

How children learn 3

TUTOR RESOURCE PACK

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How to use the pack

How children learn is a topic of continuous and dynamic debate and for some students it can be challenging to understand some of the ideas that are currently influencing practice and policy. Many of the theories and ideas are linked, some develop and extend the ideas of early theorists such as Piaget, but all are complementary as well. All aspects of children's development and learning are interrelated and childcare and education practitioners should have a holistic approach to their practice.

About this pack

This resource pack is designed to provide flexible, adaptable and versatile teaching support to tutors and their students studying contemporary thinkers and theorists appropriate to the early years. The principal aim of the pack is to try to help students gain greater understanding of each theory or researcher's ideas and encourage them to extend their knowledge and understanding through personal reading and research. The contemporary theorists and thinkers are presented in alphabetical order, apart from those who are influencing British Early Years Policy and Practice, namely Abbott, Moyles and Whalley. The order is also matched to the accompanying student book, *How children learn 3*, written by Linda Pound (2009, Practical Pre-School Books, London).

The DVD included in this pack contains:

- A photobank and video clips to highlight the link between theory and practice and illustrate key points. Children have been filmed in a variety of situations and in as natural context as possible.
- PowerPoint presentations which can be used to clarify and expand on key theoretical points or the activities in the worksheets.

The structure of each chapter

Each chapter focuses on one contemporary thinker or theoretical perspective and all chapters have the same structure and format to help the tutor find their way around the pack. Each begins with a content section followed by key points and overview of the contemporary think or perspective making reference to the student book *How children learn 3* where appropriate. Key criticisms and comments on each thinker or perspective are important and are designed to make students be reflective and hopefully be encouraged to find

out more for themselves. This section will also help students how attitudes and approaches to practice may have changed. Each chapter has aims and learning outcomes followed by a suggested order for teaching the resources, worksheets and activities. PowerPoint presentations, tutor guidance, a bank of photographs and video clips on the DVD and finally suggested sources for further reading and research.

In each chapter the worksheets, information sheets and PowerPoint presentations are designed to stimulate discussions, develop knowledge and understanding and promote the common core skills of effective communications and engagement, sharing information and knowledge of child and young person development. The various activities are supported with suggestions and guidance for teaching and ideas to extend and develop understanding and knowledge of some of the educational theories and approaches. These activities are designed to give the tutor flexibility dependent on the learning needs of the student group. Each activity can be used as a standalone activity, as separate parts of a teaching session, or in the order over several teaching sessions. All of the resources can be used to support learning at different levels, for example at Award, Certificate or Diploma at Level 3, Level 4 and Foundation Degree.

Aims and learning outcomes

The aims and learning outcomes for each chapter are clearly stated in the tutor guidance and are reinforced and met through the PowerPoint presentations and the various worksheets and activities. There is a common theme to the aims and learning outcomes in every chapter to develop understanding, reflective practice and evaluation skills. Links are also made to the Common Core Skills.

Suggested order for teaching and delivering the resources

In each chapter there is a suggested order for teaching and delivering the resources, but as mentioned earlier the resources can be used separately. This order will provide a complete 'package' on one contemporary thinker or theoretical perspective which may cover several teaching sessions. However, it is acknowledged that there may not be sufficient teaching time to complete the suggested order, which is why the resources can be used effectively separately.

How to use the pack

Tutor guidance for teaching and delivery of the resources

There are teaching notes for each of the PowerPoint™ presentations, student activities and worksheets. These guidance notes are designed to help tutors plan their teaching sessions, but at the same time give flexibility so that the needs of the groups can be met. The tutor guidance follows the suggested order for teaching and delivering the resources. Where appropriate suggestions are made for the tutor to reinforce or highlight specific aspects of a theory, or ask explicit questions to lead a discussion. Where a worksheet requires correct answers to be given these are also included in the tutor guidance.

PowerPoint presentations

All of the PowerPoint presentations can be accessed through the DVD included in the pack. Copies of each of the PowerPoint presentations are reproduced in the relevant chapter, so that tutors can easily see the content of the presentation. Each of the PowerPoint presentations highlight key points of the theory and in some cases are designed to encourage discussion and further research as well providing factual information. The PowerPoint presentations are numbered to correspond to the number of the chapters.

Included in some of the PowerPoint presentations are photographs to reinforce specific points or ideas and to help with discussions, these are annotated so that the link between the photograph, the relevant slide and the theorist are clearly made.

The worksheets and activities

The worksheets provide suggested activities for whole, small group and individual work covering a range of teaching and learning styles. All are numbered, following the same format – the number of the chapter followed by the number of the worksheet, for example worksheet 3.2 is the second worksheet in Chapter 3. Worksheet 12.1 is the first worksheet in Chapter 12. Some of the worksheets relate to the PowerPoint presentations and should be used in conjunction with the presentation. This is clearly indicated in the tutor guidance, many of the suggested activities relate to practice and the learner will be encouraged to undertake personal research, further reading and reflect on their own practice. The worksheets are all A4 size and are photocopiable.

Some of the worksheets are for individual work, in most cases students are asked to compare and contrast theory with their own practice and setting. This is a fundamental aspect of being a reflective practitioner.

The photobank and video clips

The activities and experiences shown on the video clips are intended to illustrate key features of each theorist and/or researcher. With this in mind, some of the activities are adult led to reinforce a specific feature, some are child initiated. It is intended that video clips give examples of practice and how some activities can be delivered. This does not mean to say that these are the only ways, but should be regarded as helpful pointers to assist practitioners develop their understanding, knowledge, practice and skills. In many cases the adults introduce the activity and the children then take the lead, such as in the Paley video clip of children developing a story.

On the DVD is a bank of photographs to support knowledge and understanding of each contemporary thinker or theoretical perspective. Each photograph is annotated with the age of the children stated and brief explanatory notes of the link to the contemporary thinker or theoretical perspective. The photographs have many purposes, for example, they can be used to:

- stimulate discussion
- clarify points
- develop knowledge and understanding
- to compare with the students' own work settings
- develop reflective practice.

Links to other theorists and further reading and research

At the end of each chapter there is a short section of links, where appropriate and relevant, to other theorists and perspectives specific to the theorist discussed in the chapter. It is hoped that this will encourage personal research and encourage the students to expand their knowledge and understanding.

Every effort has been made to check the details of the books and websites, but this list is merely suggestions and a starting

How to use the pack

point. Some of the books maybe out of print but can be accessed through a library or learning centre. Care should be taken when using a search engine to engage in research, many websites can be invaluable sources of information, others can be completely the opposite.

Further reading and research

The following lists contains suggested tutor and student research and further reading, which it is hoped will assist in the delivery of sessions and develop greater understanding of theory and aspects of How children learn and develop.

- Bruce, T. (2004) *Cultivating Creativity*, Hodder and Stoughton.
- Doherty, J., Hughes, M. (2009) *Child Development, Theory and Practice 0-11*, Pearson.
- Jarvis, M. (2001) *Angles on Child Psychology*, Nelson Thornes.
- Johnston, J., Williams, L. N. (2009) *Early Childhood Studies*, Pearson.
- Langston, A., Abbott, L. (2007) *Playing to Learn*, Open University Press.
- Pound, L. (2005) *How children learn*, Practical Pre-School Books.
- Pound, L. (2009) *How children learn 3: Contemporary thinking and theorists*, Practical Pre-School Books.
- Riddall-Leech, S. (2008) *How to Observe Children 2nd Edition*, Heinemann.
- www.allianceforchildhood.org.uk
- www.child-development-guide.com
- www.guyclaxton.com
- www.infed.org/thinkers
- www.direct.gov.uk/en/parents

How to use the DVD

The DVD disc will work in a stand-alone DVD player (TV), as well as on both PC and Macs.

The DVD should auto-run when inserted into your DVD drive. If it doesn't auto-run then open your DVD playing software and select your DVD Drive.

Minimum technical requirements

Low resolution

- Intel Pentium 4 or equivalent 2.33GHz or faster processor
- 1GB of RAM and 128MB of VRAM
- DVD Playback Software

High resolution

- Intel Core Duo or equivalent 3GHz or faster processor
- 2GB of RAM and 256MB of VRAM

To run the DVD in high resolution browse to your DVD Drive and run:

- HCL.exe on Windows
- HCL.app on a Mac

The PowerPoint presentations and photos can be accessed separately to the menuing screen by accessing the DVD and going to the folder of the psychologist of your choice. The photos are stored as jpegs in the Photos folder and the presentations are stored as jpegs in the Presentations folder.

Please see the copyright notice on page 2 of this pack for information on the legal use of this DVD.

If you have any issues in running this DVD please contact the Practical Pre-School Books customer services team 9am-5pm Monday to Friday on 01722 716935 or email orders@practicalpreschoolbooks.com.

Urie Bronfenbrenner

Refers to How children learn 3 pages 9 to 11

An overview and criticisms of Urie Bronfenbrenner's theories

Bronfenbrenner was born in Russia and emigrated with his parents to the United States when he was still a young child. His studies and research focused on developmental psychology and the key ideas in many of his written works considered the links between development and ecology (often referred to as environmental science). He is possibly best known for his role at Head Start, an American government initiative designed to support poor families. The aim of Head Start was to offer early intervention and so facilitate those children to be more successful in school. There are obvious correlations between the American Head Start programme and the Sure Start initiative in the UK. HighScope was one of a range of pre-school programmes developed by Head Start and the success of that programme has spread. Many pre-school settings in the UK follow or are influenced by a HighScope programme.

Bronfenbrenner developed the Ecological Systems theory to attempt to explain how everything in a child and the child's environment affects how a child grows and develops. This theory is very much in line with social constructivist theories of Vygotsky, who highlighted the environmental influences on development. (see *How children learn* pages 39-41) He labelled different aspects or levels of the environment that influence children's development - the microsystem, the mesosystem, the exosystem and the macrosystem. These four aspects are often presented as concentric circles, (see *How children learn 3* page 10)

The microsystem is the small, immediate environment the child lives in. Children's microsystems will include any immediate relationships or organisations they interact with, such as their immediate family or caregivers, their day care or school. How these groups or organisations interact with the child will have an effect on how the child grows; the more nurturing and encouraging these relationships and places are, the better the child will be able to grow and develop. In addition, how a child acts or reacts to these people in the microsystem will affect how they treat the child in return. In turn how others treat or respond to children affects their personality or temperament. Each child's special genetic and biologically influenced personality traits, or what is often called temperament, end up affecting how others treat them.

The next level in Bronfenbrenner's theory, the mesosystem, describes how the different parts of a child's microsystem work together for the well being of the child. For example, if a child's parents take an active role in a child's school or nursery, such as attending parent evenings, supporting and watching school plays or sports events, this will help ensure the child's overall growth. It is worth noting that Bronfenbrenner advocated that if

CONTENTS

This chapter on Urie Bronfenbrenner includes:

- A summary and overview of Bronfenbrenner's theory
- Aims and learning outcomes
- Suggested order for teaching and delivering the resources
- Teaching and guidance notes
- 1 PowerPoint on DVD
- 4 worksheets - individual and group work
- Video footage and photobank on DVD
- Information sheet
- Links to other theorists.

Urie Bronfenbrenner

Refers to How children learn 3 pages 9 to 11

the parents of a child cannot agree how to bring up their child, such as for example in the case of split relationships, the child's development will be hindered.

The exosystem level includes the other people and places that the child may not interact with often but still have a large affect on them, such as the extended family, parent's workplace or a siblings class at school or circle of friends. If a child's parent loses their job, this could have a negative impact if for example money is in short supply and the child has to go without certain things. Conversely a parent getting a better paid job or promotion could have a positive impact in that the parent will more able to meet the child's physical needs.

The outer circle or final level, the macrosystem, is possibly the largest and includes the most remote sets of people and things to the child but which still exerts a great influence on the child. Included are such things as cultural values and attitudes, the national economy and war. Bronfenbrenner focused on international similarities and differences when writing about the macrosystem. For example, nurseries, children's playgrounds and food outlets will have similarities and differences in England, but the same could be said for nurseries, playgrounds and food outlets in any other country.

At a later date Bronfenbrenner added a fifth level which he called the chronosystem which considers how cultures and the mesosystem impact on the developing child over a period of time. For example, the impact of a divorce or relationship breakdown may not immediately affect a child and its impact may not be felt for several years. He also suggests that the impact can vary between cultures.

Whilst many believe that Bronfenbrenner's theory helped to explain what makes a human being human, an individual person, some feel that the theory does not take into consideration cognitive or biological factors and therefore does not offer a holistic approach. Like Belsky, Bronfenbrenner has a sometimes dismal view of the future and what it holds for the human race. He writes extensively on this theme in his book *Making Human Beings Human* which was first published in 1992.

Perhaps surprisingly these two ideas link; criticised for not paying sufficient attention to psychological factors in his early work, Bronfenbrenner's apparently gloomy view of the future evidenced in his later work emphasises characteristics such as integrity and compassion. While he maintained his focus on societal organisation and systems, he placed great stress on social collaboration throughout his life. In considering what makes humans human he did not ignore the workings of our mind – though he did not perhaps see our genetic inheritance

as of great importance as evolutionary psychologists such as Steven Pinker do. The reader might interpret the inevitability of evolutionary theories as gloomy while Bronfenbrenner's belief in society and culture could be seen as offering greater hope for the future.

References and further reading

Bronfenbrenner, U. (2004) *Making Human Beings Human*, Sage Publications.

Gerhardt, S. (2004) *Why Love Matters*, Brunner Routledge.

Urie Bronfenbrenner: Teaching notes and guidance

Aims

- To develop an understanding of Bronfenbrenner's theory
- To link theory to current practice
- To develop reflective practice

Learning outcomes

- The student will develop individual skills of reflective practice as they compare current early years practice in their settings with Bronfenbrenner's theory
- The student will be able to link theory to practice
- The student will develop individual research skills, and develop reflective practice and contribute to a group discussion

Suggested order for teaching and delivering the resources

1. PowerPoint slides 1, 2 and 3
2. Information sheet 1
3. PowerPoint Slide 4
4. Worksheet 2.1
5. PowerPoint Slide 5
6. Worksheet 2.2
7. PowerPoint slide 6
8. Worksheet 2.3 and video
9. PowerPoint slide 7 as a reminder
10. Worksheet 2.4 and video
11. PowerPoint slide 8 and photobank
12. PowerPoint slide 9

About each resource

The PowerPoint presentation has 8 slides.

Slide 1

Is the title slide.

Slide 2

Gives a brief overview of Bronfenbrenner's chronosystem.

Slide 3

Is a graphical representation as the same information. These slides are supported by Information sheet 1 which has the same diagram as Slide 2. This information sheet will be useful to support Slides 4, 5, 6 and 7.

Slides 4, 5, 6, 7, 8 and 9

Slide 4 – The Microsystem

Explain what Bronfenbrenner meant by the term 'microsystem' and ask students to suggest objects and people in their own microsystem.

Worksheet 2.1: The Microsystem

Individual activity and whole group discussion

This links to Slide 4 and it is intended that it is completed as student discuss Slide 4.

Allow time for students to complete the second column independently and then lead a discussion on the impact of the microsystem on themselves and then the impact on a young child.

Questions to stimulate discussion:

- Do you think the impact of the microsystem is overrated? Why or why not?
- How can the impact be measured or assessed?
- How can this theory be linked to the nature/nurture debate?

Slide 5 – The Mesosystem

Explain what Bronfenbrenner meant by the term 'mesosystem'. To help make your explanations clearer it may be helpful to use slide 6 which gives one illustration of the mesosystem. Ask the students to suggest other illustrations from their own practice which indicate that they understand what is meant by a mesosystem.

Urie Bronfenbrenner: Teaching notes and guidance

The Four Systems of Human Ecology

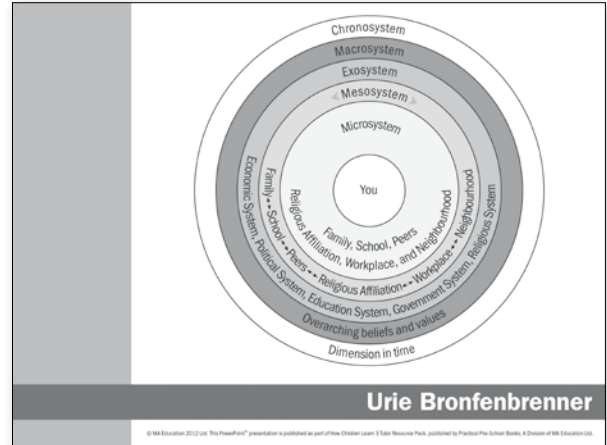
1. The Microsystem
2. The Mesosystem
3. The Exosystem
4. The Macrosystem

See Slide 3 and Information Sheet 1

Urie Bronfenbrenner

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Urie Bronfenbrenner Slide 2



Urie Bronfenbrenner Slide 3

The Microsystem

Consists of:

The child (or developing person)

Plus

Objects to which the child responds

People the child interacts with on a face to face basis

Urie Bronfenbrenner

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Urie Bronfenbrenner Slide 4

The Mesosystem

Applies to the settings and links between the settings in which the child (developing person) participates, such as:

Nursery

Religious setting or place of worship

The extended family

Urie Bronfenbrenner

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Urie Bronfenbrenner Slide 5

The Mesosystem

Urie Bronfenbrenner

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Urie Bronfenbrenner Slide 6

The Exosystem

Includes people and places with which the child (developing person) may not interact directly, but does affect them, such as:

The parent's work place

A sibling's school class

Organisations which support the rights of children

Urie Bronfenbrenner

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Urie Bronfenbrenner Slide 7

Urie Bronfenbrenner: Teaching notes and guidance

The Macrosystem

The attitudes and ideologies of the culture of the child (developing person)

The global similarities

Intersocietal contrasts

Urie Bronfenbrenner

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Urie Bronfenbrenner Slide 8

The fifth element

Bronfenbrenner added a fifth element in 1986.

He called this:
THE CHRONOSYSTEM
the evolution of the external systems over time.

The chronosystem is not represented by one of the concentric circles but is designed to show how changes over time impact on the child (developing person)

Urie Bronfenbrenner

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Urie Bronfenbrenner Slide 9

Worksheet 2.2: The Mesosystem

Whole group discussion

Bronfenbrenner's next level – the mesosystem, describes how the different parts of a child's microsystem work together for the sake of the child. For example if a child's parent/carer takes an active role in a child's school/nursery, such as going to parent evenings or watching school plays or sports events, this will help ensure the child's overall growth.

Students will need an individual copy of the worksheet so that they can read the case study and take notes during the discussions.

Initially focus on the overall growth of the child. Then consider specific areas of growth and development such as behaviour, social skills, self-help and independence skills, attitudes and moral development.

Slide 7: The Exosystem

Discuss what is meant by the exosystem and watch the video clip.

Worksheet 2.3: Video 1

Children aged from 2 years and 6 months to 4 years and 5 months are playing in a role play area that has been set up as baby clinic/health centre. The aim of the activity was to make links to the different systems that affect the child outside the setting and therefore their holistic selves. It is important to check students' understanding of Bronfenbrenner's theory before attempting this activity.

It is suggested that students watch the video clip and attempt to make links to the different systems as outlined by Bronfenbrenner. It may be helpful for students to refer to Information sheet 1 whilst watching the video clip complete Worksheet 2.3.

Worksheet 2.4: The Exosystem

Small group activity

It is suggested that this activity is completed as soon as possible after watching the video clip or watch it again. Depending on the size of your class divide into three or four small groups and give each student an individual copy of the Worksheet 2.4. In their groups student discuss situations in the exosystem that may impact on a child's growth and development. Each group should share the results of their discussions with the rest of the class.

Slide 8: The Macrosystem

Go over each point and discuss. Use the photographs from the photobank to discuss cultural values, freedoms and so forth.

Verah (3 years and 10 months) and Ffion (2 years and 9 months) play in the baby clinic

Ieuan (4 years and 5 months) pretends to be a doctor

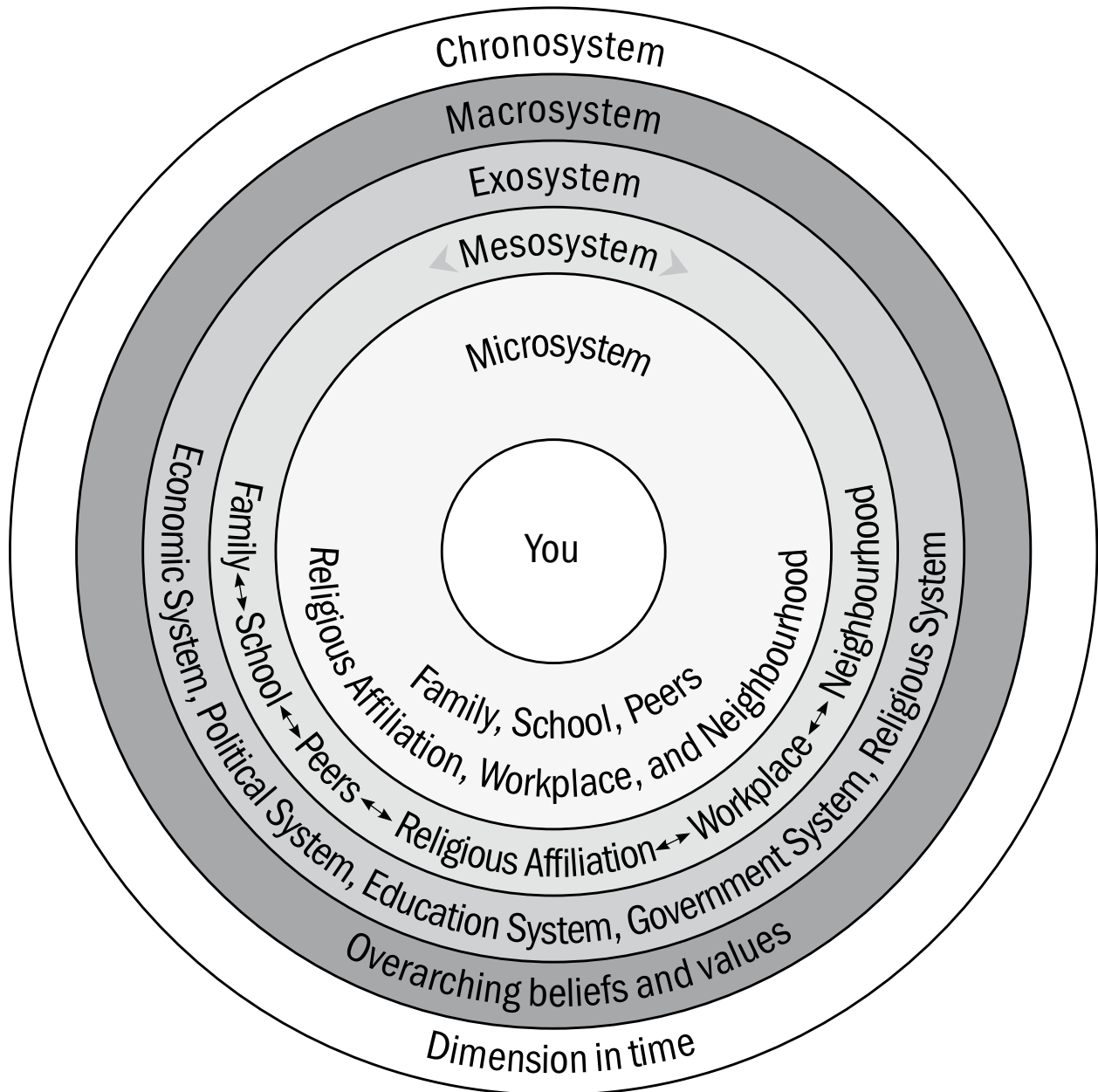
Verah (3 years and 10 months) plays in the kitchen

Slide 9: The Fifth Element

Go through and lead a discussion on Bronfenbrenner's views in general and how these impact on current practice.

Information sheet 1

Bronfenbrenner's Ecological Theory



Worksheet 2.1: The Microsystem

The Microsystem is the small immediate environment the child lives in.

(NB Bronfenbrenner prefers to refer to the child as the 'developing person'.)

Think about your own microsystem.

Who or what are the people and objects with which you interact?

List them below in the first column.

Think about the impact that these people and objects may have had upon you

In the second column, try to describe the impact.

My microsystem	Impact on me