

### Kindergarten Social Responsibility Development: Understanding, Following and Contributing to Classroom Rules

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, following and contributing to classroom rules	With direct support may follow some classroom rules (e.g., use quiet voice, walk in the classroom).	With guided support follows some classroom rules (e.g., use quiet voice, walk in the classroom).	With minimal support follows classroom rules (e.g., use quiet voice, walk in the classroom).	Consistently follows classroom rules, shows an understanding of how rules make the classroom run more smoothly, contributes suggestions.
<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:** It is early in the school year, and some centres are far more popular than others. Some are very crowded and others are empty. A few children are distressed because they cannot find space at their choice of centres, and noise and conflicts have been erupting. The teacher wants the students to learn how to make thoughtful choices, but she now realizes that they need more structure at this point in the year. Being new to kindergarten, she asks her colleagues for ideas. She decides to have a class discussion about the problem, and asks the children for their ideas with a plan in mind. At the end of the discussion, it is agreed that four students will be able to go to each centre, and everyone will take turns throughout the week. The teacher creates a centre-choosing board using students' name cards and library pockets.



**Direct Support**

Despite the new rules, Stephan is quite put out when he can't go to the block centre every day. The teacher gives him direct support by *explaining* the other choices and *showing* him what he could do at some of the other centres. Each day she *directs* his attention to thinking about a choice before centre time begins. When Stephan still has difficulty, she limits his choices by giving him only two *explicit* possibilities.



**Guided Support**

Misha keeps trying to pick the same centre. She often needs a reminder to choose a different centre each day. With guided support in the form of *cues* from the teacher, she learns to adjust to the new rules after a few weeks.



**Minimal Support**

Most of the children adjust happily to the new routines, and say that they like the structure. They need minimal support to take turns choosing centres and use quiet voices. The teacher *prompts* them through the choosing process by *reminding* them to explore centres they may not have tried, and *suggesting* activities she thinks they might enjoy.



**Without Support**

Mary is proud of how she helped develop the new rules for limiting the number of children at each centre. She had offered the suggestion without support because of her preschool experience, and she feels good that she could help her teacher solve the problem. Seeing that the class is improving in being able to make centre choices, the teacher *stretches* Mary's thinking by *wondering aloud* whether some centres could hold more than four students, while others might do better with only two or three.



Effective teachers work with children to create an inclusive classroom in which all children can do and be their best. Realizing that "management" constantly requires monitoring, teachers enable students to take part in making their classroom a safe, productive learning community. By moving beyond the imposition of lists of teacher's rules and taking time to establish classroom agreements (Cameron et al 1997), teachers help children build the social skills necessary for success in any situation.