

TEAM AND INDIVIDUAL SELF-ASSESSMENT

This section provides a self-assessment tool that supports internal evaluation and that is based on Figure 2 and the strategies this resource promotes. Using this tool will reinforce the value of reflecting on practice. Such reflection is especially helpful when it is done with colleagues – regular, supportive discussion of teaching practices fosters a collaborative approach and helps kaiako to assess and reflect on their effectiveness as individuals and as a team.

Use the tool to examine your team's practice and the degree to which it includes effective, evidence-based strategies that promote positive behaviour. The tool will also help you as a team to review your physical, social, and learning environment to ensure that it is supportive and inclusive for all tamariki.

You can also use the tool to reflect on your individual practice, possibly in collaboration with a colleague. For example, a colleague can support you to use the tool by observing you and providing specific feedback to help you plan ways to strengthen your practice.

Rate your team or yourself for each strategy by checking 'Emerging', 'Partly in place', or 'Embedded'.

This tool is available as an interactive PDF online at tewhariki.tki.org.nz/en/teaching-strategies-and-resources.



SUPPORTING SOCIAL AND EMOTIONAL COMPETENCE: SELF-ASSESSMENT TOOL

Kaiako: _____

Date and time: _____

Observer (if applicable): _____

Teaching approaches & strategies	Kaiako actions that support social and emotional competence
1. Creating a supportive environment	
<p>Establishing a positive climate (pages 24–25)</p>	<p>Our relationships with children are warm and caring, reflecting the values of manaakitanga and whanaungatanga.</p> <p>We use a friendly tone and provide positive attention to all children.</p> <p>We show children warmth and provide comfort through physical affection.</p> <p>We communicate with each other in friendly, respectful ways.</p> <p>We ensure arriving and leaving routines are planned, personalised to meet children's needs, pleasant, and unhurried.</p> <p style="text-align: center;"> <input checked="" type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded </p>
<p>Constructing values (page 26)</p>	<p>We co-construct values with whānau or ensure they reflect the established philosophy of our early learning context.</p> <p>We display our values through signage and pictures.</p> <p>We talk with children about our values and how they are expressed in different contexts.</p> <p style="text-align: center;"> <input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded </p>
<p>Developing and promoting expectations (page 27)</p>	<p>We have co-constructed behavioural expectations, linked to our values, with children and whānau.</p> <p>We ensure expectations are displayed using words, pictures, and symbols.</p> <p>We help whānau to understand the expectations and to promote them in the early learning setting and at home.</p> <p>We ensure that children can explain the expectations and support one other to meet them.</p> <p>We teach the expectations using intentional pedagogies (e.g., modelling, prompts, reminders).</p> <p>We give children positive feedback as they work towards and meet expectations.</p> <p style="text-align: center;"> <input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded </p>

Teaching approaches & strategies	Kaiako actions that support social and emotional competence
<p>Establishing consistent routines (pages 28–30)</p>	<p>We have co-constructed with children the routines for particular activities.</p> <p>We display and regularly teach the routines.</p> <p>We ensure children receive feedback and encouragement to follow the routines from us and from one another.</p> <p><input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded</p>
<p>Creating a safe and inclusive space (pages 31–32)</p>	<p>We ensure the physical space is welcoming for children and whānau.</p> <p>We organise and display resources to make it easy for children to access, retrieve, and share them.</p> <p>We have a neutral, quiet space available where children can go to calm down if they need to.</p> <p>We ensure visual images and resources reflect and celebrate cultural diversity.</p> <p>We use pictures to document the cultural connections and activities of whānau and the wider community.</p> <p>We make our signage culturally inclusive, using children's home languages.</p> <p>We teach children to use space and resources responsibly and to consider the safety and needs of others.</p> <p><input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded</p>
<p>2. Promoting emotional competence</p>	
<p>Supporting children to understand, express, and regulate their emotions (pages 37–39)</p>	<p>We talk about feelings with children and support them to name and describe feelings.</p> <p>We notice and give feedback to children when they demonstrate self-regulation (e.g., by waiting their turn, sharing with others, using a strategy to calm down).</p> <p><input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded</p>
<p>Helping children build resilience and a sense of self-worth (pages 40–43)</p>	<p>We give children positive feedback that affirms their developing skills and competencies.</p> <p>We prepare children for changes by talking about feelings triggered by change and inspiring confidence about managing change.</p> <p>We positively acknowledge children's attempts and approximations when they are working towards meeting behavioural expectations.</p> <p><input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded</p>
<p>Providing positive guidance during heightened emotions (pages 44–45)</p>	<p>We provide appropriate support and guidance when children are experiencing heightened emotions.</p> <p>We model strategies for managing emotions (e.g., calming down, using positive self-talk).</p> <p>We check in with children when they have calmed down, helping them to talk about their feelings and strategies for managing their emotions in the future.</p> <p><input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded</p>

Teaching approaches & strategies	Kaiako actions that support social and emotional competence
3. Promoting social competence	
Fostering peer friendships and interactions (pages 53–57)	<p>We support children to positively notice each other, to initiate play, and to respond to invitations to interact from peers.</p> <p>We talk about and model friendly play.</p> <p>We provide praise and encouragement when children demonstrate their developing social skills (e.g., by using a friendly voice, waiting for a turn, sharing, inviting others to join in).</p> <p>We support children with the social behaviours needed for group interactions (e.g., listening to others, taking turns to talk).</p> <p> <input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded </p>
Supporting children to care for and empathise with others (pages 58–59)	<p>We notice and affirm children's caring behaviour towards others who are upset.</p> <p>We support children to understand the impact of their behaviour on others.</p> <p> <input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded </p>
Helping children support others in their learning (pages 60–61)	<p>We enable and support tuakana–teina relationships.</p> <p>We ensure that tuākana have opportunities to take leadership roles.</p> <p>We create opportunities for children to teach each other.</p> <p> <input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded </p>
Helping children solve social problems during peer conflict (pages 62–64)	<p>We take a preventative approach by establishing clear behavioural expectations and boundaries.</p> <p>We teach children problem-solving skills that help them avoid or work through conflict situations.</p> <p>We are aware of specific situations that may create conflict and help children to prepare for these.</p> <p> <input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded </p>

Teaching approaches & strategies	Kaiako actions that support social and emotional competence
4. Supporting learning and engagement	
<p>Supporting children to manage their learning (pages 69–71)</p>	<p>We have extended interactions with children about their plans, projects, and experiences.</p> <p>We notice and give feedback to children when they demonstrate self-managing learning behaviours (e.g., perseverance, resilience, problem solving).</p> <p>We provide positive forecasting to help children expect a good outcome from using self-managing strategies.</p> <p>We motivate children to extend and challenge themselves.</p> <p><input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded</p>
<p>Providing rich and varied learning opportunities (pages 72–73)</p>	<p>We draw on the wider community and environment to create a rich and stimulating curriculum and contexts for learning.</p> <p>We ensure that activity areas are inviting and intriguing, with a balance of continuity and change.</p> <p>We ensure that there are opportunities for physically active play.</p> <p><input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded</p>
<p>Removing barriers to participation, engagement, and learning (pages 74–75)</p>	<p>We limit tidy up times to allow children to engage with complex tasks.</p> <p>We ensure routines are inclusive, supportive, and helpful.</p> <p>We take a flexible approach to how and where resources can be used.</p> <p>We reflect on and make changes to policies or practices that create confusion for children or whānau.</p> <p><input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded</p>
<p>Supporting transitions (page 76)</p>	<p>We prepare children and provide reminders ahead of routine, daily transitions.</p> <p>We use visual cues and rituals to support routine transitions and make them fun.</p> <p>We offer choices that support children's agency during transitions.</p> <p>We support children to prepare for major transitions by providing additional attention and by positively framing the potential outcomes of the change.</p> <p><input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded</p>

Teaching approaches & strategies	Kaiako actions that support social and emotional competence
5. Understanding behaviour	
Knowing about behaviour	<p>Through observation, we endeavour to understand the communicative purpose of a child's behaviour.</p> <p>We understand that positive behaviour can be learned and problem behaviour can be unlearned.</p> <p>We actively support and teach positive social behaviour in both planned and incidental ways.</p> <p>We identify children who need additional support and agree on strategies to help them in collaboration with their whānau.</p> <p>We use strength-based, objective, respectful language to describe children's behaviour.</p> <p> <input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded </p>
Responding to problem behaviour	<p>We respond to problem behaviour in calm, caring, and consistent ways.</p> <p>Our responses to problem behaviour are mana-enhancing and preserve the dignity of all involved.</p> <p>We give children feedback about their behaviour and reminders about boundaries and expectations.</p> <p>We provide fair, logical consequences for problem behaviour.</p> <p>We ignore minor problem behaviour if it is safe to do so.</p> <p> <input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded </p>
Supporting positive behaviour	<p>We reinforce positive behaviour by noticing children's efforts and providing feedback and encouragement.</p> <p>We redirect children when we notice that their behaviour is escalating.</p> <p>We actively teach children strategies to self-regulate and self-manage their behaviour.</p> <p>We encourage children to support each other to manage their behaviour.</p> <p> <input type="radio"/> Emerging <input type="radio"/> Partly in place <input type="radio"/> Embedded </p>

Next steps

Look through your responses above.

What are our strengths?

What are our areas for development?

How can we improve our practice?

Do we need help? If so, from whom?

Could this improvement form part of an individual or collaborative team inquiry?

Hannah, Lima, and Joe are the kaiako team in a Hamilton early learning centre. This year they have a shared professional goal to strengthen their practice in the area of support for positive behaviour. Together they work through the self-assessment tool in *He Māpuna te Tamaiti*. This helps them to identify some key areas where they all agree they could improve.

The team agrees on two key areas to focus on. The first is to identify any barriers to inclusion or engagement that could be addressed by making changes to their policies, routines, or expectations. The second is to identify and prioritise children who require additional support and to trial and evaluate some strategies to help them.

The team makes a plan for reviewing their current policies, behavioural expectations, and routines to ensure they are fit for purpose and responsive to the increasing diversity of their community. Once they have completed this review, they make a number of changes and plan ways to support the children's understanding of the expectations and routines by using intentional teaching approaches.

Following this review, the team shifts its focus to individual children.

- Each team member identifies one child they are concerned about. They use the questions on page 98 of *He Māpuna te Tamaiti* to clarify their concerns, to identify the child's strengths, and to agree on areas where additional support is needed.
- Each kaiako then meets with the child's whānau to talk about their concerns and to share thinking about strategies that could be supportive at home and at the centre.
- Using *He Māpuna te Tamaiti*, each kaiako next identifies a strategy that will benefit all children at the centre and be of particular help for the identified child.
- The whole team trials each strategy, one at a time for three weeks. Each week they share their reflections on the impact of the strategy and agree on enhancements that will strengthen its effectiveness in their context.

After the trial period, the team agree to integrate the strategies into their daily practice. They are pleased with the positive impact on all children's social and emotional development, and the particular improvement in the confidence and competence of children needing additional support. They agree to revisit the tool and repeat this process as a regular part of their ongoing reflection and evaluation.