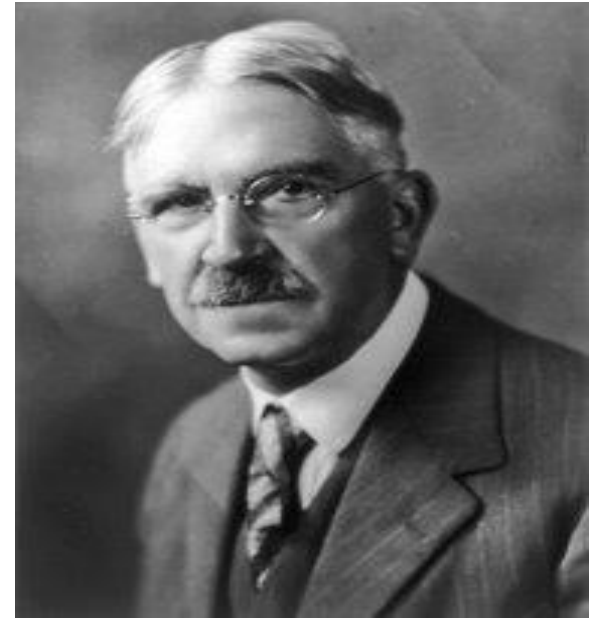


SJIE 4006 by Jessica George.

I am looking at two theorists and how we use their theories in practice and teaching in our schools today. Skinner the Behaviourists and Dewey the constructivist.



(Grace, 2019).



(Dialectic Spiritualism, 2017).

Burrhus Frederick Skinner (1904-1990).

Operant Conditioning Theory - behaviour reinforced would be repeated.

Positive reinforcement – behaviour encouraged with rewards.

Negative reinforcement – poor behaviour discouraged with unpleasant consequence (Bates, 2019).

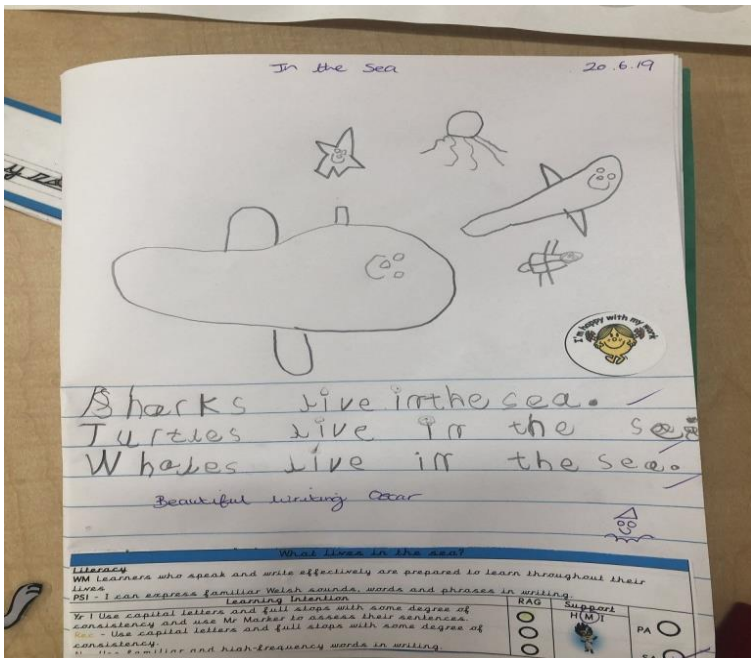
John Dewey (1859-1952)

Pragmatism Theory- thinking and reflection, experience, interaction and equality of opportunity for everyone (Bates, 2019).



(School X, 2019).

The child got to show his class what he had made and have a photo. This was put on school website saying 'well done for fantastic learning log all about Wales' showing awareness to the children who did homework, who made something. Behaviour they wanted so was reinforced, prime example of Skinner theory of Operant Conditioning in action, positive reinforcement can be praise, encouragement, a smile, a photo, or just recognition that you have tried (Grace, 2019). This is child centred and inclusive of all children as it is for trying and effort not on ability.



(George, 2019).

Picture for schoolwork, ticks by teacher and a sticker to say good work all positive reinforcement to encourage this child to continue to work and keep on writing and trying this links to Skinner's theory of positive reinforcement. This is child centred and inclusive to all as you can find something good and something to work on for every child.



(George, 2019).

(School X, 2019).



We use flashcards in my setting, child is sitting, show the flashcard of sitting along with a smile, child knows that you are happy with them sitting although you may only use flash cards with specific children with ALN needing reinforcement on the routine, the smile with everyone sitting can be inclusive of the whole class when they are sitting and listening. This links to Skinner positive reinforcement, behaviour reinforced will be repeated (Frederickson and Cline, 2015).

We looked at colours and tractors, counting how many and what colours so very hands on, looking and feeling our environments and family involvements through our mini explorers which followed Dewey approach of outside and experimental hands on learning (Lindon and Brodie, 2015). Children and family involvement help children and school relationships as well.



School X, 2019).



(Leonard, 2017).

A big shout out to all people who joined in with Iron Kids (School X, 2019). This was not related to schoolwork but about encouraging people to try things and acknowledging them which links to Dewey belief in learning outside of the classroom and mixed ages and abilities: “Unique learners, social environment in natural settings. Students interests should be used for learning” (Williams, 2017, p.9). Encouragement for doing something there interested in and learning through the outside world this also links with Skinner positive encouragement as this will encourage more people to be involved next year as school takes an active approach. Also linking to being recognized for effort no matter what place they come, child-centred and inclusive approach for all children involved which also links back to the new curriculum of successful futures. This also links to the rights of the child under “Article 15: you have the right to meet with friends and join groups” (Children Commissioner for Wales, 2011, p.1).

John Dewey - experimental and interactive learning through engaging directly with their environments (Teach thought staff, 2016). We have mini explorers in our setting who learn from outdoors, hands on learning such as forest schools and the beach where we change the way we teach to suit the child which links to Dewey, the new curriculum as well as Carl Rogers Child Centred approach.



Maths, using numicon to count pumpkins and add how many we have real life experiences through 'hands on learning' which links to Dewey theory. Hands on approach for all, children can see hear touch and explore world around them, topic lead curriculum approach through outside provisions. (Knight, 2011). Child centred inclusive approach which links to the new curriculum of well-being and holistic person-centred approach (Wightwick, 2019).



Dewey believed in an education where children should interact, experience and reflect. That the experience was fundamental to learning, he seen everyone as people and equal he wanted equality of opportunity for everyone (Bates, 2019). This links to the new curriculum with their progression steps and everyone goes through these stages at their own time not in stages or year groups. According to Welsh Government, (2019) progression along continuum curriculum even with ALN but progression steps may be at a different pace.

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