



Learning aim C: Be able to apply theories and models of child development to support children's development

Theories that consider how children learn behaviours:

- How to use the social learning theory – encouraging children to try activities or learn skills; adult role modelling positive behaviours that they wish the children to develop.
- How to use the theory behind Skinner's theory of operant conditioning – promoting positive behaviour by giving praise, positive acknowledgement and rewards; promoting children's learning by planning activities that are pleasurable for children.

Theories that consider the development of cognition and language:

- How to use the theory behind Piaget's stages of cognitive development to provide a wide range of practical activities so that children can develop schemas by being active learners.
- How to observe what a child can do and then work alongside the child to further the child's development through the use of interaction and sensitive questions.
- How to use Athey's schema theory to observe children's use of schemas while playing and then provide further resources and activities that will allow the child to explore further.
- How to use Bruner's theory by ensuring that the curriculum is based on learning through play and activities; that adults spend time engaging and interacting with children in order that children can make connections between what they are doing and their past experiences.
- How to use the principles behind the information processing theory by using visual aids, props and timetables to assist processing;
- How to use the theory behind the Chomsky's language acquisition device to ensure that there are sufficient opportunities for interaction with children in order that they can assimilate language.

WHAT I'M GOING TO LEARN

Theories that consider how children learn behaviours:

- How to use the **social learning theory** (Bandura social learning, Pavlov classic conditioning & Skinner operant conditioning)
- How to use the theory behind **Skinner's** theory of operant conditioning

Theories that consider the development of cognition and language

- How to use **Vygotsky's** Zone of Proximal Development model
- How to use **Athey's** schema theory to observe children's use of schemas
- How to use **Bruner's** theory by ensuring that the curriculum is based on learning through play and activities
- How to use the principles behind the **information processing theory**
- How to use the theory behind the **Chomsky's** language acquisition device

SKILLS THIS WILL HELP ME TO USE & DEVELOP

- LITERACY** through response practice, extrapolation (selection) of information
- SYNTHESIS** through using a variety of sources to explain the various tendencies within educational theory
- COMMUNICATION** skills through delivering presentation; engaging in class debates
- INDEPENDENT LEARNING** through out the lesson study and development of guides for students
- SELF MANAGEMENT** through submission of work , assessment and revision on time and to the standards/criteria set

HOW I'LL KNOW HOW WELL I'M DOING

- Peer-Assessments** of mid-unit practice questions
- Self-Assessment** criteria reviews of Pass, Merit Distinction criteria
- Knowledge test** 20 key terms and concepts
- Leicester Oral (Self- and Peer-) Assessment** for debates and presentations
- Formative (feedback) practice questions** for examination assessments
- Summative (graded) practice assessments** at the end of the unit
- Oracy formation and debating skills** to test my knowledge of synopticity within this area of study
- Ongoing Self-Assessment / Dialogue review sheets** to identify my strengths and areas for development

I HAVE ACHIEVED THIS BY...

I HAVE SHOWN THESE SKILLS BY...

MY RESULTS, FEEDBACK & TARGETS

