

## HEALTH and SAFETY 6.1: Social and Emotional Competence Policy

### **Rationale:**

The aims of our Social and Emotional Competence policy are based on respect for infants, toddlers and young children ensuring that the Mana, Wairua and Mauri of each child is protected and nurtured. Social and emotional competence will be fostered through environments and programmes that are responsive to individual children's needs and where teachers/kaiako implement practices that are respectful, equitable, consistent and fair.

### **1. Emotional Philosophy:**

Massey Child Care Centre believes that optimal development of social and emotional competence is reliant on knowing the child and the ability of the teacher to know oneself. Through the *Attachment Based Learning* and Community of Researchers programmes emotions are seen as powerful catalysts for learning. We see all emotions as valuable as they carry energy and have purpose, conveying messages that can optimize learning, and create rich opportunities for emotional socialisation. Respectful and trusting relationships are prerequisites for healthy emotional growth.

Te Whāriki vision is that children are competent and confident learners and communicators, healthy in mind, body and spirit secure in their sense of belonging and in the knowledge that they make a valued contribution to society.

### **2. Self-aware teacher: Do I know myself?**

- Teachers/Kaiako engage in personal reflection, tuning into their behaviours, needs and emotions, recognising the triggers, understanding the messages and purpose of the emotions they experience.
- Teachers/Kaiako articulate their needs and emotions; are consciously aware of how these are expressed and how their verbal and non-verbal emotional expressions affect self and others.
- Teachers/Kaiako are mindful of the strategies they use to meet their needs and to regulate their emotions, and how these strategies impact on the dynamics of the social group.
- Teachers/Kaiako develop and utilise a range of effective strategies to regulate their own emotions, using emotion as a powerful catalyst for strengthening social relationships, and therefore enhancing teaching and learning.

### **3. Establishing effective foundational relationships – Do you know me?**

- The key teacher system supports effective foundational relationships which are respectful, reciprocal and trusting, developing a secure base for all children within the Massey Child Care Centre environment.

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- Reciprocal partnerships between Teachers/Kaiako and family/whānau, establish effective channels of communication that enable Teachers/Kaiako to know the child and effectively support the family/whānau.
- Environments are intentionally created to support and extend the interests and needs of individuals and groups, inspiring children to inquire, fostering competent, self-motivated and confident learners.
- Teachers/kaiako will discover and celebrate each child's unique gifts and magic that they bring to their learning and the environment.
- Teachers/Kaiako will recognise and respond to individuals' personalities, temperaments, needs, ideas, expressions, thoughts and feelings and culture.
- Through strong relational connections, Teachers/Kaiako support, nurture and strengthen the child's identity as they engage in a journey of self-discovery about who they are, where they come from and how they fit in the world.

### ***4. Understanding the emotional brain - Do you hear me?***

- Emotionally aware Teachers/Kaiako are in tune, flexible and responsive to children's changing needs throughout the day, creating rich and diverse opportunities for children to contribute in the environment in authentic ways.
- Self-sustaining teams enable Teachers/Kaiako to work in adaptive ways to respond to children's individual needs.
- Teachers/Kaiako will continually build their emotional awareness, knowledge and skill to recognise children's diverse and unique ways of expressing their emotions and needs, which are often conveyed through behaviour.

### ***5. Responding to the social and emotional need – Can I trust you?***

- Each child is a leader in their own learning, encouraged to have control over things that affect them, developing skills to self-regulate, build and manage their learning through interactions with peers, teachers/kaiako and family/whānau.
- Teachers/Kaiako intentionally role model techniques and strategies which they use for expressing and regulating their own emotion and for developing and sustaining successful social relationships with others.
- Through their interactions with children teachers/kaiako convey messages that affirm the child's right to experience and express all emotions in socially appropriate ways.

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- Teachers/Kaiako communicate their belief in the child as a competent learner whom over time will develop the knowledge and skills to successfully express and regulate their emotion to optimize their learning.
- Teachers/Kaiako assess the child’s emotional and social competence and in collaboration with the child, family/whānau, and the teaching team, developing intentional teaching plans which are age and stage developmentally appropriate.
- Teaching plans include emotional coaching, emotional socialization and prosocial teaching strategies to foster and support the development of social and emotional learning.
- Teachers/Kaiako engage in emotional communication, where they observe holistically what is happening for the child, assess the emotions and underlying needs, validate the child’s emotion and need, and together with the child develop a response to address and meet their emotional and social needs.
- Environments are created to support children’s social and emotional learning, providing opportunities for individuals and groups to actively self-regulate, explore, and seek spaces for solace when required.
- The programmes provide rich and diverse opportunities for children to learn about emotions and needs; strategies for communicating and expressing themselves, skills for listening and responding to others social and emotional needs, and techniques for self-regulation.

**6 *Accessing external support***

- Teachers/Kaiako engage in research and access the required professional learning to build their capacity to effectively guide and support children’s social and emotional competence.
- Teachers/Kaiako work in consultation with family/whānau to access specialist support and resources for their child if and when required.

**Glossary of Terms**

<b><i>Mana</i></b>	<b>Prestige, authority, control, power, influence, status, spiritual power, charisma</b>
<b><i>Wairua</i></b>	<b>Spirit</b>
<b><i>Mauri</i></b>	<b>Life-force</b>
<b><i>Kaiako</i></b>	<b>Teacher</b>