

Kindergarten Social Responsibility Development: Expressing Feelings/Dealing with Conflict

| Developmental aspects | Emerging With direct support...  | Developing With guided support...  | Applying With minimal support...  | Extending  |
|---|---|---|---|---|
| The Child | With direct support and teacher modeling is beginning to interact appropriately with others in individual and group learning contexts, and is beginning to take responsibility for materials and behaviour. | With guided support interacts appropriately with some independence and self-confidence in individual and group contexts, and is beginning to take responsibility for materials and behaviour. | With minimal support interacts appropriately with increasing independence and self-confidence in learning situations, and takes increasing responsibility for materials and behaviour. | Generally interacts with independence and self-confidence in learning situations and takes responsibility for materials and behaviour. |
| Solving Problems in Peaceful Ways | | | | |
| Expressing feelings/dealing with conflict | With direct support may acknowledge frustration (e.g., accepts personal responsibility); may express feelings (e.g., anger) in conflict situations. | With guided support acknowledges frustration (e.g., accepts personal responsibility); expresses feelings, manages anger appropriately in conflict situations. | With minimal support manages frustration and anger appropriately; expresses feelings by name and listens in conflict situations; may rely on adult intervention without considering alternatives. | Manages frustration and anger appropriately; expresses feelings by name in conflict situations; often tries to solve problems independently but knows when to get adult help. |
| The Support/Scaffolding* | The Model: showing, instructing, explaining, directing, making explicit, demonstrating, giving examples | The Coach: structuring, sequencing, focusing, cueing, guiding, organizing, supporting | The Advisor: suggesting, reminding, prompting, monitoring, asking for elaboration | The Mentor: extending, stretching, wondering aloud, exploring, "what if-ing" |
| *a variety of supports (teachers, peers, environmental, etc.) can be provided at any stage of development | | | | |

Scenario: Ella, Pablo, Erik and Tina are practicing 'reading' the class calendar during centres time. They are using the teacher's pointer and are imitating what they have seen the teacher do during opening activities. Because the teacher changes how he does calendar each day to make it interesting and add new teaching points, the children come to a disagreement on how they will 'teach' the calendar.



Direct Support

Ella grabs the pointer and won't let go. She starts doing it her way and gets angry that the others are not listening to her. She is unable to accept personal responsibility for the situation and needs direct support to resolve the conflict.



Guided Support

Pablo is hurt by Ella's behaviour. He goes and sulks on the piano bench. Tina asks him, "Why are you sitting over here?" Pablo says, "I'm mad that Ella won't take turns. She's too bossy." He is managing anger appropriately, but needs guided support to find a strategy for dealing with the conflict. When Tina says, "Let's go tell the teacher," he feels better and goes along to get help.



Minimal Support

Tina says to Erik, "We're mad because Ella is being the boss all the time. We're going to tell teacher and get help." Tina is able to manage her frustration and anger appropriately, but is relying on adult intervention. She needs minimal support in the form of other *suggestions* to help her find a solution.



Without Support

Erik thinks they can work together to solve the problem without asking the teacher. He says to Pablo, Tina and Ella, "We're all upset because we can't be the teacher, but we could take turns. Each one could do a part, and we can do it the way we want to." He is able to name his feelings and is *exploring* possible solutions without support.



Direct Support

The children go back to tell Ella that they have an idea for how to teach calendar together. They *explain their idea step by step*: "Ella, you can do the first part about the days. Then Pablo will do the next part about the weather, and then Tina and Erik can have other parts." By offering Ella direct support, they build a new structure for taking turns and sharing responsibility.



Interacting with other children in small groups provides a context for children to operate on the edge of their developing capacities. The learning environment enables children to construct understanding through interactions with adults and other children.