

First Years Learning Centre

Kaupapa here / Policy: Supporting Social and Emotional Competence / He Māpuna te Tamaiti

Tangata ako ana i te kāenga, te tūranga kit e marae, tau ana

A person nurtured in the community contributes strongly to society

Whakakeko / Aim:

To ensure every child is given limits and boundaries that are clear and easy to follow. The goal for educators is to guide and support children through the early learning process and to ensure their safety and well-being. Knowing the limits and boundaries enables children to develop self-control and self-discipline.

Waeture / Regulations:

Criteria C10 - The service curriculum supports children's developing social competence and understanding of appropriate behaviour.

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Section I: Creating a supportive environment

Wāhanga I: Te taiao manaaki

Key strategies that this section unpacks are:

- 1) **Establishing a positive climate**
- 2) **Constructing values**
- 3) **Developing and promoting expectations**
- 4) **Establishing consistent routines**
- 5) **Creating a safe and inclusive space**

Strategy:

- 1) **Establishing a positive climate**

Here are some indicators of a positive climate at First Years Learning Centre:

- Children are welcomed in the morning by name and in a manner that signals pleasure at their arrival and positive expectations of a happy day ahead.
- Whānau are greeted by name when they drop off and collect their tamariki.
- Children are encouraged to greet each other, using their names and a friendly, welcoming voice.
- Kaiako make time to ask whānau about daily life, in order to support their understanding of each child's world beyond the early learning context.
- Kaiako negotiate with whānau the kind of information they would like to hear and share when they collect their children at the end of the day.
- Kaiako talk to children at their level. They have fun and are playful with children, and they have extended interactions with them.
- Kaiako share information about themselves that is age appropriate to share, and they encourage children to share information about their home lives.
- Kaiako celebrate children's moments of achievement and success and encourage children to be pleased for each other.
- Kaiako keep promises to children and apologise if they can't meet a commitment.

Example:

"I'm sorry, Charlotte. I know I said I would come and watch you on the climbing frame. I am excited to see what you can do. But Kaia is feeling unwell, and I need to keep a close eye on her until her Dad comes".

- Departure time is pleasant for children and whānau and an opportunity for sharing and relationship building. It is not rushed, and it includes a positive summation of the day and positive forecasting for the day ahead.

Example:

“Charlotte and her friends have had such a happy day running under the sprinkler and making little rivers and dams in the sandpit. Charlotte’s getting so good at sharing resources and taking turns. See you tomorrow, Charlotte!”

- Staffing schedules support secure attachment and continuity for children. First Years roster work around children’s individual emotional needs.

2) Constructing values

When we construct our centre values we think about the following:

- Is it easy for kaiako, whānau, and children to describe what our community’s values look, sound, and feel like in practice?

We achieve this via our show me five hand, localized curriculum parent friendly handbook and via meaningful conversations which we have with whānua and the documentation of children’s learning and development in their portfolio book.

- Are our values visible through signage and pictures?

We achieve this via signs and parent handbooks

- Are our values spoken about frequently? Do we refer to them during small group or community mat times?

We achieve this via our whanua hui (mat times) being about sharing important information for discussion and informing of centre rules and routines and topical discussion for children.

All centre internal review is link to our centre values.

- Is our community becoming increasingly diverse? If so, do our values reflect this diversity?

We achieve this by being mindful on enrolment of what heritages the children have on enrolment and ensure our practices are respectful of this. We will attend PLD if needed, develop internal review inquiry questions and make adjustments when needed.

3) Developing and promoting expectations

Here are some ways in which we effectively promote behavioural expectations for First Years:

- We display our setting’s expectations using words, pictures, and visual symbols on a big hand representing our “show me five” centre rules (gentle hands, walking feet, kind hands, listening ears, taking care of our environment).
- We support expectations being understood through prompting, modeling, and role play using dolls or puppets. We use clear strategies such as “when and then”, positive forecasting and proximity phrase.

- We will and believe it's the most important thing to support behaviour is to notice and provide positive feedback when children meet expectations or are working towards meeting them.
- We encourage tuākana to show leadership by modelling expectations and by helping other children to adhere to them.

4) Establishing consistent routines

We consider the following when developing routines:

- Think about activities and transitions that occur daily. Is there a clear routine for them? Do all your children know how to follow each routine?

Whanau hui / Mat time routine: We will sing a song "harea mai" to encourage children to whanau hui.

Meal time – lunch follow whanau hui and routine to wash hands is one of our "washing hand transition songs – "2 little dicky birds"

Leaving meal time – each table is encouraged to sit together until most children are finished we sing songs and have conversations to support the moment and then the kaiako will allow children to leave and put there things away and go play.

- Ensure that children understand the purpose of each routine and how it helps the community run smoothly and in a way that is safe, secure, and inclusive of everyone.

We walk around the mat where the children are playing so that we don't stand on them

We put the little cars away in this box when we are finished with them, so that others can find them easily

We wash our hands after the toilet, so that we don't get bugs in our tummies.

- We teach children routines by modelling and practising them and by providing positive feedback as children develop fluency with them.
- Use pictures, signage, music, and other cues to prompt children to follow routines.
- We encourage children to help each other with routines and to teach new children what to do.
- Throughout the year we review routines regularly with input from children, to ensure they still meet the needs of the children and are helpful and supportive.
- We talk about how children manage expectations and routines in books and stories.

Context	Routine
Sleep Room	No shoes in sleep room Kaiako give children some time warning for their sleep time If a child wants to go to bed – indicating they want to they are support in independences to go to be. Children inside know to be quiet – kaiako remind inside children of this.

Meal time	Whanau hui is started Song is sung to bring children together Song is sung to send children to wash hands
Mat time / Whanau hui	Haerea mai song is sung to indicate to come to whanau hui Whanau is insured it is supportive and interactive

5) Creating a safe and inclusive space

Here are some key practices we have when setting up a new play space or reviewing your existing play spaces:

- We will ensure the physical environment is welcoming, with some adult seating where whānau can sit and talk to each other and to kaiako.
- Resource are organised and display in ways that make it easy for children to access, retrieve, and share them, and to engage in complex projects and ‘messy’ creative play with others.
- We set aside quiet spaces for children when they need some time to calm down or to relax away from active play areas.
- Make it easy for children to ‘get things right’ when using resources, because the physical environment supports them to use the resources carefully and responsibly. The environment is set up with the notion to support children independences.
- Use explicit teaching approaches (e.g., modelling, prompts, reminders) to ensure safety with equipment such as scissors, hammers, and glue guns.
- Encourage children to be aware of others when moving around and sharing space and resources.



Section 2: Promoting emotional competence

Wāhanga 2: Te whakapakari whatumanawa

Key strategies that this section unpacks are:

- 1) Supporting children to understand, express, and regulate their emotions**
- 2) Helping children build resilience and a sense of self-worth**
- 3) Providing positive guidance during heightened emotions**
- 4) Biting (and hurting behaviour)**

Strategy:

- 1) Supporting children to understand, express, and regulate their emotions**

Here are some ways in which we support children to understand, express, and regulate their emotions:

- We include 'feelings talk' in everyday conversations, so that it's normal for adults and children to name and discuss emotions. Learn the words for different feelings in children's home languages and the cultural meanings and norms associated with them. We adjust the complexity of sentences and vocabulary based on your observations of children's language development.
- We provide and help children to expand their vocabulary by modelling the use of language to name, describe, and explain feelings and by reading stories that provide opportunities to talk about them.

Example:

"How do you think Molly is feeling in this story? What can you see in the picture?"

- Notice the signs and actions of toddlers that are indicators of feelings. Mirror these to acknowledge understanding and respond in ways that show you recognise the communicative intent of them.
- We are aware that young children can experience feelings in physical ways therefore we watch their body language and help them to understand that their body is responding to how they are feeling, and that this is normal then we support the child with calming rituals below can help.
- As kaiako we will talk about the range of emotions that children might feel. When talking about emotions that are difficult to manage we link this to coping strategies and actions that will help the child to calm down or work through a problem. We make sure that our response recognises that it is OK to feel that way, and acknowledge what the child has done to feel better or manage the emotion.

Example:

“I think you were frustrated when the tail of your kite wouldn’t stick on. Then you had a drink of water, took a deep breath and had another go. Tino pai e hoa!”

- We value supporting children to understand that their feelings and those of others can be triggered in a variety of ways – for example, by others’ actions, by positive events such as celebrations and happy surprises, and by difficulties such as disappointment, separation, or frustration.
- Kaiako help children to learn to ‘read’ the emotions of their peers by encouraging them to help each other to manage their feelings.

Example:

“Maia might be feeling sad because her Dad has left to go to work. What could we do to cheer her up? Do you think she might like to sing a waiata with us? Would you like to ask her if she would like to join us?”

- We understand it is important to notice when children are able to self-manage their emotions, for example, by taking themselves to a quiet space to calm down. Acknowledge and give praise when children make decisions that help them to avoid prolonged or intense emotional responses. We show that we appreciate that the regulation of emotions takes effort and concentration.

Example:

“I think you were pretty excited about the police dog visit today, but you stayed very quiet and calm. How did you manage that?”

- Kaiako help children to understand that they have choices that can help them to manage their emotions and we discuss the choices they can make, such as asking an adult to help them, finding a quiet space to calm down, or using a calming down strategy.

Calming rituals we might use (depending on child)

Rituals for soothing, calming, and distracting:

- Chanting a waiata with a kaiako
- Breathing exercises
- Shaking eco glitter in a jar
- Using a hand-held fan to cool down
- Blowing bubbles
- Going to a quiet space to relax
- Gentle touch or massage
- Listening to music
- Kanikani for dancing away troubled feelings
- Tactile experiences such as water play or modelling with dough
- A cuddle and a story with a chosen friend and kaiako
- Discussion had saying you understand and its ok to be upset – acknowledging that feeling and letting it do its course with a kaiako close by when needed.

2) *Helping children build resilience and a sense of self-worth*

Here are some key practices we implement for supporting resilience and self-esteem:

- In conversations with children we highlight the skills, knowledge, attitudes, and values that develop as they play.
- We acknowledge when children's behaviour demonstrates they are becoming more caring of others, taking more responsibility, being a good role model for younger children, or being a tuakana, a leader who is able to think beyond their own immediate, personal concerns. This gives the message that the child is a valued member of the early learning whānau, with important strengths and skills.

Example:

"Thank you for comforting Masina when she was upset ... for showing Olly where we keep the crayons ... for helping to welcome Whaea Hine when she came to weave with us. How would we manage without you?"

- We prepare children for change by talking about what will happen, discussing how they might feel, and highlighting the good things that the child can expect as a result of the change.

Example:

"Tomorrow Kaiako Katie won't be here. She's going on a holiday. I know that you love being with Katie and will miss her. But all the other kaiako will be here and we will help you to have a happy time while Katie is away. She'll be back next week. Let's hope she has a lovely holiday".

- Kaiako ensure that feedback to children is positive and encouraging. If feedback in response to inappropriate behaviour is needed we make sure we give it in a mana-enhancing way that acknowledges that sometimes emotions overwhelm us and prevent thoughtful choices in the heat of the moment.

Example:

"You were upset and forgot to use kind words and gentle hands. Next time I will help to remind you if I see that you are getting upset. I can see you are getting better at staying calm. Soon you will know how to manage for yourself".

- We understand and discuss that it takes practice to learn a new skill or behaviour or to change an existing behaviour that has been used successfully many times to meet our needs.
- Kaiako look for opportunities to provide feedback and encouragement by noting children's attempts and approximations. If we wait for perfect behaviour before we praise, many children will never receive positive feedback. We all need encouragement and acknowledgement as we work towards a goal.

Example:

"I think you might be feeling disappointed at the moment, but look how much further you got this time. And it's great you'll get to have another go".

- Where necessary we will provide more frequent feedback, encouragement, and attention. Some children attract and receive many positive, encouraging comments from adults each day, whereas others may mostly receive instructions and neutral or disapproving comments at home and may be 'running on empty' when it comes to praise and positive feedback. These children may appear to demand attention, but are communicating an important emotional need.
- We also take note and remember that not all children enjoy public praise, so sometimes quieter, more private acknowledgements are needed.

3) Providing positive guidance during heightened emotions

Here are some key practices we use for providing positive guidance during heightened emotions:

- Provide an open, neutral space for calming down and these spaces are not seen as a reward or a punishment, rather it will be somewhere a child can choose to go to in order to relax and calm down, with calming resources available such as soft toys, pictures and books to look at, and tactile objects to hold. If the child has a comfort blanket or soft toy from home, they can take that with them.
- Kaiako recognise that during heightened emotional responses is not the time to 'unpack' a child's feelings.
- Kaiako provide support without being intrusive, and wait for a calmer time to debrief and plan strategies for next time.

Example:

"I can see that you are upset. Can I help? I'm here if you need a hug or a little chat".

- After an experience involving strong emotions we will check in with children once they are calm and engaged with a chosen activity.

Example:

"OK now? Well done for calming down. Would you like to talk a little about how you were feeling?"

- If the child wants to talk we will not ask too many questions – just listen and help with words for naming feelings if needed. Acknowledge that the situation was upsetting without making a big deal of what happened or restressing the child.
- We acknowledge that it is important to make a positive forecast for how the child will manage in a similar situation in the future.

Example:

"I think next time you feel cross you will remember that it's OK to feel cross, but it's not OK to hit. You will walk away and go to the calming corner until you feel better. Then when you feel better we can help you to solve the problem that's making you cross. Or you might have thought up a plan for yourself. That would be great! "

- While children need reassurance when they have been upset we balance that with plenty of positive attention and encouragement when children are demonstrating self-managing, regulated behaviour such as waiting patiently for a turn, sharing nicely, comforting others,

walking away from conflict or finding a solution to it, and talking themselves through a difficult situation.

- In preparation for situations where a child may feel anxious we will think aloud to model strategies for calming down and for using positive self-talk.

Example:

“I’m feeling a bit worried about Mila and Rana coming over to play with us, but I think we will be able to share the blocks. I’m going to use my friendly voice and ask them to join in. I think we will have fun together”.

- Use a ‘feelings thermometer’, other visual tools, and verbal strategies for showing and naming feelings, developing awareness of when emotions are escalating, and identifying strategies for calming down. Teach children about these tools and resources at times when they are calm.

4) Biting (and hurting behaviour)

(The advice and strategies below can apply equally to other hurting behaviours.)

Biting is a relatively common behaviour for infants and toddlers. Infants explore their world with their hands, eyes, ears, and mouths, and toddlers are only just beginning to learn how to regulate their feelings and their reactions to others.

Generally, biting is something that children grow out of as they develop self-control and other ways to solve problems or relieve stress. However, we feel it is a good idea to discourage biting and other hurting behaviours the first time they occur, as such behaviours can isolate children from their peers. It is also important to think about what might be causing the hurting behaviour, while making a plan for responding supportively and consistently.

For toddlers and young children, causes of biting include:

- to feel strong and in control
- to get attention
- to defend themselves
- to communicate needs, such as hunger or fatigue
- to relieve stress or express frustration or discomfort
- to imitate others
- to explore cause and effect (What happens if I bite?)

Preventative strategies we use for biting (and other hurting behaviours)

- develop and teach consistent and predictable routines and behavioural expectations, with gentle reminders and prompts
- foster verbal and non-verbal communication skills for gaining attention and expressing needs

- give clear messages in response to hurting behaviour, which reduces the likelihood of future occurrences
- reduce stress for children by supporting them to manage transitions and other situations that can cause anxiety
- listen to children and being aware of their feelings
- teach strategies to manage conflict, seek help, and calm down
- provide attention and positive feedback when children are playing nicely with others or using self-control to manage conflict and stay calm.

What we do when a toddler or young child bites or hurts

(What we do will vary, depending on the incident, the children involved, and our relationship with them).

Here are some potential strategies:

- Calmly move to the children's level, so that we are in close physical proximity and better able to keep them safe.
- Ensure that we are calm at all times. Take a moment and take a deep breath before we respond if needed. Our goal is to help the children learn in all situations.
- Attend to the child who has been hurt. Offer comfort.

Example:

"I'm sorry you are hurting".

- Give first aid, such as putting ice on the bite. (If possible, ask another kaiako or child to collect the icepack.)
- If we think the children are able to talk about the incident we will ask them both what happened. Make sure you listen and respond respectfully, without judgment. Name, validate, and acknowledge the children's emotions.

Example:

"It seems like you felt frustrated. It's hard to wait for a turn".

- During or after this conversation, make your expectations clear.

Example:

"No biting. Biting hurts, we don't hurt our friends".

Depending on the child and the reason the incident occurred, describe what they should do next time.

"When you feel cross, you can walk away. You can ask a kaiako for help. You can say

"It's my turn, and your turn next".

- We stick around. Help the child return to play, together or separately depending on their preference. We will take some time to notice their positive behaviour. Comment on what they are doing well.

Example:

“You are waiting patiently for a turn. You passed the toy to Ella – nice sharing”.

- We will talk with the whānau of the child who has been bitten. Explain how the situation has been handled and the preventative strategies that are in place.
- If the hurting behaviour has become a habit we will make a plan for responding consistently, in combination with the preventative strategies above. Changing behaviour takes time; a consistent approach by kaiako and between the home and the early learning setting will be most effective.



Section 3: Promoting social competence

Wāhanga 3: Ngā pūkenga whakaratarata

Key strategies that this section unpacks are:

- 1) **Fostering peer friendships and interactions**
- 2) **Supporting children to care for and empathise with others**
- 3) **Helping children support others in their learning**
- 4) **Helping children solve social problems during peer conflict.**

Strategy:

- 1) **Fostering peer friendships and interactions**

Here are some ways in which we foster children's friendships and interactions:

- Kaiako make comments that support children's social 'noticing' and interaction. We help children to learn to be interested in others when we frame peer interactions as positive and model how to initiate and respond to social invitations. For example, we:
 - draw a child's attention to what another child is doing and model positive interest.
Example:
"Look, Nikau is making a little cake with his dough. Shall we ask Nikau if we can have a 'taste'? – Mmm, yummy".
 - Kaiako facilitate, and help children prepare for, potential interactions.
Example:
"Look, Ari is crawling over to see us. I think she wants to listen to the story with us. Hello Ari. Can we make room for Ari to snuggle up with us?"
 - Kaiako help children to interpret the actions of others in positive ways.
Example:
"I think Alipate is following you because he wants to play with you".
"I think Riley is tugging on your jersey because she wants to show you something. Shall I come and have a look too?"
"What have you made, Riley?"
 - Kaiako model and talk about non-verbal ways of initiating peer contact, such as smiling, eye-contact, playing alongside, and passing equipment.
- We will provide specific praise and encouragement when children demonstrate social skills such as asking nicely, waiting for a turn, showing concern for others, thanking others, paying a

compliment, helping, sharing, and inviting someone to join in. When we notice and respond to positive social behaviour, children learn what is valued by the community.

Example:

“Thanks for sharing the blocks with Jack. Jack’s new here, isn’t he, and you are helping him to feel welcome. You showed manaakitanga – that’s important at our kindy”.

- Kaiako will talk about friendships and friendly play during small-group times, mat times, and other community-building activities. Key questions for discussion might be:
 - *What makes a good friend?*
 - *What are good ways to play with a friend?*
 - *How can you help a friend who is upset?*
 - *What can you do if you and your friend don’t agree?*
- Kaiako will encourage activities that provide a context for social skill development and self-regulated behaviour, such as handing around a plate of food within a small group of children or playing games that involve turn taking.
- We use community mat times to model and teach social behaviours for group interaction – for example, taking turns to talk, listening when others are speaking, acknowledging, commenting on, and asking questions about what someone else has said.

Example:

“That was an interesting story, Maddie. Izzie, would you like to ask Maddie a question or say something about her story? How could we all show Maddie how much we liked her story?”

- Kaiako will notice and promote children’s interest in joining in with others. Help them with strategies for doing this.

Example:

“Would you like to help Nia with the farm she is making? You could try patting her on the shoulder and asking to join in”.

- We use puppets, role play, or social stories to explore how to initiate play with others. Include waiting for a good moment to get someone’s attention, using a friendly and polite voice to ask to play, and managing our feelings if someone says no.
- We value teaching children to considerate ways of saying no when others ask to play, such as:

Example:

“Not right now” or “Next time you can”.

- Kaiako will role play the kinds of situations where it might be reasonable to say

Example:

“Not right now”,

and model the friendly voice and facial expression needed for this.

“Sorry Billie, not right now. We are in the middle of our game at the moment, but when we are finished we could play a new game with you”

2) Supporting children to care for and empathise with others

Here are strategies we use in supporting children to care for and empathise with others:

- Kaiako will make use of naturally occurring situations to help children develop empathy.

Example,

you can support a toddler's learning by helping them to notice that a baby is upset because she has dropped her 'blankie' and asking them to return it to her. When they see that the baby is feeling better, they are learning about emotional cause and effect and that they can contribute positively to someone's wellbeing.

- Kaiako help children to develop their identity and self-concept as a caring, helpful, empathetic person.

Example:

"I noticed the way you gave Li Jing a back rub when she fell over outside. That helped her feel better. You are a kind person".

- When a child behaves in an uncaring or thoughtless way we will help them to understand the impact of their behaviour. Encourage them to listen when those who have been affected explain how the behaviour has made them feel, and invite them to think about how to fix the problem. This won't require a lecture – rather brief, clear messages and reminders about the behavioural expectations and values of the community.
- Opportunities to express regret or forgiveness, fix a problem, and restore relationships help everyone involved to develop self awareness, to learn about others' perspectives, and to understand the impact of their actions on the feelings and wellbeing of others.

3) Helping children support others in their learning

Here are some key practices we use for helping children to support others' learning:

- Kaiako will provide frequent opportunities for tuākana to take leadership roles and responsibilities, such as welcoming new children and whānau, saying karakia for kai, and showing new children routines (e.g., washing hands before eating, how to get and return resources).
- We create opportunities for peer tutoring, in which a child with particular expertise teaches a peer how to make or do something (e.g., a song, dance, rhyme, joke, or trick).

Example:

"Jasmine, would you like to teach Lucas how to fold a paper plane? Your plane flew a really long way so I think you are our paperplane expert!"

- Kaiako prompt a child who is 'teaching' to think about their role and the needs of the learner. This has reciprocal benefits for the 'teacher' and 'learner'. In particular, the 'teacher' has to think about the skills and concepts involved in the task and how they are best communicated.

Example:

"Jasmine, I like the way you slowed down when Lucas wasn't sure what to do next. Lucas is asking you some great questions, and you are being a good teacher!"

- Foster tuakana-teina relationships, within which an older or more experienced child works with and supports a younger or less experienced child. We like to encourage older children to care about younger children and to contribute to their wellbeing.
- We are aware that for some cultures, older children have a significant caring role for younger siblings and that for Māori and Pacific whānau, tuakana-teina relationships are a fundamental cultural expectation and we will continue to strength this in our centre.

4) *Helping children solve social problems during peer conflict.*

Here are some ways in which we support children during conflict:

- While conflict presents opportunities for learning, too much conflict creates stress for all member of the community. Therefore, a preventative approach is important.
- Kaiako develop clear expectations and boundaries and help children to understand the need for rules and routines that keep everyone safe (see 'Developing and promoting expectations' in section 1).
- Kaiako will actively supervise the learning space, watch out for likely triggers for children, and make sure everyone knows the agreed limitations for their emotional responses. We can tell people in a firm voice what we want and need, but we don't shout and say mean words, and we don't hurt with our hands or objects.
- We understand that it's hard for children to recall skills and strategies when they are very upset or in the midst of a conflict. It can take all their energy to cope with the intensity of what they are feeling, so they may need support to work through the event as it is happening.
- Kaiako understand that after conflict, children may need help to settle to an activity or rejoin a game that has been the source of conflict.
- The problem-solving approach below can help with the above points:
 - Plan and teach problem-solving skills and the steps of identifying a problem, thinking of solutions, and trying out solutions. Notice and recognise when children independently problem solve to manage tricky situations, by taking responsibility for their actions and working to resolve conflict.

Example:

"I noticed Leo pushed you when you were playing in the sandpit. You said, "I don't like that" and then walked away. Well done, that was a good choice!"

- We can use role play, puppets, or story telling to demonstrate problem solving during conflict. There's no problem with you modelling a wrong way and some right ways to solve a problem, so that children can explore the pros and cons of each approach. We ask children to identify and demonstrate right ways, but don't ask them to model wrong ways, as it's not helpful for them to practise these. In addition, they may play out different scenarios during dramatic play, which helps them develop fluency as they imagine a variety of resolutions to problems.

- We work hard to prepare children for situations that we can anticipate could lead to conflict. For example, some children have difficulty with the proximity of other children when they are playing. I think Maia is coming to play beside you.

Example:

“Hello Maia. Maia is going to play with the truck while you are playing with the loader. Perhaps you could dump some sand on the truck for Maia”.



Section 4: Supporting learning and engagement

Wāhanga 4: Te hāpai ako me te whaiwāhitanga

Key strategies that this section unpacks are:

- 1) **Supporting children to manage their learning**
- 2) **Providing rich and varied learning opportunities**
- 3) **Removing barriers to participation, engagement, and learning**
- 4) **Supporting transitions.**

Strategy:

- 1) **Supporting children to manage their learning**

Here are some ways in which we support children to manage their learning:

- Kaiako share narratives about learning with children and their whānau to highlight the children's use of self-managing, self-regulated behaviours. Sharing narratives encourages whānau to value and support the behaviours and enables the co-construction of goals to strengthen them.
- We ask children about their plans and take an active interest in what they are working on.
- Kaiako give specific feedback when we notice children's attempts at working towards a goal and their use of self-managing behaviours such as persistence to help them achieve it.

Example:

"I noticed the way you kept trying ... had another go ... tried a different way ... asked questions to find out ... asked someone to help ... bounced back after you felt disappointed ... solved the problem".

- We provide positive forecasting to help children to expect good outcomes from using self-managing strategies such as visualising and planning. We help children to bounce back if things don't go to plan.

Example:

Oliver: I'm going to use this bucket to dig a channel for the water to flow down and then make a damn at the end with the big stones to make a little lake.

Kaiako: Great idea to make a plan before you start. I can't wait to see how it turns out. ... I was so sure your plan would work, Oliver, and you tried really hard. Perhaps after lunch you could think of a new plan and have another go. I'm excited to see what you try next!

- We use video modelling as a way of inspiring children to challenge themselves.

Example:

“Here are Maddie and Silesi on the monkey bars. See how they are using their legs to start swinging, and the muscles in their arms to try to swing across to the next bar? It’s pretty tricky, but they keep trying. They’re not giving up. Yay, they did it!”

We can also use video modelling for teaching communication and social skills, such as asking to play, asking to share, and asking for help.

- Kaiako create photo stories of children working through a problem – making a plan, and then carrying out a task or collaborating with others then we share and revisit the story during community or small group meeting times.

2) Providing rich and varied learning opportunities

To ensure that our curriculum provides a variety of learning opportunities to support engagement, we try the following:

- We take children out into the wider community and environment to engage children with the world beyond the early learning setting. For children who are naturally energetic and curious, this will provide stimulating adventures.
- To help achieve the goal of culturally confident children we use home languages as much as possible and encourage whānau to contribute their support to this. This allows us to strengthen relationships with extended whānau members as a way of weaving cultural practices, stories, and languages into our setting and curriculum.
- Consistency is given to engaging in extended interactions with children. Deep conversations are had to explore complex ideas and problems help children to develop their thinking and language skills. These support the development of social competence, as children learn to listen and respond in thoughtful, connected ways. Such conversations are sometimes referred to as ‘sustained shared thinking’.
- Ensure that there is space and time for thinking, imagining, quiet reflection, and cognitive rest. These are important components of a child’s day. The natural environment provides an important context for this and for sustaining and revitalising the wairua of children.
- Kaiako ensure that activity areas remain inviting and intriguing.

Example:

Is there enough variation to keep activities captivating and thought-provoking?

Is there a balance of continuity and change that encourages children to revisit activities?

For example, little kete or tables of objects that are thematically linked can provoke sorting, sequencing, and creative play opportunities.

To keep these fresh, replace some items every few days.

- Kaiako ensure that there are plenty of opportunities for physically active play in which children build confidence in using and controlling their bodies, testing their limits, and releasing tension through exercise.

- We can create 'story tables', where favourite picture books are displayed with objects that encourage retelling and dramatisation among groups of children. This supports language development and cooperative play

3) Removing barriers to participation, engagement, and learning

Here are some key practices we have for identifying and addressing barriers to children's successful participation, engagement, and learning:

- We limit tidy up times to only once a day before whanui hui. This ensures that children can get engaged with complex, open-ended activities that promote maximum creativity and exploration. Sometimes, the nature of our available space means that activities have to be cleared away for kai or rest time. However, we understand it is important to ensure that routines such as mat time and tidying up don't dominate the day or prevent children from getting into the flow of a sustained activity.
- Resources are label and stored so that that they are easy to find, access, and return. We make sure they are in good working order and that there are enough of them, particularly for high-use items.
- Kaiako maintain a flexible approach for where resources can be used.

Examples:

Dolls can have an adventure in the garden or sandpit

Playdough be used to make a picnic for soft toys under a tree

We ensure that limitations and boundaries are created to serve our children's interests rather than for efficiency and adult-centred convenience.

There is very few limitations of where resources can go – almost everything can go outside.

Our thinking is the resources can go where they need to go if in lay but are need to be looked after.

- We use multiple means of communication, including visual prompts such as pictures for the routines of washing hands, setting the table for kai, and putting bags away. Pair gestural prompts with verbal prompts (e.g., patting your head and saying "tikina tō pōtae/fetch your hat"). These help children to navigate the routines and expectations that are in place.
- We are aware of activities, kaiako practices, or policies that can cause stress or conflict. When reframed, the behaviour becomes an example of child agency, where children are seeking an activity in which they feel engaged and calm, rather than bored, frustrated, and needing to be 'managed' by others.

4) Supporting transitions.

For smaller transitions between activities, the following simple strategies help to reduce stress:

- Give plenty of warnings and reminders about routine transitions.

Example:

“In five minutes it’s going to be time to come to the mat for waiata and a story. Then we’ll wash our hands for lunch”.

We try hard to be unhurried with this approach, giving plenty of time for children to prepare cognitively for what is going to happen next.

- Develop visual cues, rituals, games, songs, and chants to make transitions predictable and to help children prepare for them and remember the transition routine.

Example:

I’m going to put on our ‘tidy up’ music. Let’s see if we can get it done before the song finishes ... It’s nearly lunchtime – remember, it’s ‘tidy up, wash our hands, karakia, kai’.

Photos of the steps involved in the transition can be a useful teaching tool.

- Offer choices that give the children some agency in how the transition is achieved.

Example:

When it’s time to come to the mat for waiata, will I give you a wink, a wave, or a thumbs up? ... When it’s time to tidy up, you can put the little cars away first, or the blocks.

- We avoid making threats, such as I’m counting to 5 and then ... This can add stress for children who are resistant to a transition and create an oppositional or anxious response.
- For transitions to events outside our setting, such as going to a marae or on a bush walk, we prepare the children well in advance by talking about what is going to happen. Involve them in preparations and give them responsibilities for remembering what is needed for a successful outing.
- Kaiako model and practise with the children the use of positive self-talk ahead of the transition, and clarify the expectations of safe and positive social behaviour in the new setting. Leadership and modelling from tuākana will be an important support for younger children.
- We remind children of times they have managed a transition successfully, drawing on positive prior experiences when preparing them for the change.

Example:

Remember when we went for a visit to the gardens? You felt a bit worried at the start. But then you held hands with Lyla and Liam, and you three had a lovely time eating your sandwiches beside the fountain.



Section 5: Understanding behaviour

Wāhanga 5: Ngā tūmomo whanonga

Key strategies that this section unpacks are:

- 10) Behaviour as communication**
- 11) Antecedents:**
- 12) Behaviours: Interpreting and describing behaviour**
- 13) Consequences: Responding to behaviour**
- 14) Positive and negative reinforcement**
- 15) Natural and logical consequences**
- 16) Ignoring**
- 17) The problems with punishment**
- 18) Teaching behaviour**

Strategy:

1) Behaviour as communication

All behaviour has a purpose. Through their behaviour, children may be trying to obtain something (e.g., a toy, attention) or to avoid something (e.g., having to wait for a turn). However, behaviour also communicates important information about what is happening in a child's social and emotional world. This information helps us when the child's behaviour has become a problem. By observing the behaviour and trying to understand its purpose and meaning, we can plan appropriate strategies to support behaviour change.

It is important to remember that a child is not necessarily conscious of the purpose of their behaviour; they may be responding in learned ways that have become automatic. If these learned responses work for the child, they will continue to behave in these ways. Our goal is to create an environment that supports toddlers and young children to communicate their needs in socially positive, contextually appropriate ways. Where a child has learned and practised inappropriate behaviours to meet their needs, we can help them by teaching and reinforcing alternative, positive behaviours

A simple way to identify the purpose of behaviour is to analyse its 'ABC':

- **The Antecedent (what happens before the behaviour)**
- **The Behaviour itself**
- **The Consequence (what happens after the behaviour)**

2) Antecedents:

Using a preventative approach Most of our planning and energy should go towards the antecedent part of the ABC model – that is, to creating an environment where problem behaviour is largely prevented and positive behaviour is supported for all children. Sections 1–4 of this policy/procedure describe in detail the preventative (antecedent) practices and strategies that help us create such an environment.

While you can't have control over all of the factors that can influence or trigger problem behaviour, there are broad, environmental antecedents that you can directly take responsibility for. These include:

- the relational environment – modelling and supporting values such as manaakitanga and aroha
- the learning environment – using good assessment practices that help you to know your learners and provide a varied stimulating curriculum that meets their needs and responds to their interests and preferences
- behavioural support strategies – consistently using clear expectations, boundaries, routines, prompts, and reminders
- supporting and teaching positive social behaviours – in planned ways and when 'teachable moments' arise during play. When these are all in place, the likelihood of positive behaviour is increased.
- See section 1 for more information on creating a supportive, inclusive environment for all children

3) Behaviours: Interpreting and describing behaviour

When we talk about behaviour, it is important to be as objective as possible in our description and to focus on the behaviour rather than the child. Descriptions of problem behaviour should avoid judgmental language or subjective interpretations (e.g., words such as naughty, wilful, mean, manipulative, sly, bossy, lazy). Describing the behaviour in objective terms and focusing on what the child does helps us think about the alternative behaviours that will help the child to be more successful in their learning and relationships.

When we combine the description of the child's behaviour with information about what happens before and after the behaviour, we can better understand the purpose and meaning of the behaviour. We should also take into account other contextual influences, such as family stressors or aspects of the early learning environment that may need to be reviewed (e.g., curriculum, relationships, organisational practices, policies). Understanding the purpose and context for the behaviour helps with planning to support behaviour change.

4) Consequences: Responding to behaviour

It is important that the ways in which we respond to inappropriate behaviour are mana-enhancing and preserve the dignity of all involved. We must take care that we never embarrass children, single them out as an example, or use humour or sarcasm in ways that belittle or label them. We also need to be aware of our biases, regularly checking that our responses are not influenced by low expectations or deficit theories related to culture or gender (see 'The reflective practitioner' section 1).

Children's developing personalities and individuality should be valued and celebrated. At the same time, all children need to develop self-control, empathy, and a level of social competence to be successful. All children need to learn to accept and respond appropriately to reasonable adult requests or instructions and to friendly invitations from peers or siblings to play, join in, or share. We need to ensure that our responses reinforce these important competencies and behaviours. We also need to help children learn the specific behaviours that will enable them to participate, play, and learn alongside their peers (see sections 3 and 4).

5) Positive and negative reinforcement

We reinforce a behaviour when we respond in ways that make it more likely that the behaviour will be repeated. For example, giving in to a child's demands accompanied by hitting is likely to lead to future hitting. Praising gentle hands will increase the likelihood of future gentle behaviour.

Positive and negative reinforcement both strengthen the behaviour that they follow.

We positively reinforce a child's behaviour when we respond by giving something that the child likes and is motivated by.

Example,

Rana helps to soothe Rosie when she has tripped over by helping her up and patting her back. Immediately a kaiako smiles at him and acknowledges his caring, helping behaviour.

This strengthens Rana's helping behaviour and reinforces the value of caring behaviour in the community for him and other children who have observed what happened.

We negatively reinforce a child's behaviour when we respond by removing something that the child doesn't like.

Example,

When Rana is asked to bring the sorting buttons back inside because they are an inside activity, he shouts "No" and begins to cry loudly. In order to avoid the disruption from his shouting and crying, the kaiako says that he can have them outside just this once. The requirement to bring the buttons inside has been removed, shouting and crying has been a successful strategy, and the likelihood of Rana crying and shouting in response to a request in the future has been increased.

Interestingly, the kaiako has also had her behaviour negatively reinforced. The disruptive behaviour stopped when she gave in to the child's behaviour. It is very common for children and adults to get stuck in a negative reinforcement cycle like this – adults give in to problem behaviour to avoid disruption, and children learn that disruptive behaviour results in successfully avoiding something they don't like. This cycle can be disrupted by a planned team approach (see section 6)

6) Natural and logical consequences

Sometimes there is a natural consequence to a child's problem behaviour. At home, if a child refuses to wear shoes on a walk, despite advice to do so, and then gets a prickle in their foot, this is a naturally occurring consequence. Many children will learn from this experience and decide to wear shoes in future. A slightly painful foot is not serious or significant, and the child has learnt a valuable lesson.

When children avoid a child whose behaviour is unfriendly and aggressive, this is also a naturally occurring consequence, but a more complex and potentially harmful one. The social isolation that could result is very unhelpful for the child's social and emotional development. It is important that we don't rely on the child to learn from this natural consequence by themselves. Intentional teaching and scaffolding will help them develop the social skills needed for interacting positively with others.

It is appropriate for children to experience logical consequences for actions that don't meet the agreed expectations of their early learning community.

Example:

When a child uses materials for a project and leaves a mess, it is logical and reasonable for them to help clean up.

When a child has done something that upsets another child, it is logical and reasonable for them to be reminded of the expectations of friendly play and to be asked to do something to restore the relationship.

This could involve listening to how the upset child is feeling, or bringing a glass of water or cuddly toy to help them feel better. This kind of approach is more likely to lead to a natural sense of remorse and a desire to make amends than insisting on an apology. (See section 1 for guidance on helping children to say sorry.)

7) Ignoring

If we ignore a behaviour, eventually it will stop. However, with toddlers and young children, it is important we always check that it is safe to ignore a behaviour. Is the child communicating a basic need for sleep, warmth, food, or comfort? Is the child hurting somewhere or upset for a reason that we can't see?

It is important to remember that when we ignore, there will usually be a period within which the behaviour escalates. During this time, it can be unsafe to ignore. If after a period of ignoring you decide you can no longer ignore and must respond to the child's behaviour, the behaviour will be strengthened. So decisions to ignore need to be made very carefully.

Rather than ignore, we can reduce the attention we give to problem behaviours and provide short, neutral reminders about our behavioural expectations. Don't snatch the digger from Riley. Ask nicely for a turn instead, because that is what we do at our centre ... Thank you.

If you do decide to ignore, remember the golden rule: **We ignore the behaviour but never the child.** It is very important to still be friendly and attentive when the child is behaving appropriately (or approximating appropriate behaviour), only ignoring the behaviour that is causing a problem.

We should never ignore an infant's efforts to communicate with us. Babies depend on us to respond

8) *The problems with punishment*

Punishing children brings with it particular problems, including poor social outcomes for children who experience frequent punishment at home or an education setting (Church et al., 2003).

While punishment can stop problem behaviour in the short term, particularly with children who experience punishment infrequently, there are damaging 'spin offs' that mean we should look for more effective, mana-enhancing ways to respond to problem behaviour.

The key reasons why we should avoid punishing children are:

- Punishment damages relationships and reduces trust between children and adults.
- Punishment can gratify an adult's need for revenge or to release stress, rather than support children's learning.
- Punishment harms a child's mana, spirit, and self-concept.
- For punishments to maintain their effectiveness, they have to be increasingly severe.
- To avoid punishment, children will often demonstrate problem behaviours such as running away, telling lies, and blaming others.
- Punishments often happen at times of heightened emotion for everyone involved, which can result in unintended, unsafe practices.

9) *Teaching behaviour*

Problem behaviour can be unlearned, and positive behaviour can be learned. This learning occurs through a combination of intentional teaching, modelling, and feedback. It takes place within our culture as we supports calmness and positive behaviour through the clarity of its values and expectations (see section 1).

The ways in which we respond to problem behaviour are important opportunities for teaching and learning. The following are examples of responses that we do to support behaviour change:

- Providing short, neutral messages – describe what the problem behaviour was, why it’s a problem, what the child should have done instead, and what is going to happen next. Make sure you use a normal voice (i.e., not growly or overly friendly).

Example:

“I saw you hit Josh. We don’t hit at our kindy. We walk away and ask for help when we are feeling cross. I will help you to find somewhere else to play for now”.

- Offering choices – provide a choice to avoid the direct conflict that can result from insisting that a child does something ‘your way’; for some children, this results in an automatic, oppositional response. Having choices is empowering for them, giving them agency and involvement in the decisions that affect them.
- Two choices are usually sufficient, more can be overwhelming. Make sure that they are genuine choices, rather than a choice between ‘my way’ and something unappealing.

Example:

“We are going for a walk. It’s a cold day. I can help you put your coat on, or you can do it by yourself.”

- Offering choices is both a preventative (antecedent) approach and a way to respond when you notice resistance to compliance with reasonable requests.

Example;

“We’ve said it’s time to tidy up and wash our hands for kai, but you’re still playing. Do you need Manu to go with you to show you how we wash our hands, or can you remember how we do it?”

- Redirecting – when you see a child’s behaviour escalating, redirect the child to an alternative activity away from the source of stress or conflict. Do this with a minimum of discussion, using short, clear messages about what you see happening. Check in later to see that the child has settled and returned to good spirits. Talk about strategies for managing stress or conflict when the child is calm.
- Providing feedback and encouragement – most importantly, make sure that you provide frequent feedback and encouragement when a child is approximating or succeeding with a new behaviour that you are supporting the child to learn. We need to acknowledge attempts to ‘do the right thing’, because these often require considerable effort for a child who has practised an inappropriate way of having their needs met over a long period of time.

Incredible Years:

Teaching Pyramid

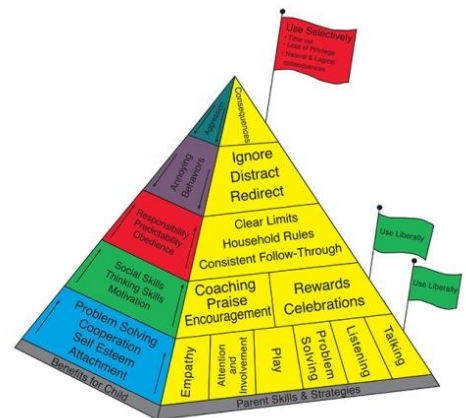
- It is important that all teachers acknowledge and incorporate the Teaching Pyramid philosophy
- Bottom layer / Building Positive Relationships:

We recognize that the bottom of the pyramid is about building trust with a child, having empathy for the child, being involved and paying attention, problem solving, listening and talking and allowing the child to play

- Second Layer/Proactive Teaching:
Next step is coaching, praise and encouragement alongside celebrations. We understand that these need to happen liberally to best support child’s learning and development
- We recognise that if we are dealing with a child who needs support at the top of the pyramid that we as teachers need to look at the bottom level and check that we as a teacher meet the needs of the child in all those sections. If we don’t we need to work on that section individually as a teacher and as a s team
- Overall bases of the pyramid is to better support children to be problem solvers promoting social skills.

References:

- Education Act, 1989, Section 139A
- Education (Early Childhood Centre) Regulations 1998
- Education (Home-based Care Order) 1992.
- Providing Positive Guidance, Ministry of Education
- Skip



Parenting Pyramid®

Appendixes:

1. Attention, Encouragement and Phrase Ideas and ways
2. Coaching Children in Cooperative Play with Peers
3. Examples of Behaviours to – Encourage
4. Examples of ways to give praise and encouragement
5. Facilitating Children’s Academic Learning Teachers as “Academic Coaches”
6. Facilitating Children’s Emotional Learning Teachers as “Emotion Coaches”
7. Facilitating Children’s Social Learning: Teachers as “Social Skills Coaches”

Tātaritanga / Review Process:

Date Implemented: June 2020

Approved: By Management

Reviewed by: Management, Parents and Staff

Next review: See review folder



Attention, Encouragement and Praise

- ✓ Establish eye contact, move close, and smile at the child.
- ✓ Pinpoint what it is you like about the behaviour and be specific on your praise.
- ✓ Praise with sincerity and enthusiasm, and in a variety of ways. Make a big deal out of it.
- ✓ When a desired behaviour occurs, praise it immediately
- ✓ Combine verbal praise to be perfect affection
- ✓ Don't wait for behaviour to be perfect before praising
- ✓ Praise individual children as well as the whole class or small groups
- ✓ Use praise consistently and frequently, especially when a child is first learning a new behaviour. Remember, it is the most powerful form of positive recognition you can give a child
- ✓ Children who are inattentive, highly distractible, and oppositional need frequent attention and praise whenever they are behaving appropriately
- ✓ Praise children according to your individual behaviour goals for them – including both academic and social behaviours.
- ✓ Don't stay behind your desk during an independent work time; rather, circulate around the room giving recognition for positive behaviours
- ✓ If you are working with a small group of students or individual students, look up every 3-4 minutes and monitor the students who are working independently. Take a moment to make comment about their positive behaviour.
- ✓ When you give a direction, look for at least two students who are following the directions – say their names and restate the direction as you praise the fact that they are following it.
- ✓ Develop a concrete plan for how you will remember to provide consistent praise such as a sticker on the clock or your watch, coins in your pocket, timer, etc.
- ✓ Focus on their effort and learning, not just the end result
- ✓ Focus on the student strengths and areas of improvement.
- ✓ Show your belief in your student's abilities.
- ✓ Express how you feel about the behaviour and the positive effect of the action
- ✓ Do not compare one student with another student (or sibling)
- ✓ Use written words of appreciation, "happygrams," i.e., telegram notes of approval to the child.

Appendix Two:



Coaching Children in Cooperative Play with Peers

Join children and their friends when they are playing and “coach” them in a good play skills by noticing and commenting on their cooperative efforts

For example:

Making Suggestions: “Wow, that was a helpful suggestion to your friend.”

Expressing Positive Feelings: “That’s a friendly way to show how you are feeling.”

Waiting: “Supper! You waited your turn and let him go first, even when you wanted to be first.”

Asking Permission: “That’s very friendly to ask him if he wants to do that first.”

Complimenting: “What a friendly compliment. I can see she feels good about that.”

Complimenting: “What a friendly compliment. I can see she feels good about that.”

Taking Turns: “You let her take a turn – how very helpful.”

Sharing: “You are both doing it together. I can see you are team players.”

Agreement: “You agreed with her suggestion – what a friendly thing to do.”

Using Soft Touch: “You are using gentle and soft touch with him. That is friendly.”

Asking for Help: “Wow! You asked him to help you – that is what good friends do for each other.”

Caring: “I can see you really care about her ideas and point of view. You’re a thoughtful person.”

Problem-Solving: “You both worked out that problem in a calm way. It looks like it feels good for both of you.”

Being Polite: “You were so polite in the way you asked for her to wait --- that’s very friendly.”



Examples of Behaviours to - Encourage

- ✓ Respect – Over all Focus
- ✓ Sharing
- ✓ Talking politely
- ✓ Complying with teacher request and following directions
- ✓ Cooperating on the playground
- ✓ Paying attention and listening to the teacher
- ✓ Raising a quiet hand to answer or ask a question
- ✓ Solving a difficult problem
- ✓ Listening to another child
- ✓ Persisting with difficult academic task (working hard)
- ✓ Thinking hard before answering
- ✓ Noticing something positive about another class member (giving compliment)
- ✓ Keeping hand to own body
- ✓ Cooperating with others in a group activity
- ✓ Putting classroom materials away
- ✓ Walking slowly inside
- ✓ Letting someone else go first
- ✓ Being thoughtful
- ✓ Being patient
- ✓ Helping another child
- ✓ Staying calm, cool, and in control in a conflict situatio

Appendix Four:



Examples of ways to give praise and encouragement

“You are doing a super job of ...”

“You have learnt how to “

“I like it when you ...”

“You must feel proud of yourself for ...”

“Good idea for ... “

“You’ve done a great job of ... “

“See how _____ has improved in ... “

“You have worked so hard ... “

“Look how well he/she did ...”

“That’s a creative way of ... “

“Wow, what a wonderful job you’ve done of ... “

“That’s correct, that’s a cool way to ... “

“I’m so happy you ... “

“You’ve grown up because you ... “

“You are a real problem-solver for ... “

“Great thinking ... “

“Thank you for “

“What a nice Job of “

“Hey, you are really thinking, you “

“That’s great, it really looks like ... “

“You’re doing just what the teacher asked you to do”

“My! That Was great team work”

That’s very nice (or good) for “

Pat yourself on the back for ...”

“Beautiful! Super! Great! Gorgeous! Tremendous! Cool! Fresh!”

“Give me five for”

“High five for”



Facilitating Children’s Academic Learning

Teachers as “Academic Coaches”

Descriptive commenting is a powerful way to strengthen children’s social skills, emotional literacy and academic skills. The following is a list of academic concepts and behaviours that can be commented upon when playing with a child.

Academic Skills	Examples
Colours Number counting Shapes	<ul style="list-style-type: none"> • “You have the red car and the yellow truck.” • “There are one, two, three dinosaurs in a row.” • “Now the square Lego is stuck to the round Lego.”
Size (long, short, tall, smaller than, bigger than, etc) Positions (up, down, beside, next to, on top, behind, etc)	<ul style="list-style-type: none"> • “That Train is longer than the track.” • “You are putting the tiny bolt in the right circle.” • “The blue block is next to the yellow square, and the purple triangle is on top of the long red rectangle.”
Working hard Concentrating, focusing Persistence, patience	<ul style="list-style-type: none"> • “You are working so hard on that puzzle and thinking about where that piece will go.” • “You are so patient and just keep trying all different ways to make that piece fit together.”
Following adults directions Problem solving Trying again Reading Thinking skills Listening Working hard/best work Independence	<ul style="list-style-type: none"> • “You followed directions exactly like I asked you. You really listened.” • “You are thinking hard about how to solve the problem and coming up with a great solution to make a ship.” • “You have figured that out all by yourself.”

Appendix Six:



Facilitating Children's Emotional Learning

Teachers as "Emotion Coaches"

Describing children's feelings is a powerful way to strengthen a child's emotional literacy. Once children have emotion language, they will be able to better regulate their own emotions because they can tell you how they feel. The following is a list of emotions that can be commented upon when playing with a child.

Feelings / Emotional Literacy	Examples
Happy Frustrated Calm Proud Excited Pleased Sad Helpful Worried Confident Patient Having fun Jealous Forgiving Caring Curious Angry Mad Interested Embarrassed	<ul style="list-style-type: none">• "That's is frustrating, and you are staying calm and trying to do that again."• "You look proud of that drawing."• "You seem confident when reading that story."• "You are so patient. Even though it feel down twice, you just keep trying to see how you can make it taller. You must feel pleased with yourself for being so patient."• "You look like you are having fun playing with your friend, and he looks like he enjoys doing this with you."• "You are so curious. You are trying out every way you think that can go together."• "You are forgiving of your friend because you know it was a mistake."



Facilitating Children's Social Learning: Teachers as "Social Skills Coaches"

Describing and promoting children's friendly behaviour is a powerful way to strengthen children's social skills. Social skills are the first steps to making lasting friendships. The following is a list of social skills that you can comment on when playing with a child or when a child is playing with a friend.

Social / Friendship Skills	Examples
Helping Sharing Teamwork Using a friendly voice (quiet, polite)	<ul style="list-style-type: none"> • "That's so friendly. You are sharing your blocks with your friend and waiting your turn." • You are both working together and helping each other like a team."
Listening to what a friend says Taking turns Asking Trading Waiting	<ul style="list-style-type: none"> • "You listened to your friends request and followed his suggestion. That is very friendly" • "You waited and asked first if you could use that. You friend listened to you and shared. • "You are taking turns. That's what good friends do for each other."
Agreeing with friends suggestion Making a suggestion Giving a compliment Using soft, gentle touch Asking permission to use something a friend has Problem solving Cooperating Being generous Including others Apologizing	<ul style="list-style-type: none"> • "You made a friendly suggestion and your friend is doing what you suggested. That is so friendly." • "You are helping your friend build his tower." • "You are being cooperative by sharing." • "You both solved the problem of how to put those blocks together. That was a great solution."