

Theoretical Approaches in the classroom SJIE4006



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Vygotsky

Lev Vygotsky's social constructivism theory

This theory is used often in mainstream schools. In my setting, the school has a group of support staff who are used mainly for children with Additional Learning Needs (ALN). Vygotsky's theory focuses on the importance of the child working collaboratively with a more skilled partner, which in this setting is a Learning Support Assistant (LSA). He believes this is where the child is able to do most of their learning. He developed a method called 'scaffolding', in which the more able adult sets a task which is slightly above the child's skill level. They would receive support and knowledge on the task until the child has the ability to carry it out independently, the scaffolding is then taken away and the child has learned the desired skills for the task. LSA's are based in classes that have pupils with learning difficulties and need support in the classroom. The LSA's provide scaffolding by using different strategies that allow the pupils to understand the given task or topic. This could include the LSA showing the pupil how to draw a face in an art lesson, showing them where to place different features on the face and then the pupil attempting to draw it themselves.

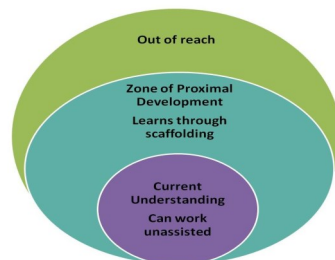
“What a child can do in cooperation today, he can do alone tomorrow”.

Lev Vygotsky

(brainyquote.com)

The zone of proximal development is where the learning occurs . The Teacher will teach a certain topic, and then the LSA will work closely with the pupils to ensure understanding. If they do not understand, it can be broken down into manageable chunks to help the pupil to gain an understanding. Asking questions can gauge how the pupil is understanding the topic or the task given. This is the zone of proximal development which will result in the child being able to understand and carry out their work independently .

Zone of Proximal Development



Lev Vygotsky (Wikipedia)



Vygotsky



beaufort.hants.sch.uk

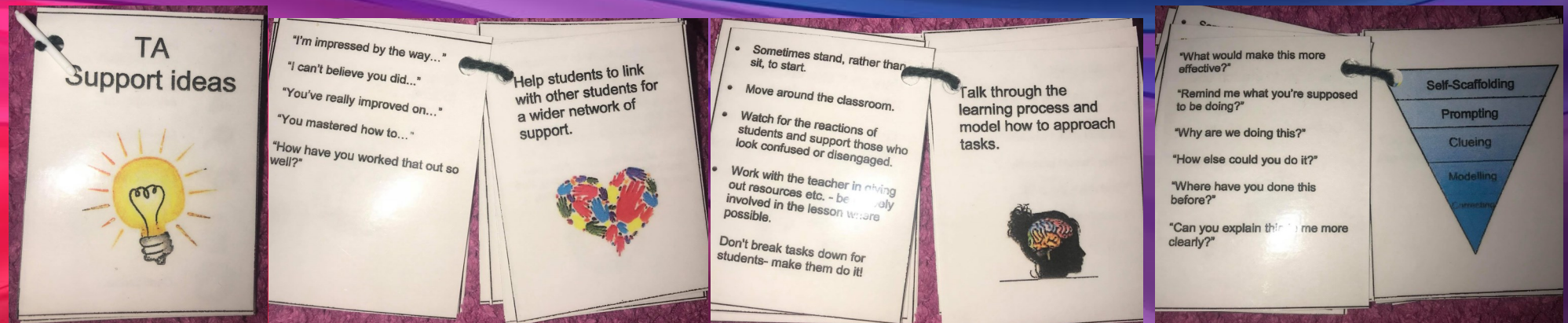
The number of full-time teaching assistants (TAs) has more than trebled - from 79,000 to 243,700 - since 2000. Schools spend approximately £4.4bn on support staff, which equates to 13% of the education budget.

But research into classroom support has highlighted a problem: despite the spending, it's not necessarily having the desired effect on student achievement. The most detailed study on the use of TAs in schools, the Deployment and Impact of Support Staff (Diss), showed that students with TA support made less progress than children of similar ability, who received little or no help. More worryingly, this was most noticeable among special educational needs (SEN) students, who traditionally attract the most TA time. The problem is that students with the most needs end up spending less time interacting with the whole class and their teacher.

There's plenty of evidence to prove TAs can make a real difference. Classroom teachers reported more positive effects, saying that TAs helped to reduce stress, workload and disruption in class.

An article published by The Guardian outlining how the number of teaching assistants has grown, and how they benefit schools. (The Guardian, 2015).

These idea cards are given to each LSA and TA in my setting. It includes strategies on how to support the pupil using modelling. The cards provide phrases that are helpful and refers back to Vygotsky's theory of scaffolding. It could include showing the pupil ways to spell a certain word they are struggling with, by breaking it up into chunks. This gives them a way to be able to spell the word themselves. And we have provided the right strategy to enable them to do this. LSA's and TA's will often use scaffolding as a way of supporting the child.



Skinner

B.F Skinners 'Operant Conditioning' Behaviour Theory

Skinner's theory is used a lot in schools of today. His theory states that rewards will improve behaviour and that punishments will prevent bad behaviour repeating. In my setting, Pupils that have 100% attendance and good behaviour for the term are rewarded with a trip to the local theme park.

There is also a house system where every pupil in the school is part of one of six houses. They can be rewarded with house points for good classwork, being helpful, attending after school clubs and good homework. They can also be deducted house points if they display negative behaviour. This has proven to be an effective way of managing behaviour as the house with the most points at the end of each term get rewarded with gift vouchers, school trips and various other prizes. Pupils who usually behave badly, feel under pressure that they could cause their whole house to lose out on a reward so makes them think twice about how they are behaving in school.



B.F Skinner (wikipedia.org)

Operant conditioning

- Reinforcements
 - Consequences that encourage a behavior to happen again
 - Can be – or +



(Slideplayer.com)

Skinner developed his theory by first of all testing the method on hungry rats. He put them into a box which had a lever on the side, and when pressed the lever would release food. As the rats moved about in the box and hit the lever a few times accidentally, they soon realised that pressing it would release the food so kept repeating the action. This is how Skinner's idea of 'Operant Conditioning' came from.

Persistent rewards for good behaviour means that it is more likely to be repeated. Negative consequences would encourage behaviour not to be repeated.

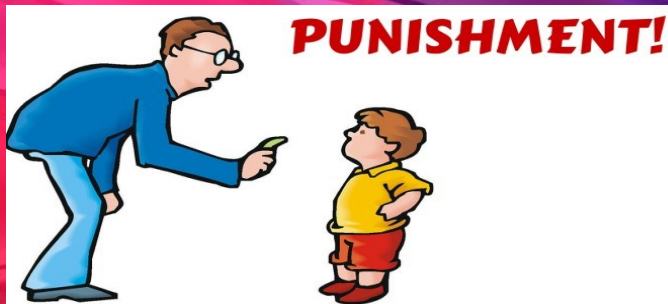
Skinner

This is part of an educational review, which was conducted on a secondary school. It explains the results on the behaviour of children given different rewards and sanctions. In my setting, school trips are used as a reward and this school also uses this method of reward, finding it effective. For behaviour, this school regarded contacting home with positive feedback an effective way to improve behaviour and class work.

(Payne, 2015.)

The core findings from this pilot study reflect an understandably complex picture of human responses to rewards, incentives, punishments, teacher relationships and pupil maturation; there is much work to be done in this area, and the wholesale adoption of systems of rewards and sanctions in UK schools deserves to be unpacked and scrutinised. Much deeper understanding is needed here in terms of the distinction between rewards and sanctions that aim to affect pupils' social behaviour and those that are intended to affect their approach to classroom work. Perhaps more importantly, teachers and those responsible for teacher training, will benefit from a deeper appreciation of the complex nature of pupils' responses to rewards and sanctions. Common sense ideas, such as asking pupils to stay in at break to complete work, have the potential to lead to negative responses from pupils in relation to both their behaviour and their task-based work. By way of contrast, the incentive of a school trip is extremely effective in this school.

The single most successful strategy across behaviour and work and across pupils in Year 7 and Year 11 is contacting home with positive feedback. Not only does it promote good behaviour and hard work, but it is also beneficial to the teacher-pupil relationship.



This is a copy of the behaviour discipline procedure in my setting. There are different stages, a c1 just being a verbal warning right up to a c4 which results in removal from the classroom and a detention. This behaviour policy is new in my setting and seems to be effective. It prevents the class from being disrupted by bad behaviour and with these sanctions the behaviour shouldn't be repeated as stated in skinner's theory.

Why?	What?	Next Steps	Further Action
C1 A C1 is issued if you disrupt teaching and learning - e.g. being off-task, being out of seat, distracting others.	A C1 is a verbal warning which includes a reminder of which rule is being broken.	None.	None.
C2 A C2 is issued if there is continued disruption of teaching and learning.	A C2 is a second verbal warning which includes a reminder of which rule is being broken.	You will be required to talk to the teacher at the end of the lesson, or at break/lunch.	Teacher will record on <i>ClassCharts</i> .
C3 A C3 is issued when there is no improvement after sufficient 'take-up' time.	A C3 is being sent out of the class to department referral.	You will be required to return to the teacher at the end of the lesson, or at break/lunch.	Teacher will update <i>ClassCharts</i> and inform the Head of Department and pupil's mentor.
C4 A C4 is issued if there is continued disruption when you are in department referral, or if you refuse to go to department referral.	A C4 is when Pupil Support is called to remove you.	You will be required to attend a detention with the Head of Department.	Pupil Support will check that <i>ClassCharts</i> is updated and inform the Head of House (for information) and the Head of Year.

References

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<https://techflourish.com/images/clipart-for-school-use-10.png> (Books Clipart)

<https://upload.wikimedia.org/wikipedia/commons/7/79/MAYTE.jpg> (background)

https://upload.wikimedia.org/wikipedia/en/thumb/7/7e/LevVygotsky.jpg/190px-Lev_Vygotsky.jpg (Vygotsky photo)

[Www.wikipedia.org](http://www.wikipedia.org) (Skinner photo)

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<http://21stcenteducators.blogspot.com/2015/09/zone-of-proximal-development.html> (zone of proximal development picture)