

<p>Resource: ‘Constructive Criticism’</p>	
<p>Explanation</p> <p>While no one particularly likes receiving constructive criticism, it is important to remember that this can be an effective way to develop positive behaviours in the children that you work with. For some children, constructive criticism is necessary to make them aware of the undesirable behaviours they are exhibiting; it is important for them to understand the effect that these behaviours are having on their learning, the other children’s learning in the setting, and your ability to teach them. Many practitioners/teachers are not keen on being critical about children in their setting but it is important to remember that young children have an in-built resilience and do ‘bounce back’ quite quickly with support and encouragement from you, other staff members in the setting, and their parents/carers.</p>	
<p>Handy Hints</p> <ul style="list-style-type: none"> • Ensure that the criticism you give relates to the behaviour and not the child, e.g. <i>‘Claire, I like you, but I am unhappy when you do not listen to me when we are on the carpet’</i>. • Consider when is the best time to give the criticism to the child – individually? In front of their peers? At the end of the session/day with their parents/carers? Consider the outcome of this and the impact you are hoping to have by giving it in this particular way. • Help children to realize that their behaviour will improve if you work together by setting little targets for them to achieve, e.g. putting up their hand when answering a question; sitting close to the practitioner/teacher on the carpet; sitting away from their friends so that they are not distracted when they are working. 	
<p>Advantages</p> <ul style="list-style-type: none"> • Constructive criticism can get right to the heart of the issue so that the child knows exactly what they are doing which you deem to be inappropriate/undesirable. • Protecting the self-esteem of the child helps to maintain positive relationships between you and the children in your setting. • Short, specific targets help to give children a clear direction as to how they can make necessary improvements to their behaviour. 	<p>Adaptations</p> <p>For younger children, think carefully about the language that you use with them so that they are not confused by what you say.</p> <p>For children with special educational needs, ensure that the criticism is focused on one particular behaviour which can be easily targeted and addressed.</p> <p>For older children, consider sharing your criticism in writing with them, encouraging them to note down two ways in which they intend to address your concerns.</p>
<p>Questions for Consideration</p> <p>Which children do you think would respond positively to constructive criticism in your setting? Why?</p> <p>How long will you give children to address their inappropriate behaviour – 10 minutes? An hour? A day? Why so?</p>	
<p>Linked Resources</p> <p>Instructions – See page 94</p> <p>Behaviour Targets – See page 55</p>	