

4 - 1 Scenario 1: A child is left out

Pages 22-25 present the results of responses, where participants were asked to select two or more from the following four scenarios: 1) He/she was left out; 2) He/she had a fight with his/her friend; 3) A person in a close relationship with him/her moved away; and 4) An upsetting incident occurred at home.

The ECEC teachers who chose this scenario answered that they support children who tend to be alone by connecting them with their peers and encouraging activities that promote interaction among them. If a child is left out from the group, they would help the child by (1) empathizing with the child's feelings, (2) encouraging children to communicate with others, (3) encouraging the child to shift emotional gears and move on, and (4) sharing the situation with the class and prompting children to think about it.



Tell us "how you would interact as a childcare worker," and "why would you do so?," regarding the scenario below related to the development of children's resilience.

(1) He/she was left out (he/she was not included in the group of friends).



Support for children who tend to be alone to build friendships

(1)

Connect children by pairing them together or finding factors that can relate to others

"I would pair the 'loner child' with one or two children who have higher SES and resilience ... so they can assist and guide him/her."

(Malaysia #5, public, ECEC teacher, 16 years of experience)

"I would discover the talent of the child that can relate to other kids; and introduce them with each other."

(Philippines #4, private, ECEC teacher, 15 years or more of experience)

(2)

Carefully observe children who tend to be alone and provide activities that promote children's interactions

"I would organize some group activities ... so as to promote interaction and communication between them. In this process, I would pay special attention to the child who was excluded, and give him extra encouragement and support, and help him get mingled with the group."

(China #9, public, ECEC teacher, 5 years of experience)

"We try to use various grouping methods to ensure that their peers accept the excluded child.... we might assign them as a group leader and have others join their group, creating a situation where they must collaborate."

(Taiwan #8, public, ECEC teacher, 30 years of experience)



ECEC teachers' responses when a child is left out of the group

(1)

Understand and empathize with the feelings of the child who was left out

"The general message is that 'It is ok.'"

Child is first to identify the feeling. Teacher might ask: How are you feeling now? If child cannot express himself, teacher says: I know you are feeling upset. (It's ok.) Teacher might ask: So how now? do you want to play with someone else or approach this friend again later? When the child recognises that he is not alone and that the teacher understands his feelings and affirms them he will be ok."

(Singapore #2, public, Principal, 13 years of experience)

(2)

Encourage the child to communicate with others who left the child out and find out why

"The other child has his/her opinions and reasons.... After hearing their reasons, I often find that being left out was just the outcome. I want children to develop the ability to think about others' situations and take action to understand their own situation.... If the child cannot ask alone, I will go with the child to ask."

(Japan #3, national, ECEC teacher, 19 years of experience)

(3)

Encourage the child to shift emotions and find something else to do or someone else to play with

"I will talk to the children once, but if the child is still left out of the group, I will talk to the excluded child so that he/she can move on to do something else rather than being possessed or stay with the child until he/she finds something else to play with." (Japan #11, public, ECEC teacher, 12 years of experience)

"Taking them to interact with other children, making new friends, and expanding their social circle is important." (Taiwan #2, public, ECEC teacher, 27 years of experience)

(4)

Prompt the children to think about the situation by sharing it in the class, reading social stories, etc.

"will share this incident in the classroom later on. Without disclosing the names ... ask them how they feel and their opinions or emotions. We let all children in the classroom think, 'What should you say to a friend if you want to play with him/her later, without leaving him/her out?'" (Japan #2, private, ECEC teacher, 3 years of experience)

"I will read social stories. I will mindfully address the issue on exclusion" (Philippines #2, private, ECEC teacher, less than 5 years of experience)

4 - 2 Scenario 2: He/she had a fight with his/her friend



The approaches taken by many of the ECEC teachers who chose this scenario were common actions that could be categorized into five steps as a general approach to handling the situation. However, teachers mentioned various strategies regarding the specific interactions at each step. In addition, some teachers commented on an approach that involves discussing with children on how to respond to similar situations in the future and ways to avoid conflicts.



Tell us "how you would interact as a childcare worker," and "why would you do so?," regarding the scenario below related to the development of children's resilience.

(2) He/she had a fight with his/her friend.



The flow of ECEC teachers' common approaches when conflicts occur

ECEC teachers in all eight countries and regions mentioned the following steps 1 to 5:



Regarding whether to intervene or not, ECEC teachers from several countries reported cases where they allowed them to resolve the issue on their own as much as possible (they would observe the situation without intervening immediately, or intervene as needed, taking into account the age and developmental stage of the children). Also, another case was reported in Taiwan, where older children intervened first before the ECEC teachers.



Approaches considering future conflicts

Think with children about how to respond if a similar situation occurs again in the future and how to avoid conflicts

- "brainstorm together on how to handle similar situations in the future." (Taiwan #2, public, ECEC teacher, 27 years of experience)
- "ask the question to both of them.... How can we avoid the conflict? Let's find the solutions together and take responsibility for their choices." (Thailand #2, private, Head of kindergarten teachers, 12 years of experience)

4 - 3 Scenario 3: A person in a close relationship with him/her moved away

Among ECEC teachers who chose this scenario, many indicated that they would adopt approaches that acknowledge and support children's emotions. For example, they prioritize listening to children who are experiencing feelings of loss or anxiety and empathize with their emotions. They also teach the emotion of "sadness" by talking to children in a way that helps children understand what they are feeling. In addition to addressing emotions, they teach children ways to maintain relationships even when they are far apart and guide them to build new friendships.



Tell us "how you would interact as a childcare worker," and "why would you do so?," regarding the scenario below related to the development of children's resilience.

3) A person in a close relationship with him/her moved away (his/her favorite teacher, a close friend, etc).



Approaches for responding to children's emotions

(1)

Acknowledge and empathize with the child's feelings

"I will approach the child with empathy and understanding. Through conversation, I will try to understand the child's feelings regarding separation from a close friend. Maybe I'll ask them to talk about their feelings, shared memories, and how they want to get involved in dealing with the change... Understanding and responding to their feelings can help in managing change and building emotional resilience." (Indonesia #9 , private, Principal, 20 years of experience)



(2)

Help the child understand the meaning of separation and the emotions behind it

"First, let children understand the meaning behind moving. Moving means separation and leaving close friends, so that children can establish the foundation of 'separation'. Cognition, and then observe the children's expression of experience. If the children in the class can predict the sad and sad emotions after separation, such children with better empathy ability should be allowed to talk about their inner thoughts. For children who cannot understand the meaning of 'separation,' teachers can use picture books and other forms to let children understand the emotions behind the act of separation, so that children can face this emotion and think about how to preserve the good relationship with their peers before separation." (China #10, public, ECEC teacher, 6 years of experience)

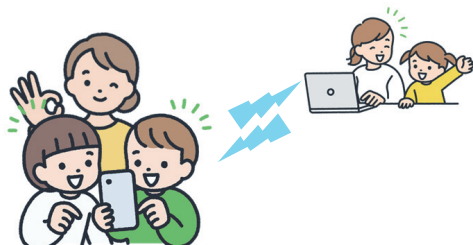


Approaches for responding to children's behaviors

(1)

Teach the child how to maintain relationships with friends and teachers

"One week after a popular child had moved away, his classmates often expressed how much they missed him. They suggested a video-call so they could see and speak to him again. I contacted the child's mother and scheduled a suitable time for the video-call. The children were so thrilled to see their classmate again. After three video-calls over two weeks, the children felt happy and satisfied knowing that their friend was okay...." (Malaysia #2, private, ECEC teacher, 12 years of experience)



(2)

Guide the child to build new relationships

"The teacher is the child's safe zone; the teacher acts as the child's buddy and guides him or her when working with another kid who has the potential to be the new partner. The teacher should support the child in building new relationships with other friends and also use positive reinforcement to encourage the child to be confident." (Thailand #1, private, Head of the school, 10 years of experience)

4 - 4 Scenario 4: An upsetting incident occurred at home



The ECEC teachers who chose this scenario recognize that a child's behavior differs from usual and act supportive with children's feelings. Once the child has calmed down and is able to express their thoughts and situation, the teachers would try to figure out the cause and reason of the incident. They would then assist the child in considering how to respond to similar situations in the future.



Tell us "how you would interact as a childcare worker," and "why would you do so?," regarding the scenario below related to the development of children's resilience.

4) An upsetting incident occurred at home (he/she was scolded by his/her parents, parents had a fight, the atmosphere at home is negative, etc.)



Responding to cases where parents scolded a child

Among ECEC teachers who chose this scenario, many responded that they take the following steps:

1

Recognize that a child's behavior differs from usual, talk to the child gently and empathize with his/her feelings. When the child has calmed down, ask him/her what happened.

- "You can first soothe the child's sad mood by giving him toys that he is usually interested in and start interacting with the child.... We must first stabilize the children's emotions, and then interact and be good at communicating." (China #5, public, Principal, 22 years of experience)
- "By showing understanding to the situation, I respond to children who demand affection. If children have trouble over minor things, I will talk to them gently, since these children sometimes react to negative words." (Japan #2, private, ECEC teacher, 4 years of experience)

2

Find out why the parent scolded the child and encourage the child to reflect on whether his/her behavior was appropriate. Help the child think about how to act next time.

In the following case in Taiwan, the ECEC teacher helps the child understand the difficult situations his/her father is facing. The teacher guides the child to empathize with the father's feelings and encourages the child to think about how to help the father.

[Example of a Conversation Between a Child and an ECEC Teacher] (C=Child, T=Teacher)

C: Dad scolded me. (In tears.)

T: So you're feeling very sad now?

C: Yes.

T: Do you know why Dad got angry?

C: Because we were all moving too slowly, and Dad was almost late.

T: Mom is still taking care of Grandma, so Dad is the only one taking care of you guys? That must be hard for him.

C: Yeah, he has to buy us food, bathe us, and even do the laundry.

T: Yeah, now he has to go to work and do everything else, it's really tough. Do you help him?

C: Yes, I can change my clothes by myself.

T: You're a good big sister. So, what can you do next time to move faster in the morning?

C: I can help my little sister put on her socks and get her backpack.

T: You're a great little helper. Are you still feeling sad now?

C: A little. Can you hug me?

T: Of course.

"Assisting the child in recognizing the reasons behind the event, empathizing with the emotions of others (Dad), and thinking about how to help, sharing a little of Dad's pressure, and affirming themselves. Practicing to cultivate the ability to make decisions that are beneficial not only to oneself but also to others, and utilizing seeking feedback to achieve personal growth." (Taiwan #4, public, ECEC teacher, 34 years of experience)