

Kindergarten Social Responsibility Development: Participating/Contributing/Sharing

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				
Participating/contributing/sharing	With direct support may participate, contribute, share.	With guided support participates, contributes, shares.	With minimal support participates, contributes, shares.	Participates, contributes, shares.
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: After an arts performance in the school, the Kindergarten class has returned to their classroom. The teacher is leading a discussion on what they have just seen.



Without Support

Clements loves talking about the show. Without support, he is describing in detail some of the things he saw. The teacher *extends* his thinking by asking him to choose the part that he liked the very best and explain why it was his favourite.



Minimal Support

Jamie has been listening quietly. Giving minimal support, the teacher *prompts* him to say what his favourite part was. Jamie gives a sentence about what he liked best. The teacher *asks him for elaboration* about why he liked that part.



Guided Support

Tasha was distracted by seeing so many kids at the performance. The teacher *focuses* her on remembering the performance by *guiding* her with questions. "Tasha, did you see the magician making the giant bubbles?" Tasha nods. "How big were those bubbles? Can you show us with your hands?" With this guided support, Tasha is able to contribute by showing what she noticed about the size of the bubbles.



Direct Support

The teacher is aware that Nikki struggles with group discussions. She gives her direct support by *modeling*. "I liked it when the magician made the monkey's hat grow bigger. I laughed and laughed." Then she *makes an explicit opportunity* for Nikki to participate by saying, "Nikki, I saw you laughing when the monkey looked surprised. Did you like that part?" Nikki participates by nodding her head.



Students work harder, achieve more, and attribute more importance to schoolwork in classes in which they feel liked, accepted, and respected by the teacher and fellow students. Warm, supportive relationships also enable students to risk the new ideas and mistakes so critical to intellectual growth.