

I have NOT used AI in my assignment.

Research portfolio based on how can early years practitioners use their understanding of schematic play to support the children's learning, behaviour and emotional wellbeing?

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Literature Review - How can early years practitioners use their understanding of schematic play in order to support the children's learning, behaviour, cognitive development and emotional wellbeing?

The reasoning behind this research project is in order to find out what early educational practitioners know and understand about schematic play and in which they foster a enabling environment to allow the children to freely explore their schemas whilst at a setting also how parent and guardians are included in order to seamlessly support the children.

Pacey (no date) states that schemas often stem from the child's imagination, however schemas come in nine diverse types ranging from orienteering in which the child positions themselves and or objects in a range of different shapes for example lining up objects such as cars. However, children often consider this to resemble a car park due to the nature if the positioned items. Another example of a schema is trajectory this enables the child's confidence in climbing and jumping however on the other hand this can also be completed in the form of throwing of items for example a ball. Trajectory schema is vital in order to support the child's core strength also the child's fine and gross motor body development. Rabindran *et al* (2020). States that schematic exploration plays a fundamental role when supporting the child's cognitive development. The child's cognitive development being supported through schematic exploration is based off the understanding of how something works, observing others to understand the process and also through sharing their knowledge and understanding.

Moreover, Malik *et al* (2023). Agrees with Rabindran *et al* (2020). opinion however malik *et al* (2023) state that Piaget's theory formalized in (1952) of the child's cognitive development supports schematic exploration by the children facing challenging experiences. schematic exploration is a process in which the children re-enact a experience as projecting the experience through action this allows the practitioner or parent and guardian to understand the child's feelings. However on the other hand Malik *et al* (2023) also states that due to children exploring the enabling environment surrounding them through the use of their senses and also fine and gross motor body movements schematic play comes into consideration when the child is exploring cause and effect and also through repetition of repeated actions

and patterns. According to Pacey (no date) in order to support the children's development it is vital that the enabling adults surrounding the child allows them to carry out their schema in order to support the child's well being by intervening in the child carrying out their schema this may result in a negative impact to the child's behaviour causing them to become frustrated. Pacey (no date) also states that each child develops at a different pace due to some children displaying one or more schemas at a time however not every child demonstrates the signs of a schema development.

Fayaz (2021) states that in order to support the children's mental health and social wellbeing due to displaying the clear indicators that a schema may be present it is critical that all practitioners, parent and guardians undergo high intensity training provided by a additional networking agencies. Professional training is important in order to gain a clear understanding in which ways they can help the children explore and express their schemas. Learning journals (no date) suggests that in order for early years practitioners to support the children's learning experience's it is vital to observe the children in their play also through observing them freely carrying out their schema. This can be supportive in order to set up daily provocation to support the child's likes and dislikes also through observing the child's schema provocation is able to be decided on this helps to positively divert the child's attention in order for the child to carry out their schema safely. Dr Thomas *et al* (2022). states that observations allow practitioners to understand the child's imagination through the act of free play. Free play is stated as the ideal space in order to observe the child. during thus the child's schema is being support through the use of free play, however due to free play opportunities this is most commonly known to for the child to feel comfortable express their imagination broadly due to the nature of self-expression through free play experiences. Dr Thomas *et al* (2022). also suggest that through observations and in the moment planning this allows practitioners to establish an enabling environment in which the children will feel supported and comfortable to express their personal feeling freely. Piaget (1952) states that due to age categories schemas come under a four point umbrella each point in which support significant age groups for example the sensorimotor stage supports children from birth up in till the age of 2 years old this stage enables the baby to toddler to develop the basic fine and gross motor to explore and interact with simple objects and interactions. Stage

two is the preoperational stage in which supports the child from the age of 2 years to 7 years this is where the children begin to develop their imaginative thinking and language and communication. These two stages support children throughout their time within the early years settings up in till juniors within a school setting. Based upon Piaget's (1952) theory, Athey (2007) expanded and researched deeply into the theory upon supporting children with their schemas Athey suggests that by supporting and guiding the children with their schemas this positively guides their behaviour, however if the child is discouraged to act upon their schema this may result negatively in regards to their health, wellbeing, behaviour and or their learning needs. Athey (2007) explained the importance of supporting children who display schemas is most beneficial when working in partnerships with family's and additional networking agencies in order to support the child seamlessly. This research was carried out between 1972-1978 by Athey together with the help of Froebel project (no date) which was created based upon the children within a early years setting based upon a mapping system to track the child's interactions with the provocations set up for the children. This research was carried out in order to track whether the child fits in and complete group activities or flits to and from the activity with shared attention between multiple areas. The findings from the research carried out by Athey (2007) was then feedback between practitioners and parents in order to form a mutual partnership in which created a seamless yet effective way to support the child.

Methodology-

Within the research project based on how early years practitioners support children presenting the signs of a schema this will be carried out in order to collect reliable qualitative data. Through using the mixed method approach this will ensure that the observations are detailed to ensure enough reliable evidence is being collected and thoroughly analysed in order to further the practitioners knowledge (Kandel,2020). Kandel (2020) states that qualitative research is a prime example of understanding the child which will then allow the practitioner to understand all aspects of the child's developmental, physical and emotional needs and how the practitioner can support them. The research project has been created in order to be find out what practitioners know already about schematic signs and how the children can be supported prior to attending extensive training. This data will be collected by preforming 5 observations on children ranging for 1 years to 5 years by doing 5 different observations this is important in order to ensure all observations carried out are completely un biased (Lim, 2024). The reasoning behind carrying out 5 observations prior to training and the repeating the 5 observations again in which the practitioner is hopefully to see a change in the way the early years practitioner supports the child to explore their schema, due to this it is hopeful that the early years practitioner is going to relay all the findings from the training and share the information with the broaden team of educators in order for all staff to have the same understanding on the benefits of schemas and knowledge on how to support the child. moreover this research project was decided upon based on the understanding the importance of supporting children to explore provocations by using their schemas which will further enhance the child's learning outcomes. However the 5 observations will be carried out based on the practitioners interactions on their prior knowledge of supporting a child with a schema. Moreover the observations will then be carried out again in order to see if the extensive training causes a difference to the end result of the observations. By carrying out these observations it is vital to avoid using the Halo effect due to the nature of the halo effect this often clouds judgments also causes bias opinions to ensure that the outcomes of the observations carried out are of a positive manner. According to Westbury *et al* (2024). The Halo effect is often seen as a negative when carrying out a research project due to the nature of how it alternates peoples opinions in order to cause

cognitively biased opinions which will later impact the end result and feedback from the research carried out during the process. However on the other hand due to the nature of the research project it is highly likely that the Hawthorne effect will be visible due to being observed the researcher carrying out the observations may be able to see a change in the child and or practitioners behaviour. McCambridge (2014) states that due to the change in the environment the child may be aware that they are being observed and this could potentially cause a negative impact on the child's behaviour. The Hawthorne effect is often known for providing equal amounts of negative impacts to positive impacts when carrying out a varying range of observations. Moreover there are both positive and negative effects in which are created by the Hawthorne and Halo effect. Due to the style of research being carried out it is possible that both the Hawthorne and halo effect is present at the time of the observations also when the data has been thoroughly analysed. Observations have been chosen as the method used in order to discover all relevant information based on how well practitioners know and understand about schemas. Moreover through observations this allows the note taker to see and understand how well they project all their knowledge in order to support the children with exploring their schemas. Papatheodorou *et al* (2013) states that observations are a wonderful method in order to understand the child fully from their emotional needs all the way to their intellectual needs. Through the use of observations practitioners are able to use the in the moment planning tool in which was created by the NDNA Curriculum for Wales (2022). NDNA (2022) state that in the moment planning relies on observations in order to extend the learning outcomes for the children. By carrying out in depth multi option observations this ensures that all practitioners understand each individual child's needs and wants, how they can be supported and also how the learning outcomes can become endless. On the other hand observations come with equal amount of weaknesses as it does positives one weakness being due to the child's heightened understanding of a change in their comfort of freely exploring the setting due to an observation being carried out by a unfamiliar adult the child may become reserved and a change of behaviour may be notes as a result of this there may be limitations of spotting and observing the child's schema due to their change of behaviour. Furthermore Papatheodorou *et al* (2013). states that based of Piaget (1978) opinion on supporting the child's development Piaget states that observations are the most method of research and collecting data due to the uniqueness and

individuality based on each child develops at different paces for example one child may not display the signs of a schema on the other hand a different child may display 3 different schema types and all this data is being collected in depth due to a practitioner carrying out a simple individual observation. Wilson (2015) suggests that through observations it allows practitioners to relay exact interactions and behaviours to parent and guardians allowing them the knowledge in how to support their child for example if a child likes to throw items at home the practitioner is able to suggest offering a ball and possibly a basketball hoop or a bucket in order to safely divert the child's play to ensure that the play is meaningful and not seen as being disrespectful. Moreover Wilson (2015) suggests that observations allow you to see the child's full ability mentally and physically. Carter *et al* (2014) states that triangulation is vital when carrying out qualitative research, this is due to the nature that the practitioner analysing the information collected is not causing a bias opinion. Analysing data is beneficial in order to test the validity of the data collection, due to the research being carried out in the form of an observation it is vital that staff are noting what has been seen whilst not adding personal opinions into as this may cloud the researchers judgement and also causing a bias opinion. Triangulation has been formed in order to collect in-depth information moreover triangulation will be beneficial when carrying out the observation on the child also on the practitioner. Furthermore it will allow the researcher to note the interactions between the practitioner and the child to see what is going well also what could be adapted in order to provide excellent knowledge based interactions on how to support the child to explore safely with their schemas also how the child could be persuaded on diverting their needs to explore their schema in order to do this safely to ensure the child, practitioner and also the children in the surrounding environment will not be placed in any harming situations. The practitioner states that although triangulation and qualitative research has both positives and negatives the positives outweigh the negatives and will be mostly beneficial when carrying out this important research project within the setting environment.

Ethics-

Due to the nature of the research project being carried out it is vital that the researcher takes into account the importance of being ethically informed in order to remain confidential. The critical methodologies collective (2021) states that ethics and remaining confidential whilst carrying out a observation based research project is highly important if confidentiality is broke it is important that the research takes accountability for their mistakes during the process. When proceeding with a research project it is vital that the research adheres to the British Educational Research Association most commonly known as BERA (2018) was formed in order to collect data by carrying out educational research. BERA (2018) is a policy put into place in order to safeguard the researcher whether the research is carried out individually or larger groups of specialised researchers. It is stated that all research projects must follow and adhere to the BERA guidelines in order to carry out ethically informed research types. The BERA (2018) guidance also states that research dependent it is important to adhere to the codes of conduct in order for the research to become viable also to become ethically correct. This may entail informing other outside organisations about the plan of the research method in which is planned to take place in case prior to the research project beginning it may require further consent from additional companies. Moreover they also state that it is vital to notify all participants of the research project that they are working in line with the BERA guidelines. Furthermore when proceeding with the research it is vital that it follows inline with the University of Wales Trinity Saint Davids, UWTSD guidelines of the code of practice (2023/24) in order for the research to be formally applied to be carried out before proceeding it is vital that the research has been cleared by the university to ensure that it is safe to carry out the research. UWTSD (2023/24) also states that pre planning ahead of the observations in order to gain consent from management, practitioners who is likely to be observed, parent and careers also children being observed if necessary. The Government (2018) states that when gaining consent for all people taking part in the research project it is vital that they use voluntary informed consent meaning they require to know all details about the research project for example the purpose behind the project, what data is being collect, what will

happened throughout, feedback also the vital thing to note is that the practitioners and children have the right to withdraw their consent at anytime during the research project. Moreover the government (2018) states that it is important for the participants to understand fully what they are consenting to before signing the documents. When creating the research projects consent letter it is beneficial to provide all the answers to questions that they may have and need answering by providing a pamphlet this will allow them to read all the information about what will be happening. Furthermore ethical research involving children also known as the ERIC project (no date) was created in order to ensure that all research projects created that involve children are kept ethically and that the child's rights are honoured and also their well-being is being supported and thought about when observing. However the ERIC project (no date) is supported by the article 1 of the UNCRC as they state "every human being below the age of eighteen years unless under the law applicable by the child, majority is attained earlier" (UNCRC, no date). The UNCRC (no date) supports the rights of the child as this should be at the forefront of all interactions with a child being observed or not the child's rights and mental health is vital to the child's development. Government (2018) states during a research project the participants have the rights and free will to withdraw their consent at any given time this should be stated in the information pamphlet at the time of signing consent. Observational research comes with many risk factors in order to keep all information confidential and anonymity it is vital that there is a procedure in place in order to keep the consent forms with personal details safe and secure in order to keep personal information safe. Beardsley *et al* (2019) states that due to storage of personal details digitally comes with multiple risks for example data can easily be lost online due to storage also in case of a hacking situation when having parent an carers agreeing to the consent form this should be made aware of possibilities as this can happen by mistake. If loss of personal information happens this could cause issues and problems to the institution known as UWTSD as if the research project is not working in line with the guidelines this can cause problems for the researcher, all participants that have taken part in the research. It is important to ensure that all data is protected and saved on a memory stick with a double passcode. This reduces the risk of losing or leaking personal information due to non-compliance with guidelines meant to safeguard all parties involved. Moreover Beardsley *et al* (2019)

suggests that by using paper to store personal information this also comes with many positives but also many negatives however by keeping information in an achieve this can lower the chances of accidental sharing of personal information. Beardsley *et al* (2019) also states that the most common issue that causes catastrophic risks is partially due to the use of technology as technology is both great however it also causes many issues due to the nature today people are able to hack into systems and falsify information through the use of artificial intelligence as AI causes many ethical issues which can pursued the opinions of the participants. To safeguard the researcher of the project it is highly important that they work in line with the ERIC (no date), UNCRC(no date), the Government (2019) and also the UWTSD(2023/24) guidelines in order to ensure all information collected is in line with the protocols of running a fully confidential and following protocols in order not to break the GDPR rules as this can cause life changing risks for the participants who are being observed also the institution. Bahn (2012) states that due to the rising numbers of GDPR breaches when collecting personal data and the storage there has been a law created in order to keep individuals out of harm for example due to the loss of personal information people are taking others peoples information and falsifying identity moreover this is a tragic issue however due to the law put into place to ensure these personal data breaches are minimised if this accrues the research may be faced with serious penalty however not only the research will be faced with criminal charges the institution may also due to the agreeing with the research project to go ahead. Furthermore Bahn (2012) also state that the university in which signed off on the research project it is their duty of care to ensure that the research who is going out into the settings to carry out the 5 pre observations and then returning to carry out the final 5 observations after the practitioners attending extensive training is complying with all the guidelines in order for the research project to go as smoothly as possible to ensure that there is no risk to the practitioners also the children taking part in the observations being carried out on them based of their schemas and how they are being supported when at the setting.

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