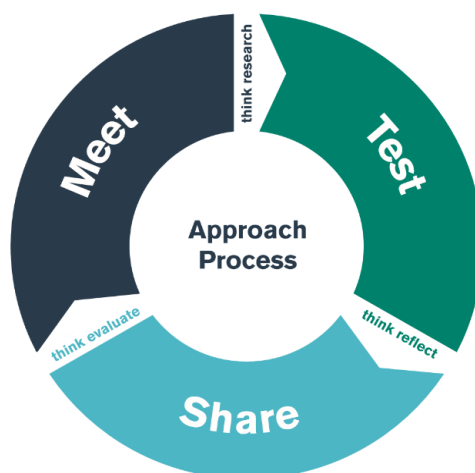


Social Development TEST Day 3



Student-Teacher Enquiry Evidence Record

25th November 2019

What is the purpose of the ‘SOCIAL FOCUS’ bridging activity?

By the end of the ‘Social focus’ TEST day, you should have an understanding of some of the strategies, policies and approaches that the school use to ensure the social development of their learners, especially within the Foundation Phase.

Is there a social aspect to the school’s vision/ mission statement/ ethos?

How does the school develop their pupils’ understanding of the difference between right and wrong?

What approaches do the school utilise to help children take responsibility for their own actions?

How does the school promote the importance of children’s UNCRC rights? Is there evidence of this throughout the school/class environment? (eg displays, assemblies)

What do the staff do to create a classroom climate that promotes their children's social skills?

How do staff develop children's ability to show respect and care for the natural world?

How does the school develop children's awareness of different cultures and religions?

How do staff enable children to understand how to foster new / maintain friendships?

From classroom observation, can you describe a learning experience where children were 'confident' **OR** 'not confident' when working cooperatively? What was the role of the teacher in this learning event?

What strategies do staff employ that support children to share and take turns?

Observe a Foundation Phase session. Can you provide examples of the following social behaviours?
(Take a non-participant role and do not identify specific children or adults below or take any pictures of the child)

Social behaviour	<u>Lunchtime observations</u>	<u>Classroom observations</u>
	Description and comments Context (Class observed, age, indoor/ outdoor environment)	Description and comments Context (Class observed, age, indoor/ outdoor environment)
A child positively interacts with their peers		
A child positively interacts with practitioners		
A child initiates conversation		
A child initiates play		
A child helps other children		

A child is confident to work cooperatively		
A child is aware of and respectful of others		
A child is accepting of individual similarities/differences		
A child is aware of differing needs and views of other people		
A child is able to debate /discuss in an appropriate manner		
A child is able to resolve conflict without adult intervention		
A child is able to accept rules and instruction		