

## Kindergarten Social Responsibility Development: Understanding and Following Classroom Routines

Developmental aspects	Emerging With direct support... 	Developing With guided support... 	Applying With minimal support... 	Extending 
<b>The Child</b>	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.
<b>Exercising Democratic Rights and Responsibilities</b>				
Understanding and following classroom routines	With direct support may be aware of and follow some classroom routines (e.g., circle time, library visit).	With guided support is aware of and follows some classroom routines (e.g., circle time, library visit).	With minimal support follows classroom routines (e.g., circle time, library visit).	Consistently follows classroom routines (e.g., circle time, library visit).
<b>The Support/Scaffolding*</b>	<b>The Model:</b> showing, instructing, explaining, directing, making explicit, demonstrating, giving examples	<b>The Coach:</b> structuring, sequencing, focusing, cueing, guiding, organizing, supporting	<b>The Advisor:</b> suggesting, reminding, prompting, monitoring, asking for elaboration	<b>The Mentor:</b> 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:** This kindergarten teacher has a vision for his classroom as a place where students make thoughtful choices, participate in decision-making about the classroom program, and feel comfortable to take risks in learning. He understands that in order to take risks, children need to feel safe and secure within the classroom and school environment. At the beginning of the year, he focuses on developing routines that encourage student responsibility for personal belongings, behaviour, and care of the classroom.



### Direct Support

The kindergarten class is going to a school assembly for the first time. Most children are excited, but some are anxious and fearful. The teacher provides direct support by *explicitly* describing where they will go, who will be there and what will happen. He *explains* that the class will stay together from the time they leave the classroom until they return, and that he will always be nearby. He *instructs* the children on how to make a line by putting their hands on one another's shoulders. Before the assembly the class practices walking to the gym and back without speaking, and sitting down without bumping one another. When the children return from the first assembly, the teacher shows them a photo he has taken of the class sitting together in the gym, and they decide to post it in the classroom on their "We know how to..." board with the words, "We know how to be respectful during an assembly."



### Guided Support

For the next few weeks of school, the teacher provides guided support for the routines involved in lining up and moving through the school. He *cues* the students with questions as they set some criteria for respectful hallway behaviour: keeping to the side, walking rather than running, not pushing, and waving to friends rather than calling out. Each time the class goes to gym, library or assembly, the teacher *focuses* the class on self-monitoring by asking a different student to observe and comment on how well the class remembered the criteria.



### Minimal Support

As the fall term progresses, the children learn to line up and move through the school with minimal support. The teacher *prompts* them using non-verbal signals. A "leader of the day" takes the head of the line, and the teacher walks behind the line and *monitors* behaviour. On days when the class is rowdy, the teacher *reminds* them about the criteria before leaving the classroom.



### Without Support

It is nearly Hallowe'en, and the class is going on a field trip to a local farm to choose pumpkins for decorating and cooking. The teacher asks the children what they might need to remember about safety and respectful behaviour when they are moving around the farm. Without support, students refer to the criteria for lining up, staying together and behaving respectfully. The teacher *wonders aloud* if they could line up and walk in partners rather than a single line, so they could look after one another in buddies during the trip.



...an organized environment and an orderly routine...provide an overall structure in which learning takes place; the environment is dynamic and changing, but predictable and comprehensible from a child's point of view.

National Association for the Education of Young Children, 1996, p. 1-2