

Supplementary Theorists

This supplementary activity supports the work of theorists from handbook 4b of the original resource.

This activity begins with a revision of the theorists from booklet 4b of the original resources. The aim of this session is to devise activities for peers using a range of theorists and their theories.

Learning objectives

Whilst undertaking this activity, learners will:

:

- use research methods to select and summarise information
- work collaboratively with team members to complete the set task
- devise activities as a method of peer assessment
- reflect on their learning to identify areas for further development
- negotiate with their teacher, trainer or tutor the approaches and activities to support further development
- produce an action plan for further learning
- link the work of supplementary theorists with original theorists from booklet 4b of observation.

Materials required

- Booklet 4b (Interpreting your observations)
- Handbook 4b
- Supplementary theorists' handouts.
- Resources to support the development of the activity
- Access to ILT, paper, textbooks and any additional resources you have available

Starting points

This supplementary activity is an extension of the original activity in booklet 4b. You can use questioning to test the learners' understanding of the theorists from the original activities. If you have not used the original resources, you may want to combine this session with the session from booklet 4b.

Suggested approaches

You might use this activity at various points during the topic. Early in the topic, the resources can be used to support teaching and learning. If you have completed session 4b from the original resources, this is an extension of that session. Organise the learners into small groups. Provide each group with a handout on a supplementary theorist. Ask learners to make connections between the theorist that they have been given and the theories illustrated in booklet 4b. For example, Piaget in booklet 4b illustrates the notion of schemas. In this extension activity, Chris Athey also discusses the notion of schemas. Although there are differences, there are also similarities between the two. Another example is the link between Tina Bruce and Froebel.

Teacher, tutor, trainer and learner questioning in small groups will generate discussion and learners should be encouraged to relate child development theories to workplace practice.

In the next part of the activity, learners are asked to devise a game that can be used for formative assessment. The learners use the supplementary theorist that they have been given and they link a theorist from the original resources to devise a short activity to test their peers. This could be a quiz, a gapped handout, wordsearch and so on. Learners then use the activities to test the retained knowledge of their peers. Feedback is provided through evaluation sheets. Individual learning plans (ILPs) can be revised and updated according to knowledge, understanding and application of the activity.

Planning learning outside the classroom

Learners can research additional theorists to support their observations. They can also use the video tool to develop presentations on the work of the theorists. Learners can revisit their completed observations, evaluate the accuracy of their recording and provide supplementary information regarding child development theories.

Alternative approaches

The activities can be carried out independently or learners can be encouraged to work in small groups. They can also be used as whole class activities with learners discussing the theories within a large group. In this way, you are able to manage the discussion and highlight similarities and differences surrounding the theorists and their theories. Learning can be extended through questioning by teacher, tutor, trainer and peers and links can be made between theory and practice.

Differentiation to meet individual needs

Groups working on the activity can be self-selected or chosen to develop specific skills, provide support and maximise sharing of experiences and knowledge. The small group peer assessment activities can be developed to varying degrees of complexity.

Consolidation, checking and reflecting on learning

You can apply open questioning techniques to check on learning (further information on the Assessment for learning approach can be found in the Talking teaching, training and learning CPD activity).

When the activity is used later in the learning of the topic, it can be used as a reflective tool to encourage learners to analyse their practice and process in relation to theory and good practice. This deepens learning and promotes the transference of skills and knowledge to help learners think about the accurate recording of information within their observations. Formative, self- and peer assessment can be used to revise ILPs and encourage the self-managing learner.

Learners can also demonstrate the skills of:

- creative thinkers in devising their own questions
- of effective participators and team workers through the use of group work.

What learners might do next?

Learners can produce guidance sheets and 'Top Tips' for supporting their observations with child development theories. Learners may revisit their observations to provide additional supporting information on child development theories. Depending on the course and awarding body, amended observations may then be resubmitted for re-assessment.

Embedding literacy, language and numeracy.

The activity involves written and oral communication skills. It also provides opportunities for assessing group interaction, problem solving and presentation skills.