

MICHAEL PARK KINDERGARTEN POLICY

POSITIVE GUIDANCE

“The future development of each individual child and of humanity as a whole depends on health giving experiences of the first seven years of life. An atmosphere of loving warmth and guidance that promotes wonder, joy and reverence supports such healthy development, and promotes social competence.

We recognise that healthy child development takes place best in the context of a community based upon healthy social relationships among parents, teachers and children, and we strive to create such conscious, collaborative communities around our care for children.”

(Michael Park Kindergarten Philosophy)

Rationale

In accordance with the requirements education, (early childhood services) regulations 2008 (43a) the Rudolf Steiner Schools Trust is required to:

- Plan, implement and evaluate a curriculum that is designed to enhance children’s learning and development and provide a positive learning environment for them.

Purpose of this policy

This policy is to ensure that:

1. The curriculum supports children’s developing social competence and understanding of appropriate behaviour (C10).
2. Adults working in the kindergarten provide an emotionally reliable, warm, inclusive and safe kindergarten culture for children and their families.
3. Adults providing education and care, engage in meaningful, positive interactions to enhance children’s learning and nurture reciprocal relationships (C3).
4. Teachers and whanau work together positively to encourage children’s social competence (C11).
5. Prevention, intervention and referral strategies are clear and consistently followed.
6. A record of recommendations, referrals and information sought from outside agencies/services (C13) is maintained.
7. Children are kept safe from physical and emotional harm (43 1b).

Guidelines

Parent aspirations and inclusion

1. Teachers will endeavor to get to know children well and become familiar with the whanau, culture and life context of each child and family during enrolment and transitions into and between groups.
2. Parents are to be invited to be part of planning and assessing of their children’s learning through informal conversation, individual meetings, written or artistic contribution in the

Golden Books, participation in community consultation and meetings and review of kindergarten policies.

3. Parents/whānau and the wider community are to be supported to promote social competence through ongoing communication and parent education.
4. Parents are to be involved in any concerns as they arise and are viewed as partners in developing social competence and a resource to understanding the child as an individual and part of a family and community.
5. Intervention strategies may be developed for both kindergarten and home contexts where appropriate, particularly if patterns of targeted behaviour are identified.
6. All adults in the kindergarten are required to follow the approach of the kindergarten to positive guidance while in the kindergarten and during kindergarten excursions or special events.

Curriculum

Teachers are to ensure:

7. The curriculum emphasizes children's self-directed play as a primary opportunity to develop social competence (C2).
8. Daily, weekly and annual rhythms and routines create an atmosphere of surety and consistency for learning to take place and create a foundation for self-regulation.
9. Environments are artistic and creative, nourish the senses and inspire the imagination.
10. They work with a quality of presence, purpose and imitation where the mood of wellbeing and belonging permeate the environment.
11. They engage in interactions that are consistently caring, respectful and responsive, endeavoring to work with joy, wonder and reverence so that every child experiences warm, caring, engaged, positive relationships (C2).
12. They model culturally responsive (C6), inclusive and non-discriminatory behavior in their interactions with children, colleagues and parents (C7).
13. They regularly review the programme and learning environment to ensure children are fully engaged in learning in a constructive manner ((C4).

Promoting Social Competence

14. Teachers will guide children by setting limits and boundaries, within which children are free to make decisions.
15. Boundaries for behavior are realistic, clear and consistent, so children can feel secure, protected and happy in their relationships and learning experiences.
16. Prosocial skills (turn taking, waiting, giving, sharing, helping, co-operation, positive verbal and physical contact, showing concern, taking the perspective of another, making mistakes and trying again) are to be actively modelled and encouraged.
17. Socially competent behaviours are to be recognized, acknowledged and affirmed by adults working with children.
18. Teachers will facilitate increasing independence by allowing children to make choices and encounter the consequences of those choices, develop problem resolution skills and peer advocacy.

Interventions

19. With respect and consideration for the age of the child and stage of development, teachers will use interventions strategies to reduce; incidents of hitting, biting, kicking, yelling, physical threats or intimidation, inappropriate language, belittling, disrupting other children's learning, ongoing non-compliance with reasonable adult instruction, actions that put the child or others in danger or damage resources and property
20. Teachers will endeavor to anticipate when children need guidance to resolve difficulties and will do so in the stream of the play taking place.

21. Teachers will make use of nonverbal communication skills e.g. gesture as well as verbal communication skills.
22. Teachers will emphasize what to do, rather than what not to do, in explanations and instructions.
23. Teachers will clearly communicate limits of behaviour expected of children.
24. If challenging behaviour continues to occur, teachers will offer alternatives to children by modeling appropriate action and using distraction, diversion and redirection strategies.
25. A 'no blame, shared concern' approach will be used to facilitate conflict resolution between children.
26. Restorative justice processes will be facilitated where appropriate with consideration for the age and development of the child.
27. Physical restraint will not be used except as necessary to ensure a child's safety or that of others and then only as long as necessary for control of the situation.

Seeking Support

28. Teachers are required to regularly seek support, guidance and feedback from colleagues to reflect on and improve approaches to developing social competence.
29. Teachers are to identify in section meetings any barriers to effectively implementing positive guidance strategies e.g. observation and coaching support, resources, ratios, non-contact time, professional development needs
30. Teachers are to work with the special needs coordinator, and the school counselor and teachers in the school to develop social competence and positive guidance practices that are consistent with the Michael Park School approach

Recommendations and Referrals

31. Where inappropriate behavior is ongoing teachers are to seek further information and support from specialist teachers and agencies.
32. A record of referrals, recommendations, information and guidance sought from outside agencies and services will be kept
33. A summary of information, guidance, referrals and recommendations will be recorded in the 6 year old Profile and provided to the school as part of the transition to school process.

Child Protection

34. Teachers are to keep a record of critical incidents and any follow up, and provide a copy to the section leader.
35. Critical incidents documentation will be maintained in a locked and confidential file
36. Teachers are to report any concerns about children, parents or colleagues to the section leader and follow the Child Protection procedures and policies
37. All staff are expected to abide by the Michael Park code of conduct that outlines the personal and professional standards expected of them and defines misconduct 43 (1b).
38. Complaints and or misconduct will be managed by the Principal and Kindergarten Leader in association with the College of Teachers who will follow the complaints policy and procedures and or child protection policy and procedures as appropriate

Ratified by RSST:



Signed for RSST

Date: 20/09/2016