

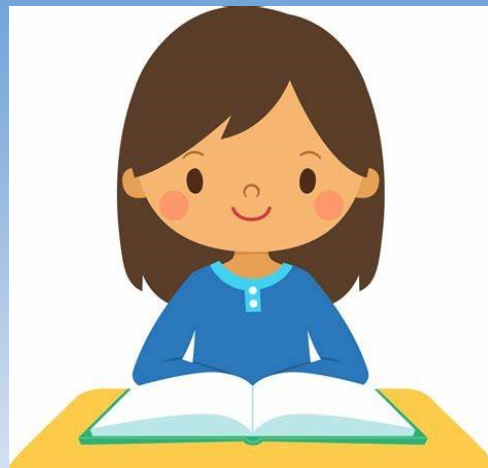


The Theories Behind Schools education and learning methods



Photos 1+2 (Anonymous school ,
2019)

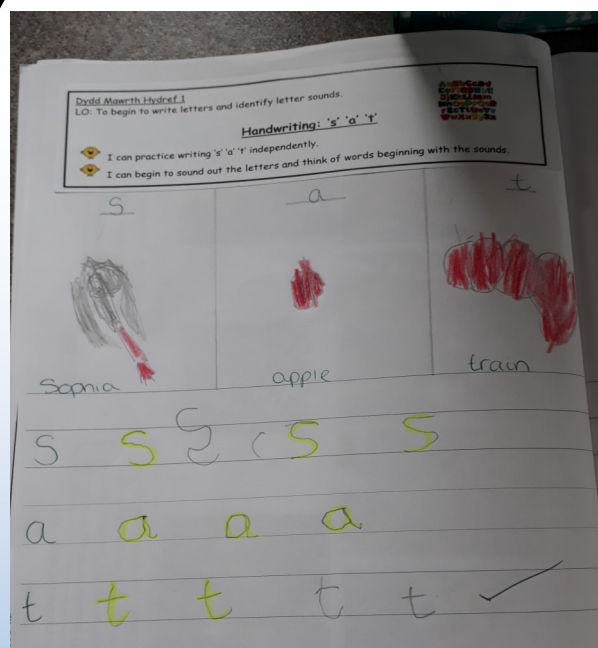
About Our schools



Schools today use lots of methods to teach young children. According to an Estyn(2014)report they have found schools have 'established a positive culture of improvement through self-evaluation and professional learning'.

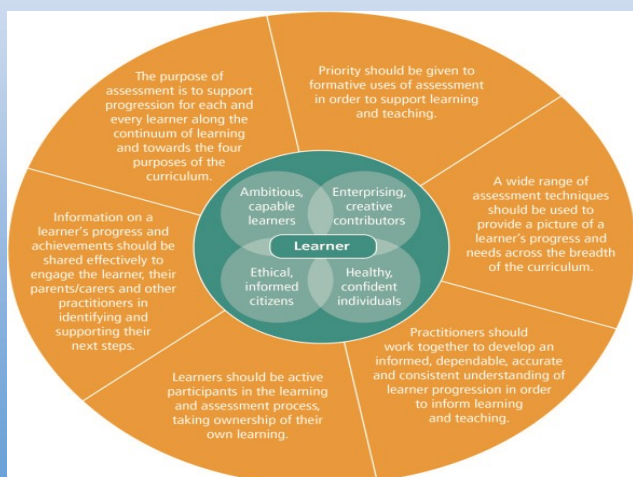
(Photo 3, Anonymous school 2019)

A programme called Jolly phonics has been used in many schools since 1990(Jolly Ponics,2018) This language programme is used to form letters correctly and help children sound out letters. They do this by using helpful songs to help teach the children and as they get older start to blend the sounds together to form words. Reports say that 'more than 1,000 teachers and literacy specialists at primary schools found that 72% agreed the phonics check was useful' (Guardian , 2014) This data helps us to understand that programmes such as Jolly phonics is very helpful in engaging young learners to understands letters and sounds.



The new curriculum for wales is being developed which ' helps young people be more adaptable and motivated to keep learning new skills' . This new way to teaching and learning is to help young learners become more involved in what they want to learn and how they want to learn It.

Photo 4 (<https://curriculumforwales.gov.wales/2019/04/26/assessment-and-the-new-curriculum/> ,2019)



The Cognitive and Social Development Theory



Lev Vygotsky was born in 1896 and died 1934. He was a Russian psychologist and even though his research was not a lifetime's worth, Vygotsky's theory shaped the thinking of children by collaborating the knowledge and understanding.

His work was the foundation for Jean Piaget's work on Cognitive development.

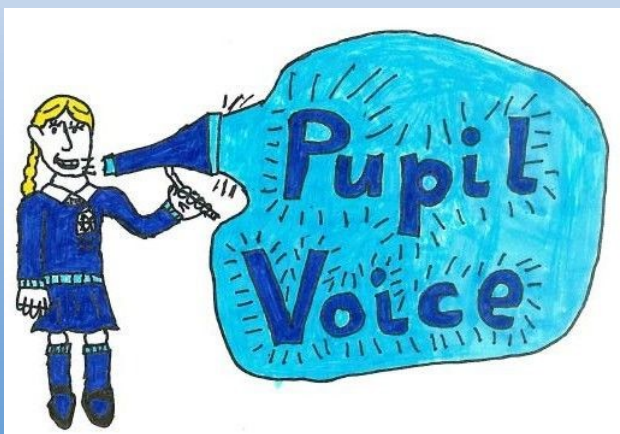
His theory was used in classrooms by using the Plowden Report in 1967.

(Galina Doyle and Sue Palmer, 2019)

Days such as Welly Wednesday and Messy Mondays were created in many primary schools as a source for children to learn and play outside and interact with different surroundings, weather and materials (e.g. Mud, Water, forestry). This will allow children to expand their knowledge and creative skills which steers away from the normal classroom activities (e.g. Lego, paper-based activities, iPads). In primary schools this is known as 'Learning through play'. Like the Social development theory, this is where children begin to question, explore and socialize with their surroundings and people. It allows the child to 'explore freely' and 'exercise choice and make decisions', while they play. (O'Neill, 2000)



Photo 5 (Happy tots, 2016)



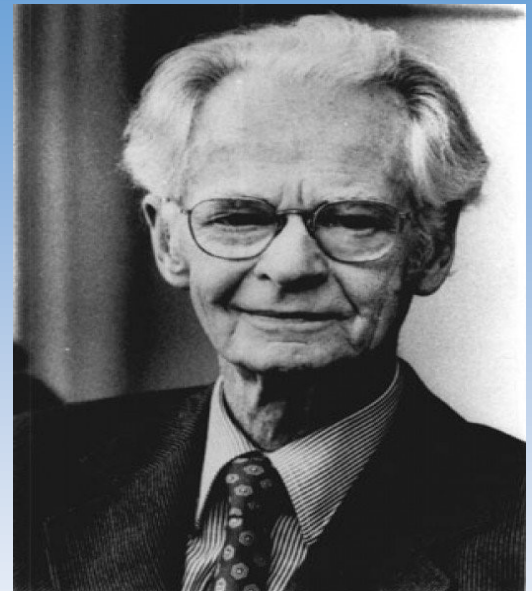
In primary schools there is an objective called 'pupil voice' where at the beginning of each topic the class sit together with the teacher and together they ask questions about the new topic in regards to what they want to learn about it, what activities should be set out about the topic. This allows pupils to voice their opinions and views about the topic they are learning. This also doesn't just contain in the classroom. Clubs have been created for each head topic (i.e. Drama and arts club, eco, healthy helpers). All these clubs help and add their inputs in school displays, events and so much more.

(<https://www.schoolwellbeing.co.uk/pages/pupil-voice>, 2019)

The Behaviourism Theory

B.F Skinner was born in 1904 and died in 1990. He was an American psychologist and influential exponent of behaviourism (The Editors of Encyclopaedia Britannica, 2013) .

Theory operant conditioning , which is a 'method of learning that occurs through rewards and punishment'(Youtube , 2018)



Another method used in primary schools are Good behaviour charts are provided to children who might not respond to the green card method and the chart is very helpful with children with additional learning needs and it is a visual reminder and there own belonging to show their behaviour progress. Depending on the class teachers ruling of the chart the amount of sticker on the chart will lead to a reward. Mauro(2019) states that 'Adjusting and simplifying the chart idea to your child's particular needs and abilities can help' , This statement shows that each chart can be altered to each child and help them understand behaviour in a new way.

In a primary school setting putting standards regarding behaviour can be represented in many methods. The good to be green cards are a new method to help children understand their behaviour. The goal with the cards is to keep you card green all day and you will be given a reward such as dojo point or free choice. If however your card turns yellow this is a warning card and if the child's behaviour continues there card will be turned red and they will be sent to the head teacher and miss their play time. The good to be green method is very useful and uses the operant conditioning theory well as it shows a young person the good behaviour from the bad . The good behaviour will be rewarded and the bad behaviour with lead to a punishment. (Good to be green, 2015)

Good Behaviour Star Chart							Name	Finlay
Can you get 5 a day?							Week Beginning: 30/11/15	
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
Taking Turns and Sharing	★	★		★		★	★	
Being Kind and Helpful	★	★	★	★	★		★	
Being Polite and Using Manners		★	★	★			★	
Listening to and following instructions	★	★		★	★	★	★	
Helping to Tidy Up	★	★	★		★	★	★	

Positives and Negatives on each Theory based in classrooms

The Cognitive and Social Development Theory

• Allows children to ask questions. • Allows children to voice opinions. • Allows children to have what they enjoy. • Widens a child's knowledge and understanding when asking questions. • Helps them to explore the world, through different environments and using different materials to learn.	• Can be expensive to schools to provide outside services for them to explore. • Hard to achieve in a big class . • Can be difficult to achieve and help them understand in young ages.
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The Behaviourism Theory

• Helps children understand right from wrong behaviour. • A good way to help children complete work or a task. • Keep children focused . • Can be changed to meet each , individual child .	• Does not always become useful for all children • Children will expect a reward every time they go a good deed/behaviour • Is not always fair to children who are good all the time .
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