



(Friends of Hendrefoilan PTA, 2019)

START AT MY FEET!

Student Number: 1900565

ECAD4009-C

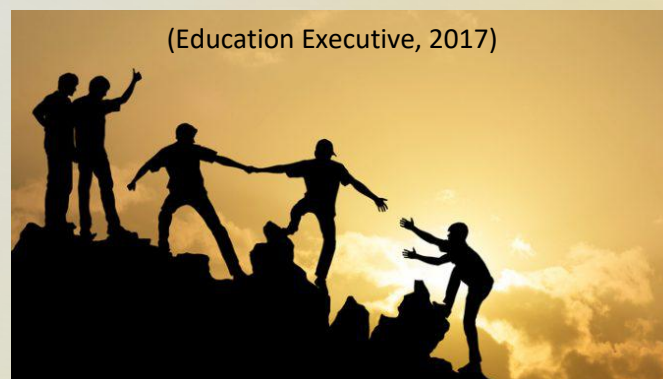
Name: Rosie Evans

Learning at home

Learning starts in every child's home. Parents spend the most time with their children and so they have a massive impact on the child's behaviour, attitude and vision towards their learning. According to Meggitt (2011), parents are able to influence the way their child learns wherever they are, this could include when they take their children to the park, in the garden and in shops. The more fun, quirky and spontaneous the game, walk to the shop or stroll to the park is, the more the children will want to repeat the pattern. This behaviour could then be applied in schools. It is through repetitive behaviour and also regular reading at home that can strengthen a child's skills in school, which in turn will help them to develop. External factors can influence children and young peoples' development and these can include the child's immediate surrounding environment such as their family, socio-economic background and the education they receive (Smith et al., 2012).

My experience

My placement have a school website where every class teacher writes what topic their class will be learning each term. This encourages children to learn at home as well as school. Teachers upload optional tasks for the children that would be beneficial for them to complete for deeper knowledge and understanding outside of the classroom. Additionally, they have an open door policy whereby parents and carers are welcomed into the school at any time to speak to or raise concerns to the class teacher, as it is through regular contact with parents that teachers are able to discuss how each child is developing. Although this seems to work in many schools in the locality in the locality, my placement school does not find this effective or helpful as parents seem to think that it is appropriate to disturb teaching time to tell the class teacher how well they feel their child is doing (Hendrefoilan Primary School, 2019).



(Education Executive, 2017)

Learner, the community and schools

The community plays a big role in my placement's day-to-day activities as they are very much involved in community spirit. At Christmas time, both the school choir and orchestra go to local nursing homes to perform for the elderly. This helps the children to respect the elderly and give something back to the community. Also, on St. David's day, the school clubs (dance, choir and orchestra) go down to the local precinct in the community to perform. This is not only a good image for the school, but the children feel a sense of achievement (Hendrefoilan Primary School, 2019).

Theorists

Brofenbrenner's Ecological System helps provide a structure to the factors in a community which has an effect on the children in my placement school and their development. According to (Brofenbrenner, 1979), the different parts of the ecological system include the microsystem, mesosystem, exosystem and macrosystem. The microsystem refers to the child's immediate environments. This includes close family members, and friends. The mesosystem works in partnership with the microsystem and this is where the family, school, healthcare services, religious institutions, their peers and the playground influences the child (Berk, 2000). Additionally, the exosystem portrays a larger environment that can effect the child. This section includes the extended family, neighbours, mass media, social welfare services, legal services and friends of the family. These can influence the children in my setting through other sections of the system such as the mesosystem and microsystem. Rogoff (2003) believed that the macrosystem includes more indirect influences affecting children and their development. This includes the attitudes and ideologies of the culture. Brofenbrenner has a major influence on the way children in my placement are affected by their local and wider community.



(Mayoral Musings, 2019)

Context of the community

A group of volunteers from the local church come into the whole school assembly every Monday morning to act out a bible story for everyone to see and hear. They ask children in the school to be volunteers to help them act out scenes from the bible with them. This helps the elderly people from the church feel they are giving something to the younger generations, as well as teaching the children about Christianity (if they wish to believe). This, along with other examples that I have seen and research from Tassoni (2010) indicates that the community are very much involved in what the school do and they revolve their plans around getting help from the local community (Hendrefoilan Primary School, 2019).



(St. Modwen Homes, 2017)

Reference List:

- Berk, L. (2000) *Child Development*. 5th Ed. Boston. Allyn and Bacon.
- Brofenbrenner, U. (1979) *The Ecology of Human Development*. Cambridge. MA Harvard University Press.
- Education Executive (2017) *Why schools should open their doors to the community out of school hours*. Available at: <https://edexec.co.uk/why-schools-should-open-their-doors-to-the-community-on-evenings-and-weekends/> (Accessed: 8th February 2020).
- *Friends of Hendrefoilan PTA* (2019) [Facebook] 18 November. Available at: <https://www.facebook.com/HendrefoilanPTA/photos/pb.114498786656782.-2207520000../123820259057968/?type=3&theater> (Accessed: 8 February 2020).
- Hendrefoilan Primary School (2019) *Blwyddyn 2*. Available at: <https://hendrefoilan-primary-school1.j2bloggy.com/year-2/> (Accessed: 8th February 2020).
- Hendrefoilan Primary School (2019) *Croeso i Ysgol Gynradd Hendrefoilan*. Available at: <https://hendrefoilan-primary-school1.j2bloggy.com/> (Accessed: 8th February 2020).
- Mayoral Musings (2019) *Hendrefoilan Primary School*. Available at: <http://swanseamayoralmusing.blogspot.com/2019/10/swansea-50-hendrefoilan-primary-school.html?m=0> (Accessed 8th February 2020).
- Meggitt, C. (2011) *Children and young people's workforce*. London: Hodder Education.
- Moyles, J. (2011) *Beginning Teaching Beginning Learning*. 4th Ed. Maidenhead: Open University Press.
- Rogoff, B. (2003) *The Cultural Nature of Child Development*. New York. Oxford University Press.
- St. Modwen Homes (2017) *Hats off to site safety lesson*. Available at: <https://www.stmodwenhomes.co.uk/news-and-offers/latest-news/news-article.asp?articleid=1351> (Accessed: 8th February 2020).
- Tassoni, P. (2010) *Children and young people's workforce*. Oxford: Heinemann