana is strongly connected to wairua, whatu manawa, and reminds us to be respectful and inclusive. At Te Rāwhiti, we believe strongly in manaakitanga, uplifting the mana of others. This should be evident in all our interactions as we behave with caring, nurture and respect. We acknowledge the trust that whānau have in us when they bring their tamariki here and recognise what a great responsibility this is.

1. Kaiako model the pro-social behaviours they want to see and strive to be worthy of imitation. This includes listening attentively to one another, giving people time and space to express themselves, using kind words, using gentle hands and being aware of body language.
2. Kaiako encourage everyone to take responsibility for themselves, their decisions, and their belongings. They support and encourage tamariki to become independent while also being part of a supportive community.
3. Kaiako review agreed practices and appropriate behaviour at kindergarten regularly within team hui and alongside their room colleagues.
4. Kaiako model acceptance and respect for everyone and encourage advocacy and justice. They observe carefully for any discriminatory behaviours, and intervene, when necessary, with pro-social strategies.
5. Kaiako model and support peaceful conflict resolution and act as mediators. When needing to intervene in conflict resolution, kaiako gather information about the situation, giving all parties a chance to tell their story. They will respond in a calm, quiet, and respectful manner. Tamariki are encouraged to build skills and confidence to navigate challenging situations, with the appropriate support of a kaiako.
6. Kaiako actively work to understand and celebrate the whakapapa and home-life of each child, recognising this as central to the development of a positive self-identity. This is achieved by talking with tamariki and their whānau about their lives outside

kindergarten and including resources, songs and stories in the programme which reflect the home culture of tamariki.

Whatu Manawa

Whatu manawa involves the healthy expression of emotions, which in turn leads to a confident, self-aware person who can safely navigate the complexities of their emotional world. We believe that all emotions are valid and can be expressed appropriately – there are no ‘negative’ emotions. Difficulty in expressing emotions can manifest in adverse ways, and at times we need to look past surface behaviours to see the emotion underneath.

7. Kaiako aim to positively foster emotional regulation and wellbeing in tamariki. They acknowledge, name, and validate feelings and offer strategies to enable tamariki to safely express these emotions.
8. Kaiako encourage the development of empathy by supporting tamariki to notice, identify, and respond with kindness and care towards others. Kaiako are mindful that not all tamariki can read these visual cues.
9. Kaiako foster resilience in children by offering opportunities to practice, persist and persevere. Kaiako let tamariki know they are available to support them and are available to assist them in finding strategies that work for them.
10. Kaiako support tamariki through challenging emotions such as rejection, frustration, or difficulty by remaining present, allowing the safe expression of these emotions while ensuring the safety of the tamaiti and those around them, and develop strategies with the tamaiti to help them resolve these emotions.

Nga Hononga

Tamariki potential to engage in meaningful and relevant learning experiences is enhanced when the relationships are caring and supportive. Engagement is critical for tamariki learning. Kaiako create opportunities for engaged learning that involves reciprocal relationships (the concept of ako) between tamariki and adults, tamariki and their peers and tamariki and the environment. Teachers recognise that values such as respect, empathy, generosity and caring for others affect behaviour and influence how tamariki engage with people, places, things and time.

11. Kaiako support and encourage relationships between tamariki by bringing attention to shared interests, introducing tamariki to each other, inviting tamariki to care, and take responsibility for others.
12. Tamariki are provided with opportunities to engage in small groups, tuakana/teina relationships and ako as they practice skills of negotiating, taking turns, problem solving, looking after each other, engaging in conversation, and inviting others into their play.
13. We will model working collaboratively, and support tamariki to do the same by providing ideas and language.
14. We will take care in creating an environment that promotes positive experiences. There will be opportunities for co-operative behaviour, and teacher support in place when required. Kaiako will have consistent strategies.
15. We always strive for exemplary practice as professionals, colleagues, and as a whānau. We support and respect each other in all that we do, engaging in honest and open communication. We are able to be flexible, supportive, and understanding if a team

member expresses a personal or professional situation that may affect their work. We encourage all team members to feel comfortable being honest about where they are at and what they need from others. Confidentiality is paramount, and we endeavour to foster a sense of trust in each other. As a team we revisit our team contract in team meetings regularly and bring attention to aspects that may not be being followed. We are working towards giving regular constructive feedback and are presently focusing on giving positive feedback to each other.

Professional Practices

16. All new staff will be asked to familiarise themselves with this policy.
17. Kaiako work as a team to discuss strategies and plans where appropriate, engage in planned and emergent internal evaluations around these.
18. Kaiako work with parents/whānau to develop specific Individual Plans to support positive behaviour and social learning where necessary.
19. Kaiako actively seek out resources, articles, books, and professional development opportunities to promote quality practice and remain informed of latest understandings around topics such as positive guidance, social competence, social justice and non-discrimination.
20. Specialist services will be used as needed and in consultation with parents/whānau
21. Confidentiality will be maintained at all times in order to uphold the dignity and mana of the tamaiti experiencing behavioural challenges.
22. No behaviour guidance will involve any form of physical ill-treatment, solitary confinement, immobilisation or deprivation of food, drink, warmth, shelter or protection.

Authorised:	Shelley Wrigley
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