



## Guiding Questions for Observing Development in VSLED

The contexts and opportunities for observation depend on the value, social and emotional competency or learning disposition that the teacher is focusing on. Here are some possible contexts and guiding questions for observing children's learning and development of values, social and emotional competencies and learning dispositions:

### Values

#### Respect

- When interacting with others: *Is the child polite in speech and behaviour? Does the child listen attentively to others when they are speaking?*

#### Responsibility

- After activities: *Is the child able to put things back where they belong with or without reminders?*
- As part of daily routines: *Does the child take responsibility for his/her own belongings?*

#### Care

- When interacting with others: *Does the child show care and concern for his/her friends? Does he/she show consideration for how others may feel? What does the child do to try to make them feel better?*

#### Honesty

- After something went wrong: *Does the child tell the truth? Is the child willing to admit his/her own mistake and accept the consequences of his/her actions? Does the child know what is right and wrong about his/her actions and show willingness to improve the situation?*



## Social and Emotional Competencies

### Self-Awareness

- In conversation: *How does the child represent him/herself? Is the child able to identify and share what he/she thinks and feels (e.g., his/her likes, dislikes)?*
- When attempting tasks: *Is the child able to carry out daily personal and classroom tasks independently? Is he/she confident in completing his/her tasks?*

### Self-Management and Regulation

- In reflection or conversation: *Is the child able to identify feelings/emotions in him/herself and others and their causes?*
- In classroom settings: *Is the child able to demonstrate appropriate classroom and social behaviours?*
- In challenging situations: *How does the child manage negative emotions? Is he/she able to calm him/herself down or ask for help, if necessary?*

### Social Awareness

- When interacting with others: *Is the child polite in speech and behaviour? Does he/she demonstrate openness when interacting or playing with different peers?*
- In group/public settings: *Does the child follow the established rules and routines of the place/setting?*

### Relationship Management

- In group settings: *Does the child play well with other children? Is he/she able to work collaboratively with other children towards a common goal?*
- When interacting with others: *Does the child show care and concern for others?*
- During conflict management: *Is the child able to resolve conflicts using appropriate strategies with or without support?*

### Responsible Decision-making

- When discussing different situations requiring decision making: *Does the child show understanding of what is right or wrong? Is he/she able to make choices based on what is the right thing to do with or without support?*



## Learning Dispositions

### Perseverance

- In challenging situations: *How does the child manage difficult tasks? How does he/she encourage him/herself?*
- When they do not succeed at first: *How does the child handle an experience in which he/she does not succeed?*
- When seeing others in challenging situations: *How does the child encourage his/her peers?*

### Reflectiveness

- After an activity: *Is the child able to recall the experience and consider what went well/did not go well? Does he/she suggest ways to improve?*
- Trying something for the second time: *How does the child apply what he/she has learnt from a prior experience?*

### Appreciation

- When sharing about others' work: *Is the child able to share what he/she likes about his/her friends' work?*
- In group settings: *Does the child listen to others when they are sharing? Does he/she show openness in accepting the ideas of others, even when they are different from his/her own?*

### Inventiveness

- During brainstorming sessions: *Is the child able to express different ideas and suggest different ways of doing things?*
- In exploration and play: *Does the child try doing things or solving problems in different ways?*

### Sense of Wonder and Curiosity

- In their environment: *Does the child point out things and changes occurring in their environment? Does he/she ask questions about things they are curious about, why things happen and how things work?*
- In exploration and play: *Does the child explore new experiences, objects and places with curiosity and interest? Is he/she willing to examine a topic to find out more about it?*

### Engagement

- In classroom activities: *Is the child focused during the activity and able to pay attention for a reasonable period of time?*
- When engaging with topics of their interest: *Does the child seek new opportunities to learn more about it?*