

## Strategic Discussion: Renowned Education: Developing skills in sharing, problem solving, negotiation

**Statement:** The Board recognises the key skills of sharing, problem solving and negotiation are essential for children to socialise well with their peers and adults. These skills encourage children to demonstrate empathy for others, manage difficult situations well and develop the ability to find solutions. These are lifelong skills which give children a sense of their place within their community and a framework within which they can operate. Children are safely encouraged to manage situations themselves with minimal adult intervention. Good interactions are role modelled and praised. Children recognise the concept of teamwork and the value that they and others can contribute towards problem solving. Our kindergartens have an excellent reputation for developing these skills in children and it is our view that having 100% trained teachers is a major contributor to achieving this.

Area	Ensure:	Further Initiatives to be explored
Strategies	<ul style="list-style-type: none"> <li>• Staff with strengths in these skill areas are targeted in recruitment processes</li> <li>• Continue to maintain this as a strength area for kindergarten</li> <li>• PAFT programme is excellent support to aid parents with developing their children's skills</li> </ul>	
Board engagement	<ul style="list-style-type: none"> <li>• Awareness of the complexity &amp; challenges of managing children with behavioural issues</li> <li>• Maintain adequate PD budgets to assist staff to access relevant training eg Incredible Years, Brainwave Trust</li> <li>• Recognise the importance of children acquiring these skills</li> <li>• Maintain 100% trained teachers as necessary to achieving outcomes in this area</li> </ul>	
Staff	<ul style="list-style-type: none"> <li>• These skills are modelled by our staff</li> <li>• Staff attend appropriate training</li> <li>• Developing relationships with families is key</li> <li>• Staff are supported to assist children with behavioural issues</li> <li>• Good scanning of children at all times ensures timely interventions occur when necessary</li> <li>• Liaisons with local Primary Schools to facilitate transition to school &amp; preparation of children for school</li> <li>• Self reflection – how do we impart knowledge and strategies with parents that support the development of these skills in their children</li> </ul>	
PD	<ul style="list-style-type: none"> <li>• Adequate provision is made for PD, including opportunities for teachers to attend PD on areas of interest both in house and externally</li> </ul>	