

DEMONSTRATE HOW LEARNING THEORIES CAN SUPPORT EFFECTIVE TEACHING AND LEARNING-



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WHO IS MARIA MONTESSORI?

- Discussion on the role of learning theories in effective teaching and learning.
- Focus on Maria Montessori, an Italian physician and educator, renowned for her innovative approach to early childhood education.
- Montessori Method emphasized self-directed learning, hands-on activities, and fostering independence in children.
- Educational philosophy centered on children's innate desire to learn and explore their environment, promoting independence and self-confidence.
- Montessori's methods had a profound global impact on education, promoting individualized learning experiences.
- Establishment of the first 'Casa dei Bambini' in 1907 in San Lorenzo, Rome, providing a high-quality learning environment for underprivileged children aged 3 to 7.



Biography (2024)

MARIA MONTESSORI

How does a Montessori learning environment facilitate development of skills and knowledge?

Maria Montessori's learning strategies are designed to promote holistic development, encompassing cognitive, social, emotional, and physical skills. Some of the ways that she promotes her methods are:



Hawk Meadow Montessori School (2021)

SELF DIRECTED LEARNING-

The Montessori classroom is a highly organized learning environment in which everything has a purpose and a place. It is distinguished by beauty, order, and accessibility. Classroom tables, chairs, learning materials, and sinks are all child-sized (Michaela, n,d).

According to Issacs (2018), from the Montessori perspective, children's ability to learn spontaneously is directed by their intrinsic urge to do, engage, and participate. The favourable setting allows children to discover and explore an activity of interest.

"The child is a worker and a diligent observer. He looks straight at things; he stares at them for a long time; he is interested in learning all he can about his environment. Perhaps he is staring at a flower, absorbing its image. This work gives him happiness and peace because, in doing so, he is following his natural urges." (Montessori 2012).

HANDS ON ACTIVITIES-

“Young children do not have to go to school to work. Playtime for them is a time of learning by practice. Every new movement which a little child makes is initially tentative and then repeated until the first clumsiness is gradually refined to an exact movement. Every plaything he uses is a tool for his work.” (Montessori and Paula Polk Lillard, 2017).

Comparatively, Jerome Bruner thought that children develop knowledge and meaning by active engagement with their surroundings (Odem-Yilmaz 2020). Ianto will explore this theory in depth next-

MIXED-AGE GROUPING-

In 2023, Estyn conducted a report investigating Cardiff Montessori School, where they evaluate the idea of mixed age grouping, it's evident that they work well in this setting that it creates meaningful opportunities for children to collaborate with each other.
(Estyn, 2023)

A strong feeling of community significantly improves students' well-being which plays a vital role in a children development.



Famly, (2021)

INDIVIDUALIZED PACE:

Individualized Pace: Montessori education respects each child's unique pace of learning. "The spontaneous urge towards development, which is within the child, dictates its own pace. It is the part of a wise and loving parent to stand by, to watch the little one's activities, to observe his growth rather than to try to force it." (Montessori and Paula Polk Lillard, 2017).

Children are encouraged to work at their own speed, for children to master one skill before moving on to more complex tasks. Similarly, Piagets theory of cognitive development states that children must reach the appropriate cognitive development stage before learning new concepts (Mcleod, 2023).

FOCUS ON EXPLORATION AND CREATIVITY-

A report by Estyn (2017) on Monmouth Montessori Nursery supports the focus on creativity. The learning environment was designed to be peaceful, large, and interesting, allowing children to freely explore all areas of learning and make their own choices. This allows adults and children to appreciate one other's choices while still celebrating diversity. Children have easy access to high-quality resources in both indoor and outdoor learning settings, ensuring safety and security. The range of equipment encourages different opportunities to develop skills physically and mentally.

Overall, Montessori's learning strategies provide a supportive environment for children to develop skills and knowledge across various domains while nurturing their natural curiosity and love for learning.

PLANNING A MONTESSORI LESSON-

- Firstly, note the children's interests
- Use homemade materials
- Name the task and Identify the goal- This leads to the creation of a purposeful activity.
- Repeat- mastering in order to move
- Ask questions- what? Why? When? -Review what has been taught
- Start a new task- keep learning

Montessori Academy (2022).

IS THE REGGIO EMILIA APPROACH SIMILAR?

The Montessori learning approach is much like other learning theorists, for example, the Reggio Emilia approach, this is an educational philosophy that highlights early childhood education. It was developed following WWII by a teacher in Reggio Emilia, Italy. Following the war, educators and families realised that children required new learning methods to further develop young brains as a future investment. The basis of the strategy is using a self-guided curriculum, children can express themselves in a variety of ways as they grow. Painting, drawing, sculpting, and acting are all considered "languages" used by children and are supported. By allowing children to participate in meaningful learning activities, the Reggio Emilia approach fosters a love of learning, improves early education, and prepares children for the transition to school. (NIDO EARLY SCHOOL, 2021)

CONCLUSION-

Maria Montessori's early childhood education approach values each child's unique development pace and interests, influencing educators globally. The approach fosters a love for learning and has inspired other teaching theories like the Reggio Emilia approach. Educators aim to create nurturing environments supporting every child's potential, with the goal of integrating Montessori's principles into mainstream education worldwide through ongoing innovation and support for holistic child-centered learning.

Thank you for listening.

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**DEMONSTRATE HOW
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AND LEARNING**

BY FFION DAVIES 2318274

WHO IS JEAN PIAGET?

- Focus on the Swiss Psychologist Jean Piaget (Mooney, 2013)
- Studied children's natural maturing abilities and the interactions that they had with the environment around them (Nolen-Hoeksema *et al.* 2022, p. 75).
- Piaget developed an abstract concept to describe the way in which knowledge is obtained and called this system a schema (ETSU, n.d.).
- Piaget's work also seen him develop his four stages of cognitive development which is that children move through different stages of cognitive development as they grow (Nolen-Hoeksema *et al.* 2022, p. 75).



(Britannica, 2024)

WHAT IS A SCHEMA?

Piaget defined a schema as both a type of knowledge and the method in which that knowledge is obtained (Cherry, 2023). Schemas can be developed for different things for example people, objects, actions and so on (Jarvis and Chandler, 2001). The concept of a schema is that individuals can use existing knowledge to try and obtain new knowledge. This means that based off what they already know they can try and use this to figure out the new information that they have been exposed to.

Schemas can change in two ways. One way in which they can change is in **assimilation**. This is when new knowledge is incorporated into an already existing schema. This means that the knowledge does change a schema as it is new information all together. The other way a schema can change is through **accommodation** and this is when existing schemas are changed, or new ones are formed completely as the individual learns new knowledge or has a new experience. When this happens, it can change the structure of an already existing schema and could lead to a new schema developing as a result (Nickerson, 2024).

Piaget views children as 'inquiring scientists' (Nolen-Hoeksema *et al.* 2022, p. 75) because children naturally experiment with things that are within their environment. By children doing this they are then able to create or modify schemas quickly when they are young and being exposed to so many new things

An example to explain a schema is that a child may associate a horse as an object that is large, with four legs, a tail, and a soft coat. When the child then meets a cow from the first time, they may associate this with a horse as they share similar characteristics. This in Piaget terms is because the cow fits in with the child's already existing schema that they have created.

FOUR STAGES OF COGNITIVE DEVELOPMENT

Stage	Age	Goal
Sensorimotor	Birth to 2 years old	• Experimenting with objects in their environment (E.g. Reaching and grabbing objects) • Develop the concept that they themselves are separate from other objects
Preoperational	2 to 7 years old	• Language is developed and they can use images and words represent different objects • Egocentric • Struggle to take different viewpoints • Categorize objects by one feature
Concrete operational	Ages 7 to 11 years	• Ability to think logically about objects and events • Achieves conservation of number, mass and weight • Ability to categorize objects with several features
Formal operational	11 years and up	• Ability to reason in symbolic terms • Able to test hypotheses systematically • Ability to think logically about abstract ideas

(Nolen-Hoeksema *et al.* 2022, p. 76)

HOW DOES PIAGET THEORY FACILITATE THE DEVELOPMENT OF SKILLS & KNOWLEDGE?

Piaget theory facilitates the development as skills and knowledge through children experimenting with the environment around them. The interaction that they have with the world around them is what Piaget believes is crucial as this what builds the child's understanding of the world around them (Mcleod, 2024)

HOW TO PLAN LESSONS

- When planning teaching for young children, it should be kept in mind that they should be exposed to new experiences and information while being mindful that these activities should be matched to each to child's individual ability. Mooney (2013) states **"According to Piaget, the best strategy for preschool curriculum is to keep children curious, make them wonder, and offer them real problem-solving challenges, rather than give them information."**
- The current curriculum in place in Wales supports this as the foundation curriculum highlights within it the importance of children learning through play and states that it is fundamental to the intellectual development of a child (Welsh Government, 2015). The foundation curriculum also highlights that practitioners should challenge children but with care and sensitivity (Welsh Government, 2015).
- In conclusion, when planning learning for children it should be child centered to meet every child's individual's ability and should challenge children and keep children curious whilst the learn through actively doing rather than being given information.

PIAGET APPROVED LEARNING ACTIVITIES

GROWING CRESS

In this activity each child is given the opportunity to grow cress. However, the cress is planted in different substances for example, soil, yoghurt, cotton wool etc.

The child will actively take part in the planting of the cress and will be responsible for watering it every day this keeps the children curious.

As the cress grows day by day the children can then be challenged on their math ability by measuring the cress and working out how much it has grown each day. They can also use problem solving skills to work as to why they think the cress hasn't grown as well in some substances compared to others.

BUILDING A VILLAGE

In this activity children may use interlocking blocks to create a building which challenges students cognitive design abilities. Students can work in teams and be given different areas of the village to work on.

This activity enables children to learn by doing. As they assemble their village, they will be able to see what goes well and what does not and solve these issues creating a bit of a challenge for them.

For some children this will also spark an interest in construction for them and therefore keep them engaged in the activity for longer.

CHILDREN AT THE CENTRE OF THEIR LEARNING

A report carried out by Estyn in 2022 at Benllech Playgroup found that children there were placed at the centre of their learning. Children there play outdoors a lot of the time, and they make the decision on what activities they want to engage with. Some activities to choose from include a large outdoor sand pit with a digging area where children have the opportunity here to build, move, destroy and role play different scenarios. Estyn found the children at this playgroup were making good progress whilst also developing a range of different skills. Children language and mathematical skills were developing naturally through play in their stimulating environment too (Estyn, 2022).

Another example is from Plasyfelin Primary School from the area of Caerphilly. The report carried out by Estyn in 2016 describes how the children play area has several different zones. These zones include a suitable area for bikes, skipping, football, construction, and there were also quieter areas for storytelling, drawing, and role-playing (Estyn, 2016). With several zones offering different activities for children to participate in this will help spark a child's curiosity and offer a rich learning environment where children can take part in new activities and overcome problems that they may face.

Whilst both these facilities support Piaget theory in the fact that they both offer an environment of wonder for the children, problem solving and an opportunity to learn through play they also support other theorist work. For example, Maria Montessori who Sianon spoke about at the beginning of this presentation. Montessori education provides a child focused approach where children work independently, self-paced and through their own curiosity. (American Montessori Society, n.d.)

IS DEWEY'S THEORY SIMILAR?

John Dewey theory was that he believed that children learn and grow through their experiences and interaction with the world around them (Nickerson, 2024). This is similar to Piaget as he emphasizes that it is children's curiosity and interaction with their environment that promotes learning (Mooney, 2013, p. 80).

Critics of Piaget's theory have expressed that they believe that there is too much focus on children's thought process and not enough on their feelings and social relationships with their teachers and peers (Mooney, 2013, p. 80). In Dewey's approach he suggests that children work at their best when interacting with other individuals. He made suggestions for children to work in collaboration with adults, teachers, and peers (Mooney, 2013, p.16).

CONCLUSION

In conclusion, the main purpose of Piaget theory was to provide an understanding of children's cognitive development. Piaget's understanding was that all children enter through four different stages of cognitive development and cannot progress onto the next stage without fully completing the stage before it.

Piaget's work has helped educators across the world understand a child developing brain and how to best support them for them to progress and develop further as individual. It has also supported with curriculums that are currently in place in education as mentioned earlier on and provides advice on the best sort of educational activities to introduce to children.

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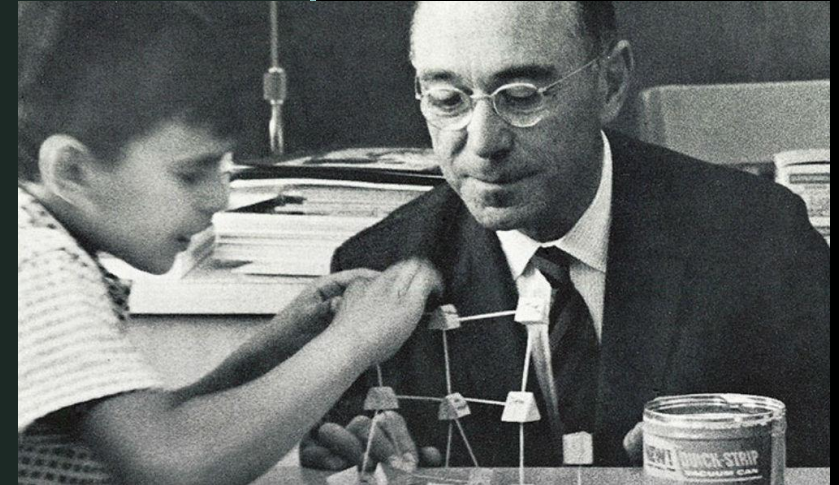
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Jerome Bruner's spiral curriculum Theory



Ianto Davies (2317125)



Introducing Jerome Bruner's Theory

SPIRAL CURRICULUM (BRUNER)

DEFINITION

The spiral curriculum is an educational approach where key concepts are revisited at intervals throughout a student's education, with each encounter increasing in complexity and building upon prior knowledge. This repetitive reinforcement ensures deeper understanding and retention of the subject matter over time.

KEY PRINCIPLES

- **Cyclical:** Students return to the same topic several times.
- **Increasing Depth:** Each time, the topic should be learned at a deeper level.
- **Prior Knowledge:** Prior knowledge should be used when returning to a topic to build from students' foundations.

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- This theory implies that teaching and learning revisit key concepts such as mathematics and many other topics that are revisited over time.
- Increasing depth after being introduced to a new topic and increasing the complexity further down the line.
- Mathematics is a good example of how to describe his work.

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Examples of his Theories

Children may start with simple mathematic skills such as adding and subtraction in early education. These ideas would be covered again in later years of education, but with an increased level of complexity when students were introduced to algebra, fractions, multiplication, and division.

"Curriculum should be thought of not as a static list of subjects to be learned, but as sequences of experience through which the learner gradually comes to grasp the structure of the subject matter." (Bruner, 1960, p. 28)



Bruner believed that children learn through structure and not through a "list of subjects to be learned"

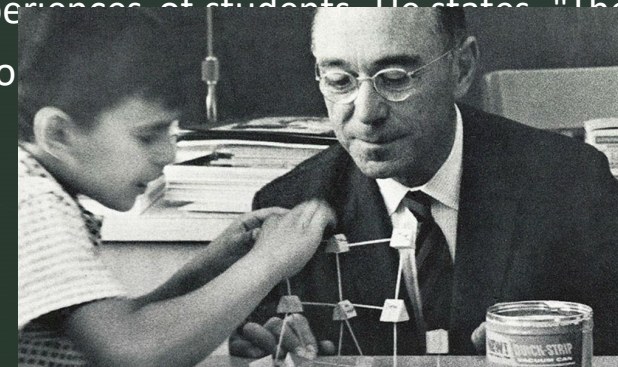
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My Educated opinion of Bruner's Theory

I personally agree with elements of Jerome Bruner's theory of a spiral curriculum as his theory promotes teachers and educators to scaffold teach to pupils by being able to come back to work covered previously and further build on the skills pupils have already gained at a lower level of complexity.

I personally believe this also fosters and develops critical thinking skills and helps pupils to apply previous knowledge and understanding into new work.

Bruner thought it was important to expand on the prior knowledge and experiences of students. He states "The curriculum should be designed to spiral in increasing depth and sophistication on the child's earlier experiences and understandings" (Bruner, 1960, p. 34).



Comparison to other Theorists

I personally think, Maria Montessori and Jerome Bruner have two very unique approaches to their teaching and learning, but also hold a few similarities throughout their theories.

She wrote, "The greatest sign of success for a teacher... is to be able to say, 'The children are now working as if I did not exist'" (Montessori, 1967, P. 88).

Bruner believed that students learn best when they are actively engaged in the learning process and encouraged to explore and make connections between ideas. According to Bruner, a teacher should act as a guide or facilitator to help students on their educational journey. He said (Bruner, 1977, p. 56) "Teaching is the canny art of intellectual temptation".

She stated, "The teacher's task is not to talk, but to prepare and arrange a series of motives for cultural activity in a special environment made for the child" (Montessori, 1967, p. 239).



How can the Spiral Curriculum be used in classrooms

- Bruner believed that the spiral curriculum could be effectively used in classrooms to help promote learning efficiently, Bruner thought it was important to expand on the prior knowledge and experiences of students.
- "The curriculum should be designed to spiral in increasing depth and sophistication over the years, always building upon the child's earlier experiences and understandings" (Bruner, 1960, p. 34).
- By adding hands-on activities individually or as a group this would boost engagement and learning amongst pupils. He has also stated, "We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development" (Bruner, 1960, p. 9).

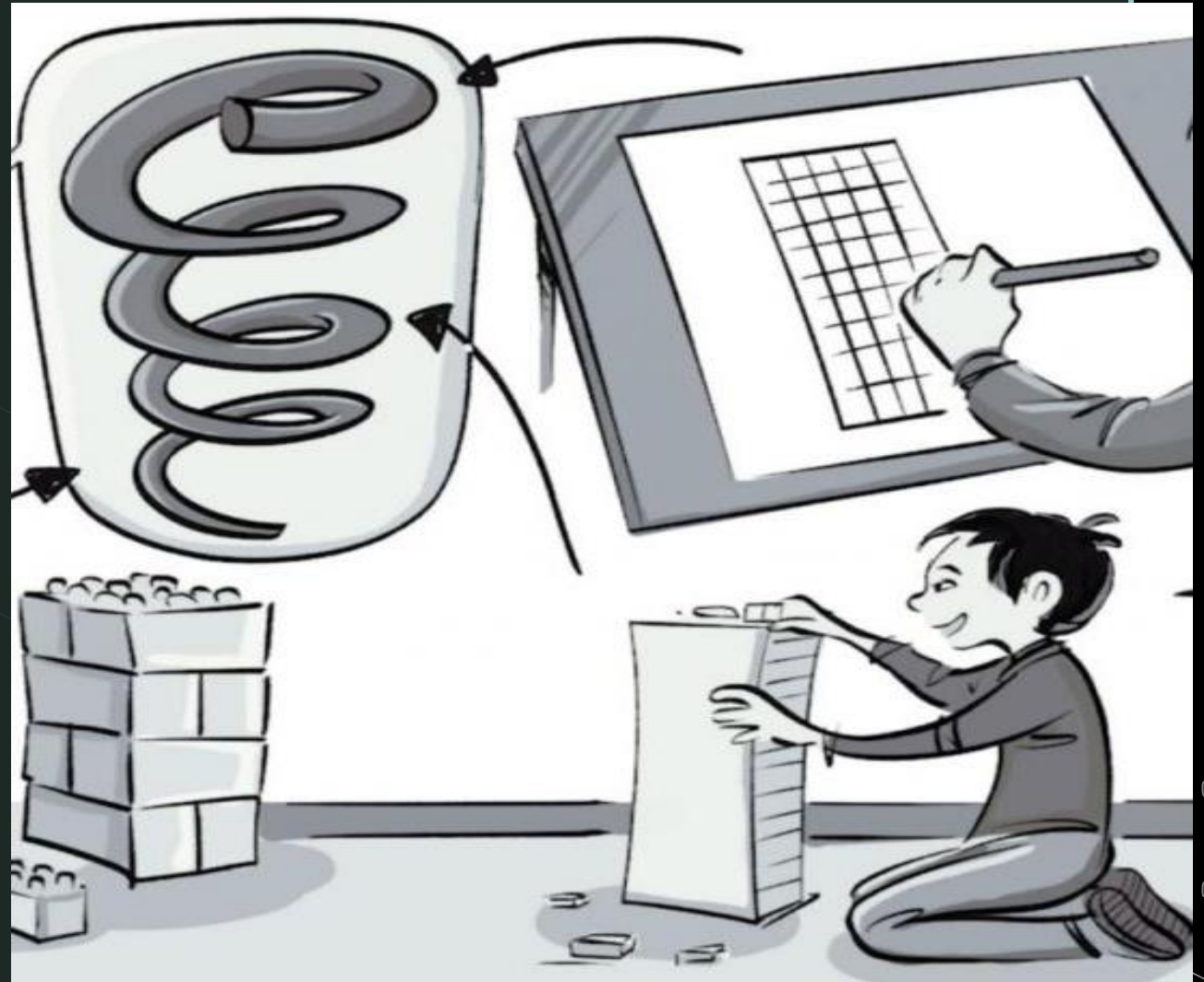
Contested issues of Bruners theories

"We should not expect simple tests to probe the complex achievements of growing minds" (Bruner, 1966, p. 75).

Critics also point to the potential mismatch between the spiral curriculum and the diverse learning needs of students. Some learners may require more time or support to grasp certain concepts, while others may progress more quickly.

"Any subject can be taught effectively in some intellectually honest form to any child at any stage of development" (Bruner, 1960, p. 9).

Theorists theories will always be contested as it is a theory and not everyone works the same way, I believe every pupil and child are totally different and can't always all learn the same, because of this I sit on the fence and cannot lean one way or the other.



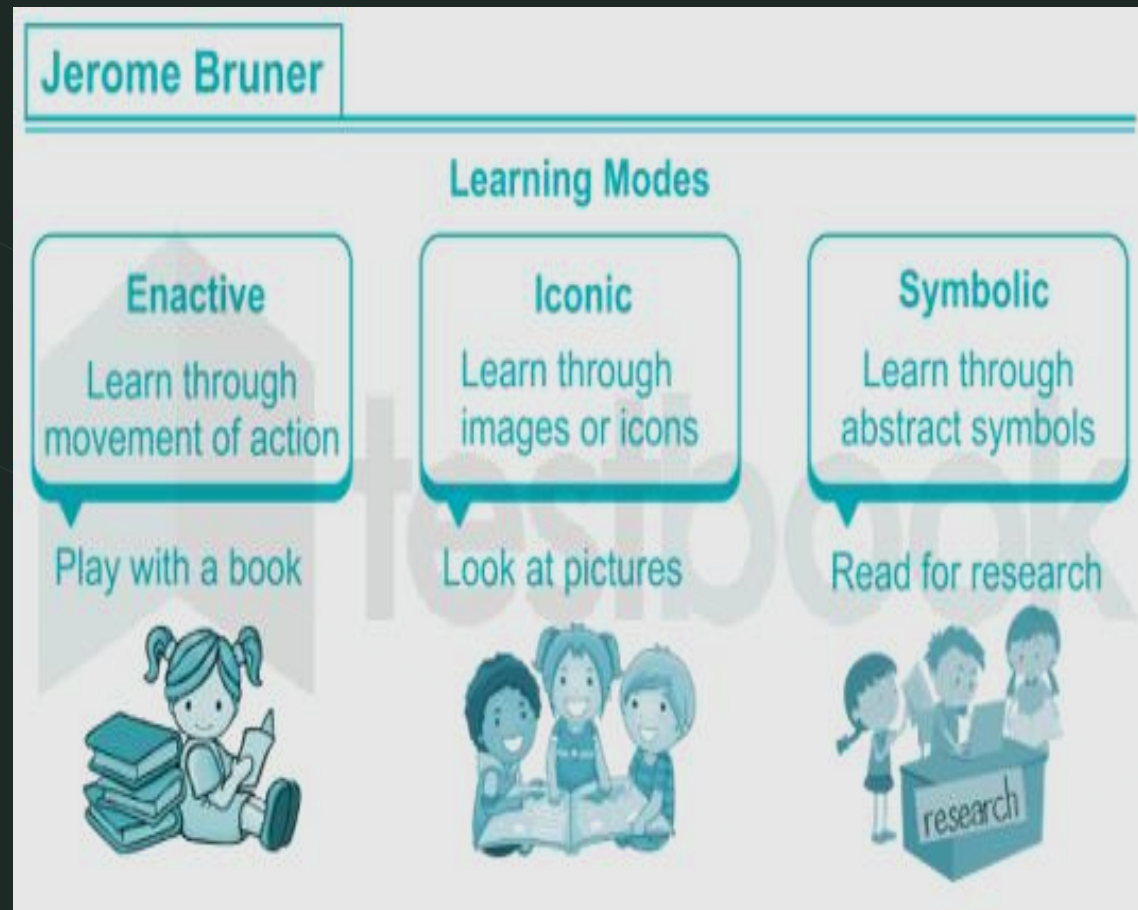
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Future implications of Bruner's spiral curriculum

"teaching is the cunning art of intellectual temptation." Bruner (1977, p. 56) According to Bruner's idea, it is important to instill a love of learning in children and provide them the resources they require to become self sufficient learners.

According to Bruner (1966, p. 17), "To understand is to invent" Students are encouraged to use higher thinking abilities including analysis and evaluation through the spiral curriculum. By following Bruner's spiral curriculum theory, he believes a wider range of thinking skills can be obtained by following his theory.

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- Ianto Davies' Presentation and notes link

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