

Kindergarten Social Responsibility Development: Solving Problems

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				
Solving problems	With direct support may recognize problems; may suggest or attempt to use inappropriate strategies.	With guided support may identify simple problems and generate appropriate strategies; may attempt to use strategies to solve problems.	With minimal support identifies simple problems and generates appropriate strategies; attempts to use strategies to solve problems.	Independently identifies simple problems, generates appropriate strategies and uses strategies to solve problems.
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: At centre time, four children get out the tub of ponies to play make-believe. There are more than a dozen of the toys, but the favourite is the purple sparkle pony. Melissa has a strong personality and likes to take charge. She grabs the prized purple sparkle pony first, announces what everyone's roles will be, and says that the person with the purple sparkle pony will tell the others what to do. Alison and Sam are not happy, but go along with what Melissa decides. Stephanie decides to play quietly by herself and make up her own stories.



Direct Support As she moves away from the group, Stephanie announces, "That isn't fair!" She wishes she could use the purple sparkle pony, but needs direct support to go beyond expressing her feelings. She doesn't know how to solve the problem.



Minimal Support With minimal support in the form of a brief *reminder* from the teacher, Sam says, "We need to take turns." He decides that he should go first, and that the girls should use the egg timer to keep it fair. Melissa pouts and holds the purple sparkle pony to her chest.



Guided Support Sam provides guided support to the group by *organizing* the turn-taking so the order is clear. He *guides* Melissa back into the activity by *focusing* attention on how much more fun they are going to have if everyone makes up part of the story and they all share the purple sparkle pony. With Sam's guided support, Melissa adjusts to the new cooperative rules and decides to take her turn.



Without Support Without support, Alison agrees with Sam about taking turns, and then gives some ideas for how they could decide who will go first. Alison and Sam *explore* some of the turn-taking methods the teacher has modeled in the past: the person with the shortest hair, nearest birthday, or the most siblings. They decide to choose who should go first by birthdays, and they agree to take turns and use the timer.



Direct Support Alison gives Stephanie direct support to help her rejoin the group. She *explicitly invites* Stephanie to be part of the story and *explains* how they are going to take turns.



When teachers and children work together so that each child has a sense of control over his or her own learning, problems and power struggles are more likely avoided. More time for working and learning together results.