

Kindergarten Social Responsibility Development: Interacting with Others

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.
Contributing to the Classroom and School Community				
Socializing—interacting with others	With direct support may interact positively with others (e.g., centres, circle, recess).	With guided support interacts positively with others (e.g., centres, circle, recess).	With minimal support interacts positively with others (e.g., centres, circle, recess).	Interacts positively with others (e.g., centres, circle, recess).
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: The kindergarten children are enjoying a sunny day on the playground. Some children are playing with the sand toys. Some are on the swings and playground equipment. Others are kicking the soccer balls. The teacher is observing their interactions and intervening only when she sees that scaffolding is needed.



Direct Support

Michael is playing with a sand toy by himself. He is watching the others, but lacks the skill to connect. Giving direct support, the teacher starts a conversation with Michael by asking him about the toy he has chosen and what it can do. Michael demonstrates that it can load gravel or sand. The teacher *shows* Michael that the other children are making a city in the sand pit, and *explains* that he could ask them if he could use his loader to help them. She *models* how to initiate the interaction by asking the other children, “Do you have a job for a sand loader?” The children invite Michael to join them.



Guided Support

Lisa and Felice are kicking the soccer ball back and forth when one decides to change the rules of the game they are playing. The teacher observes, giving them a chance to negotiate the new rules. When the conversation begins to break down, the teacher gives guided support by stepping in and *structuring the negotiation* between the two girls until they come to agreement.



Minimal Support

Some of the children are playing on the swings, while others are waiting for a turn. The students on the swings are trying to go higher, talking about flying and using lots of language. The teacher walks over, listens, and laughs with them about their observations. She gives minimal support by *reminding* them to make sure the children waiting have a chance on the swings.



Without Support

A small group is using the skipping ropes. Without support, they are teaching one another rhymes and skipping songs. The teacher extends their interactions by *wondering aloud* if they know any skipping songs that involve counting.



Assessment of social responsibility comes from accumulating observations in a wide variety of situations that, taken together, can provide a useful profile of school improvement and student development.

BC Performance Standards for Social Responsibility, 2001, p. 1