

Keep Calm and Lead On

Apr 2024

For EC Leaders by EC Leaders

Using Virtues Project to Develop Positive Behaviours in Young Children (Early Years)

Young children exhibit challenging behaviour because they do not know how to express their emotions effectively. It is hence imperative for educators to support children in managing their emotions and build a happy relationship with them.



Through her **Inquiry-Based Action Plan (IBAP)*** Project, ECDA Fellow Ms Alicia Lim (District Head, PCF Sparkletots) equipped leaders with tools to support educators in nurturing virtues in children which would foster positive behaviours through character development and social and emotional learning.

Framework

Using the Five Strategies, leaders could guide their educators to integrate virtues into their teaching practices and interactions with children to create a positive environment for character building.

Speak the Language of Virtues

Use virtues to acknowledge, thank, guide and correct children's behaviour

Recognise Teachable Moments

Seize opportunities and recognise the virtues needed in our everyday life

Set Clear Boundaries

Establish clear boundaries based on respect and restorative justice for a safe learning environment



Honour the Spirit

Respect the dignity of each person and connect with one's inner self

Offer Companionship

Guide one to find clarity and problem solve through non-judgemental, deeply present listening with compassionate curiosity

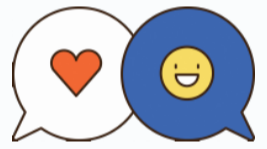
Five Strategies of the Virtues Project

Case Study

Ms Yap Pei Ching, Centre Leader at PCF Sparkletots, collaborated with Teacher Dina, Lead Preschool Educator, and implemented 4 out of 5 strategies at the pre-nursery level. This helped Sam, a child struggling with positive self-expression, to improve his social-emotional skills and better regulate his emotions.

Speak the Language of Virtues

During mealtimes, Teacher Dina prompted Sam to say "thank you for the food" to express gratitude. Over time, Sam acquired the habit of showing appreciation without requiring prompts from Teacher Dina.



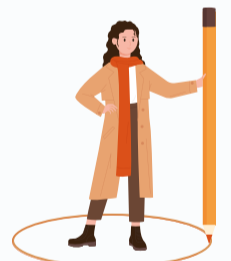
Recognise Teachable Moments



When Sam wanted to play with a friend's toy, Teacher Dina explained that he should ask for permission politely instead of throwing tantrums. Teacher Dina identified the need for Sam to be more caring and respectful when interacting with other children and guided him towards cultivating these virtues.

Set Clear Boundaries

Teacher Dina instructed Sam to tidy up the toys after playing so that other children can have a clean and safe environment to play in after him. She communicated her expectations clearly and guided Sam towards learning about responsibility and the importance of considering others' needs.



Whenever Sam threw tantrums, Teacher Dina would bring him to the calm down corner which provides a safe space for him to reflect on his behaviour and regulate his emotions. After Sam regained composure, Teacher Dina would use emotion cards to help him acknowledge his feelings and guide him to manage his negative emotions constructively.

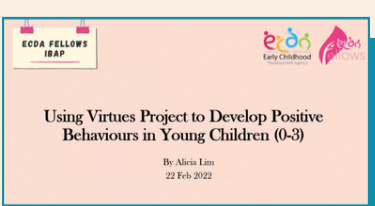
Honour the Spirit

Sam has become calmer and more positive, much to the delight of his parents who were also eager to implement the strategies at home. The project fostered trust and communication between Sam and Teacher Dina, and strengthened the relationship between them. Teacher Dina has also become more mindful of her actions and tone when interacting with Sam and the other children. Recognising the effectiveness of the Virtues Project, Pei Ching hopes to work with other educators to implement it across the centre.



Ms Yap Pei Ching
IBAP Participant
Centre Leader
PCF Sparkletots

Video Resources



IBAP Project Introduction
by ECDA Fellows



Click [here](#) or scan the QR code to watch the video!

*About the Inquiry-Based Action Plan (IBAP) Project

The IBAPs are evidence-based projects conducted by ECDA Fellows to guide and equip EC leaders with knowledge and skills in specific EC areas. With the Fellows' coaching, EC leaders are given opportunities to implement what they have learnt and improve practices in their centres.

