

TIMELINE OF CHILDHOOD LINKED TO THEORY

DURING THE MIDDLE AGES

Aries (1962) claims during this period of history childhood was not an important life stage and society did not have images clearly depicting children however much of the art work depicts children as versions of small adults in society at a slightly older age rather than babies or toddlers. Children were portrayed with others, not alone and perhaps because of their very low life expectancy not something to get attached to. Cunningham (1995) suggests that during this period mothers not only recognised the first seven years of life but were encouraged to bring up their children with kindness and they mourned their loss.



DURING THE EIGHTEENTH CENTURY

Rousseau cited in Hendrick (1997) argued that childhood was a valued stage of life and emphasised the natural goodness and virtuousness of children. This ideology was lost during the industrial revolution but then revived by social reformers who debated that children should be protected from adult realities of the world.



DURING THE NINETEENTH CENTURY

Mass education influenced society's perception as it was used to shape and mould pupils' behaviour whose attendance was compulsory (Hendrick, 1997).

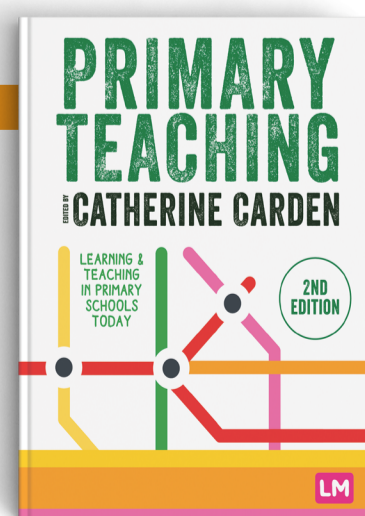


DURING THE TWENTIETH CENTURY

Successive governments regarded children as society's most valuable assets, placed them top of their agenda and passed laws to secure their proper development by the provision and monitoring of services. Children still viewed as dependent on adults and the state (Hendrick, 1997).

PREVIOUS GENERATIONS HAD THEIR CONCEPT OF BEING 'A CHILD' WHICH DIFFERS FROM THAT WHICH WE HOLD TODAY (ARCHARD, 1993)

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WHY THEORIES MATTER FOR TRAINEE TEACHERS

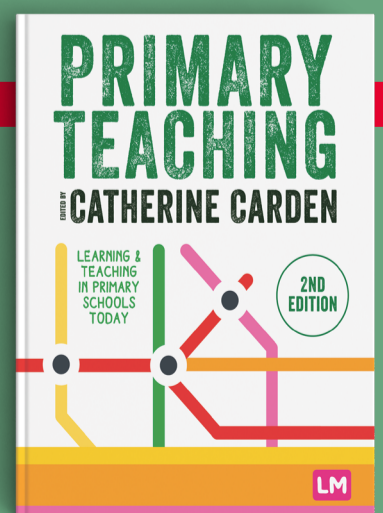
No single theory can fully explain how children learn

Each theory adds significantly to how we make sense of what is a highly complex and challenging aspect of children's development

Theories provide a means by which teachers can critically discuss their pupils' learning

Critical discussion of theories avoids simplistic interpretations of behaviours in the classroom that may be overly subjective and lacking in real evidence

In their simplest form, theories are a means of explaining those complex phenomena that we do not fully understand



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THE ROLE OF THE TEACHER

IN A LESSON

EXPLAINING SAY IT!

Talk through ideas
and concepts

Express it verbally and
add action and drama
when needed

Keep explanations
simple and to
repeat key ideas

DEMONSTRATING SHOW ME!

Show children how to
do a task independently

Do this step
by step

Keep demonstration is
short and focused

Children with EAL
benefit from the visual
and oral explanations

MODELLING THINK IT OUT LOUD!

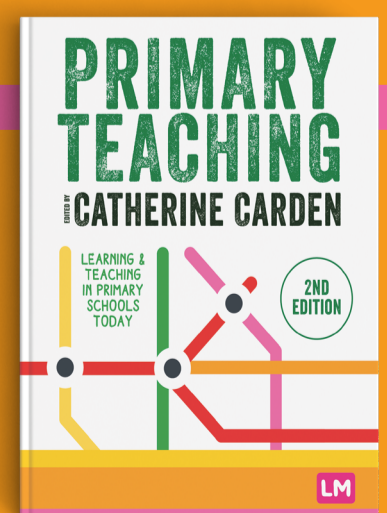
Explain your decisions
and choices as you go

Ask yourself questions

Identify any patterns
or problems

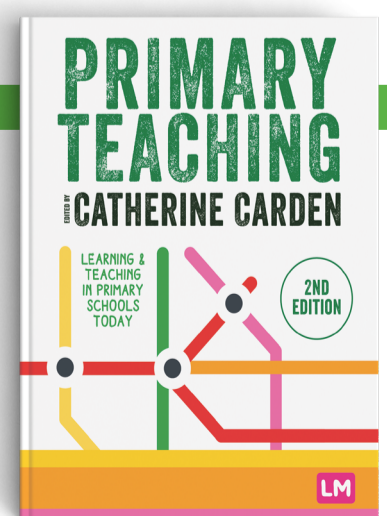
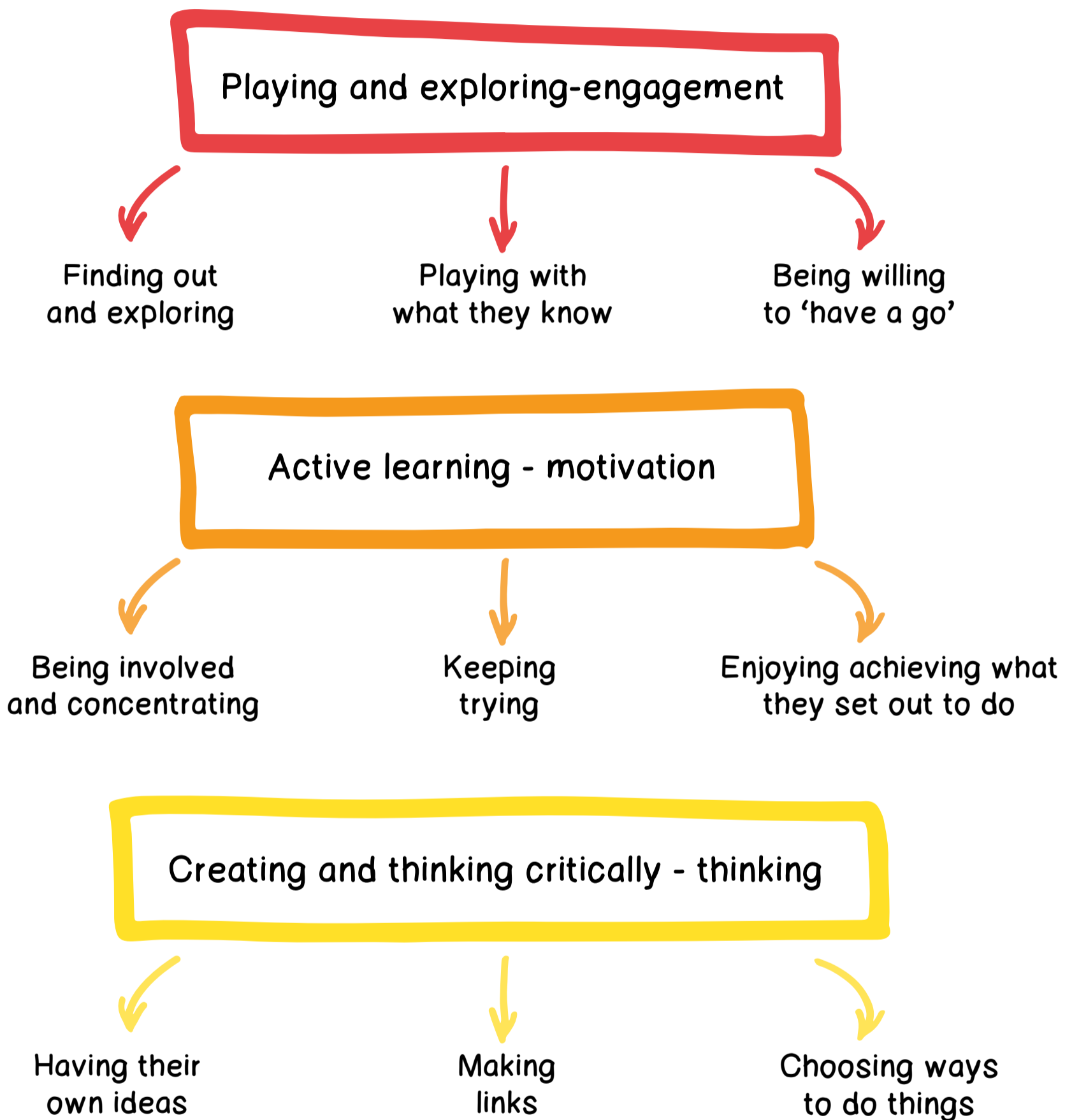
Make mistakes and
solve them as you
work through

Get it wrong and
go back and correct
your mistakes



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CHARACTERISTICS OF EFFECTIVE LEARNING



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THE CHALLENGES FOR PLACEMENT

1

YOU AREN'T AS GOOD AS YOU THOUGHT YOU'D BE

New contexts will affect your practice
Learning doesn't happen in a straight line
Develop your resilience

2

YOU CAN'T DO THINGS YOUR 'OWN WAY'

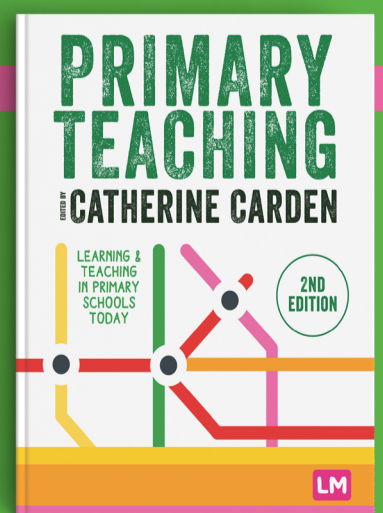
Remember you are the learner in the school
Follow instructions with a questioning stance, keep an open mind

3

YOUR MENTOR SEEMS TO BE TOO BUSY

Mentors are teachers and teachers are busy
Your professional relationship with your mentor is important. Be mindful of this

IT'S OK; IT'S NOT MEANT TO BE EASY!



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IN YOUR ACADEMIC ASSIGNMENTS FOR INITIAL TEACHER EDUCATION YOUR TUTORS ARE NOT LOOKING FOR:

Your personal, unsubstantiated, opinion

A patchwork of other people's ideas and words

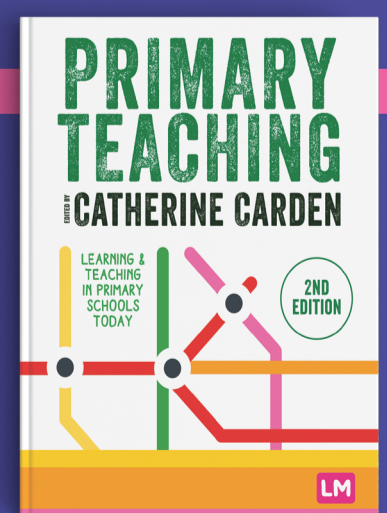
A description of your experiences in school

THEY ARE LOOKING FOR:

Your reasoned, justified position or argument in relation to the assignment focus

Your understanding of what you have read, expressed in your own words

Carefully chosen examples of your practice which relate directly to the points you are making



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