

Behaviour expectations

The Dolphin is beginning to fully appreciate the feelings and needs of others, more easily with support but still able to confidently “step into another’s shoes”. Conflict Resolution is an excellent behaviour tool at this stage as the Dolphins enjoy reasoning through the problems and gaining resolution. This developmental stage can be determined to try and gain some control and show the group they have power. It is important for their teacher to have the social capital of the group in their control as it is the best way to get the “class” working together. As the school leaders, the Dolphins are expected to display positive behaviours and exemplify what it means to be a BIS kid. The seniors are the school leaders and are trained each year to take on that role.

Completing Focused Tasks

At this stage in their development the Dolphin student wants to feel confident and successful in what they do. They are expected to learn how to use diaries, understand deadlines, work to criteria, set goals, self assess, keep track of their materials and resources, be able to ask questions and bravely listen to feedback: a big ask for anyone. The Dolphin student graduates BIS with confidence building in all these areas. The teacher’s role is to remind them... all the time... to check their diaries, work through lists. Their teacher is also tasked with keeping the classroom culture one of a learning community and ensuring that thinking deeply and joyfully playing with ideas is valued. Part of this culture setting is working with the students on intentional breathwork, at all session transitions and whenever the energy in the room seems scattered. The teacher uses a meditation bowl to draw the students attention to their body and breath.

Transitioning to Caring and Sharing

The Dolphin is fully aware of the needs of others and how their fulfilment at the same time as theirs, makes everything work better. The challenge at this stage is that they still are developing an awareness of an interior self /unconscious which means that they will still “act” happy but be sad inside and not realise, and they definitely cannot see that in others. This stage desperately needs help to identify what they are actually feeling inside as they will be busy with the surface action “I am angry” doing angry things, whereas the actual issue is something else. We work solidly with them on focusing on the feelings in their body, where they are holding tension. This is much more effective than focusing on feelings at this stage of development. The body awareness will release the feeling with ease.