**Scaffolded**

‘Including such actions as modelling, encouraging, questioning, adding challenges, and giving feedback, provide the support needed to extend children’s existing capabilities. Effective scaffolding by both educators and other children provides active structures to support new learning; it is then progressively withdrawn as learners gain increasing mastery.’[[1]](#footnote-1)

Consider the questions for reflection in terms of your own interactions with young learners. As you write your responses ask yourself how they would be evident in action to a family or visitor to the classroom.

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| --- | --- | --- | --- |
| **Teacher/Teacher aide behaviours** | **Young learner behaviours** | **Questions for reflection** | **My reflections** |
| **Teachers/Teacher aides may:**   * ensure that young learners know how to seek help and from whom * model, encourage, question, add challenges and give feedback to support and extend learning * establish a problem-solving climate, encouraging young learners to experiment and take risks, withdrawing support as their mastery increases * provide learning experiences of growing complexity, differentiating the level of support according to each young learner’s strengths, motivations and interests. | **Young learners may:**   * recognise when they require help and are able to independently access that help * accept and incorporate feedback into future learning * act with resilience in a challenging, and supportive environment * participate in learning experiences of growing complexity, while receiving support from the teacher/teacher aide. | * In what ways do I ensure that young learners know how to seek help and from whom? * How do I model, encourage, question, add challenges and give feedback to support and extend learning? * How do I establish a problem-solving climate, encouraging young learners to experiment and take risks? * How do I ensure learning experiences of growing complexity with considered use of interactions, resources and the environment? * Do I recognise when and how to gradually withdraw support? | • |

1. Queensland Government and Department of Education (n.d.)*.* *Foundation Paper Age-appropriate pedagogies in the early years of schooling,* p.28. [↑](#footnote-ref-1)