

Behavioural Expectations

The Kestrel is able to remember what happened at break and who was there (a bit), but will often forget the details altogether and all that will be left is the outrage. The teacher spends considerable time with the Kestrel student finding out what happened and delving into memories to try and get to the actual issue. Taking another perspective is very difficult for them and they always need support from an adult to do this.

Conflict negotiations are sometimes conducted between the individuals, with the teacher moving between each one separately to gain their perspective. This Egocentric-like process starts to foster some more communication depth as the Kestrel develops their Rule-Oriented perspective. This means their conversation will start to include both children at the same time, as they start to be capable of greater empathy. The demand for fairness starts in this room as well with the teacher expected to be “fair”. “It’s not fair!” really still means they didn’t get what they wanted.

Completing Focused Tasks

The Kestrel is mainly interested in friendships and relationships at this stage. They will complete tasks and projects IF they fit with their relationship plans. The caring and trusting relationship with the teaching staff is therefore essential for the Kestrel as it provides them with impetus to “take part” so that they can maintain that relationship.

One-on-one learning is useful at this stage but the need from the Kestrel is for paired or triad work, so the teacher will allow for this learning format as much as possible. The Kestrel’s teacher is challenged to keep the energy and activity engaging for the small groups to stay connected to the class group rather than breaking off to do their own thing.

Similar to the Penguin’s room, this is often the first time that we start to hear the phrase “this is boring”, which is secret code for “I am not sure how to do this.” To work with this can be tricky for the Kestrel as when stressed they fall into their own feelings and can be very resistant to feedback. Consequently it can be challenging for the teacher to find out the core problem. The Kestrel teacher soon learns the balance of positive reinforcement versus gentle correction for each child—an essential skill for the Kestrel teacher.

Transitioning to Caring and Sharing

The developing empathy in the Kestrels can make for exciting times as we watch students move from deeply appreciating the needs of others, to falling into a tantrum-like response, all in the space of 5 minutes! It is really important for the adults



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in the Kestrel's life to remember the huge challenge they are facing as they realise that their happiness is so closely linked to those around them. The earlier stage that they are moving away from is still very compelling and comfortable when they are stressed as it allows them to just focus on themselves. It is our job to help them find a new way of gaining support and connecting to others that involves communication and compassion, whilst acknowledging their big feelings inside.