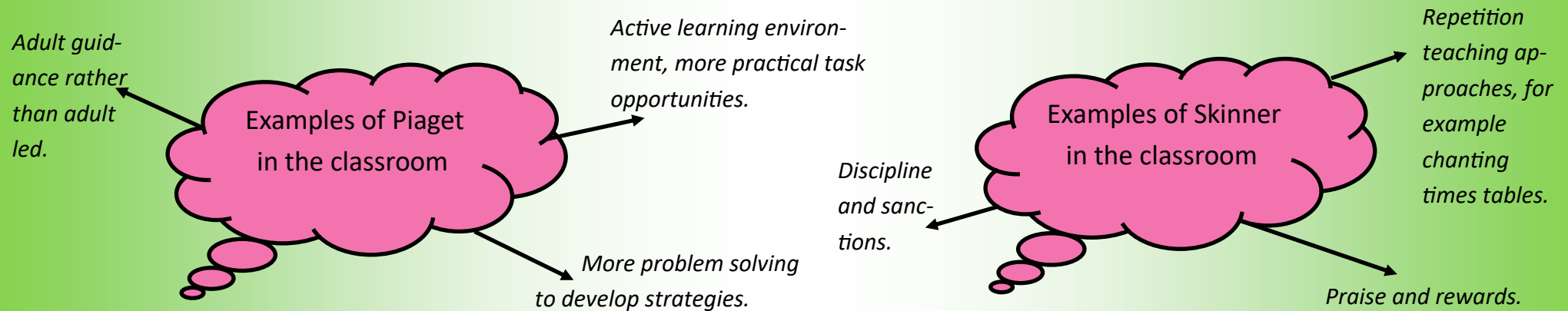


Theoretical Approaches Used Within School M's Classroom Strategies.

Many concepts and ideas for teaching and learning have been developed from theoretical approaches.

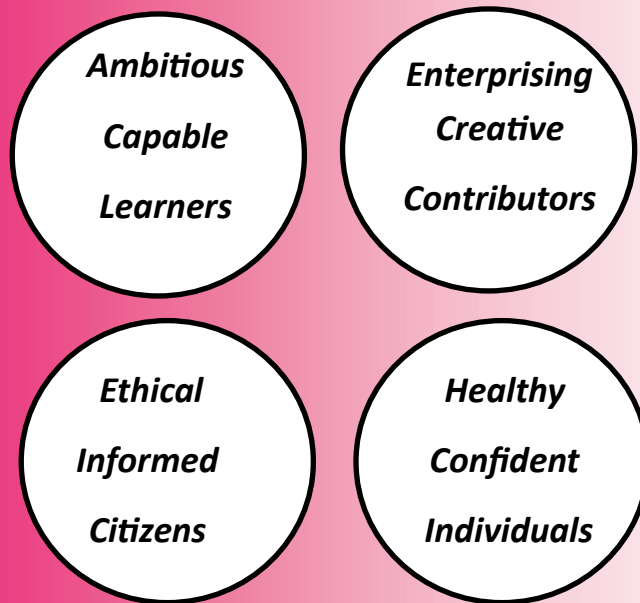
These are varied in style and aim to achieve different purposes. This scrap book will look at the school and pupil responses to the practice of these theories.

Looking at two different theories, first being the approach of Jean Piaget who had a cognitive constructivist approach. "Piaget suggested that children will learn most effectively if they are given opportunities to explore through discovery learning." (Hansen, 2012 p.59) This is done in School M through the new curriculum being introduced throughout the school. Which is displayed on the next page.



It also shows how School M uses the behaviourist approach of Burrhus Skinner. Skinner (1974) believed behaviour is a function of its consequences, i.e. learners will repeat the desired behaviour if positive reinforcement is given and that a behaviour would not be repeated if negative feedback was given. This approach is used heavily within practice within School M's rewards and sanctions scheme. This is detailed further later.

The Four Purposes are to Create:



Children are seen below carrying out independent learning tasks. Cross curriculum doing a maths task in the digital zone.



Image obtained from classroom practice within School M.

The diagrams show the context of the new curriculum, proposed by Professor Graham Donaldson. The new curriculum will make learning more experienced based, and the assessment for learning more developmental and enabling teachers to have more flexible teaching approaches to suit all learners. (Welsh Government (2018) This was a focus of Piaget's theory.

The three cross Curricular responsibilities are:



In School M the areas of learning experiences have been created into zones within every classroom, colour coded to enable consistency throughout. Each area has tasks missions or challenges that children complete with Adult guidance rather than adult led, allowing children to take control of the activity. Piaget's theory supported this "learning is not something that is done to the learner, it is something they engage in themselves." (Blakemore & Finch 2005) Children in each area have cards with their task displayed depending on their ability enabling

The Six Areas of Learning and Experiences are:



References: diagram data obtained from: Successful Futures (2015)

With the new independent learning tasks in the curriculum and increasing focus on digital framework we are preparing children for a future with not just requirements of mathematical or written skills. We are now encouraging the increased competent use of digital technology as well as enabling them to be independent and figure certain things out for themselves. Which is the focus of Piaget's theory.

The use of DCF across the Curriculum



"Prof Donaldson argued that computer programming and I.T in all classes should be as important as literacy and numeracy."

The pupils in School M use technology in all lessons within the school day. They can be seen in the picture in a maths lesson, independently using the computers to work on a measurement game.



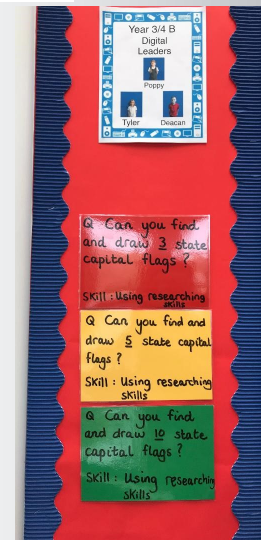
"Children are tech addicts—and schools are the pushers"

Eliane Glaser (The Guardian, 2018)

https://openclipart.org/image/800px/svg_to_png/34531/

Not only is screen technology harmful to children per se, there's little evidence that it helps them to learn. A 2015 OECD [report](#) found that the impact of computers on pupil performance was "mixed, at best", and in most cases computers were "hurting learning." The Guardian (2018)

There has been controversial comments made about the use of technology in schools, but it is an important part of the new curriculum. With children's future jobs based upon using technology, it is vital they acquire the skills for this.



Tasks are differentiated with colour coded cards for their ability, as shown in the example on the left. This is similar to Piaget's stage of development section of theory.

Behaviourist Approach— School M's Rewards and Sanctions

At School M, all children start the day with a green positivity card, if any listed behaviours occur their card changes to yellow for a warning, where they have an opportunity to change this back to green before the end of the session. Red cards issued if yellow behaviour is repeated, or immediate red cards are given for extreme behaviour.

Good Job— Expected Behaviour	Warning	Sent to Senior Staff—Noted in behaviour Log. Parents notified if persistent behaviour.
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Behaviour and values are logged weekly for each class. At the end of each half term a graph is created with this data to show the increase or decrease in both negative and positive behaviour.

This can convey whether the system is having a desired effect.

Values is the schools reward scheme detailed on the next page.

Rewards and Sanctions Data Tracker

Nurs	Red	Yellow	Values
Rec	0	2	4
Yr 1	3	4	6
Yr 2	2	5	6
Yr 3	1	1	7
Yr 4	0	3	9
Yr 5	2	4	5
Yr 6	3	3	8

Ref: School M Data

Many school routines are learnt through behaviourist approaches. One that school M uses as a behaviour management strategy, is the raising of the hand to quieten. This is used in whole school assemblies and continued into the classroom.

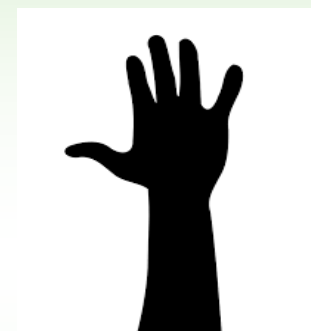


Image Ref: Publisher online images.

Skinner's theory suggested that undesirable action can be negatively reinforced by punishment and that repetition of this enables child to learn what behaviour is desirable.

Blakemore and Fitch(2008)

Praise and Rewards.

School M's Reward Values Education

Values education is an approach that uses moral values to create a positive learning environment. Each new value is introduced in assembly and visited in learning sessions across the week. The language of values is embedded in the day to day life in the school and pupils are encouraged to demonstrate these values through their behaviour choices and as part of their learning journey. Pupils receive rewards for demonstrating these values as part of the School's Behaviour policy



Praise = Increase Positive Behaviour

Discipline = Lessen Negative Behaviour

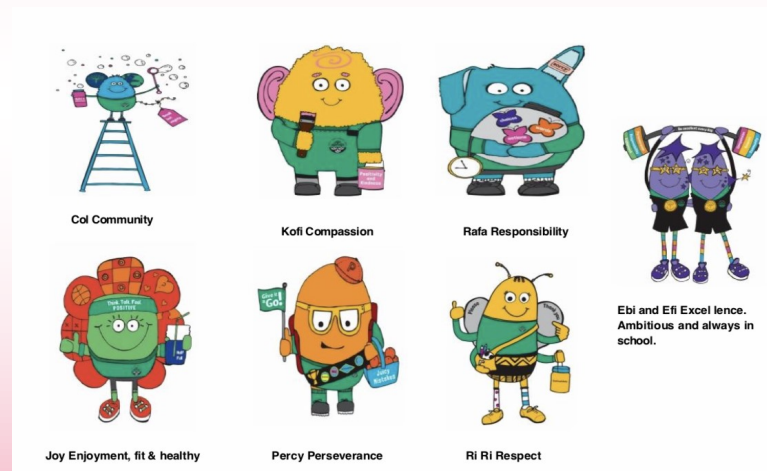
Skinner's theory conveyed that rewards enable more positive behaviour, and discipline reduces the negative. An argument can be placed to say this is not always the case.

The reward needs to be something a child finds rewarding.

Pound (2005) highlights "studies in which young children were rewarded for drawing pictures, demonstrated that quickly children

Image reference: google images

The Little Motivators:



These are the values characters that are awarded to the children each week. When children demonstrate all seven they receive a prize. The Little Motivators are a more personal child centred approach.

References : School M Behaviour Policy and values curriculum document.

The Philosopher Arthur Koestler argues that behaviourism treats humans as if they lack mind and soul and only consist of a brain that responds to external stimuli. It ignores emotional states and complex motives that account for human behaviour. Pound, (2005) Although behaviourism is now seen to be too structured and not fitting with the new curriculum, the approach school M encompass many of the social skills that should now be taught as part of the key principles in the new Curriculum for Life. This conveys that such approach can fit alongside other approaches, as long as it is well thought about and inclusively child centred.

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