

Answers

Chapter 2 Supporting Education

Recall activities

- 1
 - a The EYFS framework sets the standards for learning, development and care for children from 0 to 5 years.
 - b There are 7 areas of learning and development within the EYFS.
 - c These are split into 2 sections: **prime** areas and **specific** areas.
 - d There are 3 **prime** areas and 4 **specific** areas.
 - e Each area has a range of **Early Learning** Goals that children are expected to achieve at the end of the reception year.
- 2
 - 1) Playing and **learning**
 - 2) **Active** learning
 - 3) Creative and **critical thinking**.

3

Key stage	Year group	Age
Early Years Foundation Stage	Nursery Reception class	0–5 years
Key Stage 1	Years 1 and 2	5–7 years
Key Stage 2	Years 3, 4, 5 and 6	7–11 years
Key Stage 3	Years 7, 8 and 9	11–14 years
Key Stage 4	Years 10 and 11	14–16 years

- 4
 - a Your mind map could include any **five** of the following or similar responses:
 - ▶ Approachability
 - ▶ Confidence
 - ▶ Knowledge
 - ▶ Passion
 - ▶ Patience
 - ▶ Positivity
 - ▶ Reflection
 - ▶ Resourcefulness
 - ▶ Empathy
 - b Responses could refer to any of the following:

Behaviour	Importance in supporting children and young people
Approachability	Approachable refers to and someone who is warm and friendly. A child or young person is more likely to seek help or reassurance from an adult if the adult demonstrates these personal qualities.
Confidence	Children will pick up on the adult's confidence and have trust in the adult's care. They will feel safe that they are being looked after by them.

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Knowledge	Adults need to be able to know what they are teaching and use the correct language to support the children and teach concepts effectively.
Passion	Adults working with children and young people should all love this work and want to be in the setting.
Patience	Adults need patience when supporting individual children who may need more time to grasp concepts and need extra support. Patience is an essential attribute to have when working with children.
Positivity	Adults need to maintain enthusiastic when work with children even when times become hard. Will also help to engage children and inspire them – will promote children to be positive about themselves.
Reflection	Reflection is good to be able to look back on a situation and consider how it could be changed to support the child/children. It also helps to review own performance and consider different ways of approaching certain situations.
Resourcefulness	Adults need to develop creative skills and think quickly to be adaptable in certain situations. This will support adults to adapt their planning and be flexible on occasions when supporting individual meet needs
Empathy	If the adult is able to recognise how a child or young person might be feeling, they can meet their needs more effectively.

5 a

Approach	Definition
Behaviourism	This approach concentrates on the interactions between adults and children and how they support learning.
Cognitive constructivism	This approach focusses on feelings and attitudes.
Social constructivism	This approach to learning suggests that we learn as a result of what happens to us. The term for this is 'external stimuli'.
Humanism	This approach is all about modern technology and how it can support learning.
Connectivism	This approach stresses the thinking processes that take place, such as memory and processing information.

b

Approach	Theorist
Behaviourism	Pavlov – Classical conditioning Skinner – Operant conditioning Watson – Little Albert experiment
Cognitive constructivism	Three from: <ul style="list-style-type: none"> ▶ Piaget – Four stages of development ▶ Bruner – Three modes of representation ▶ Kolb – Experiential learning cycle ▶ Bloom's Taxonomy

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Social constructivism	Three from: <ul style="list-style-type: none"> ▶ Bergman and Sam – Flip your classroom ▶ Bruner – Discovery learning ▶ Vygotsky – Zone of proximal development ▶ Nutbrown – Threads of thinking – importance of schemas ▶ Dowling – Young children’s thinking ▶ Hart and Risley –The 30 million word gap
Humanism	Three from: <ul style="list-style-type: none"> ▶ Maslow – Hierarchy of needs ▶ Bronfenbrenner – Ecological system ▶ Carl Rogers – Freedom to learn ▶ Malaguzzi – 100 languages of the child, Reggio Emilia approach ▶ Paulo Freire’s Pedagogy of the oppressed ▶ Malcom Knowles
Connectivism	<ul style="list-style-type: none"> ▶ Downs – Modernised learning delivery strategies ▶ Siemen – Massive open online courses (MOOCS) ▶ Lave and Wanger – Community of practice

Short-answer exam-style practice questions

- D** – Communication and language [1]
- D** – Reception Baseline Assessment (RBA) [1]
- B** – Bandura [1]
- Bronfenbrenner’s the ‘microsystem’s is the child’s immediate environment [1] and who is within that: parents, siblings, teachers and friends. [1]
- A response should include a short description of operant conditioning [max 2 marks].
The answer could include the following information:
 - ▶ Operant conditioning is a behaviourist approach and relates to how a child’s behaviour can be shaped by using reinforcers. This could include rewards after stimuli, which would strengthen or weaken the response.
 - ▶ Thorndike and Skinner developed operant conditioning theory – their theories could be discussed in the response.
 - ▶ Skinner discussed three consequences of actions:
 - ▶ 1: positive reinforcers – likely to repeat behaviour to gain the reward – most effective
 - ▶ 2: negative reinforcers – likely to repeat behaviour to stop negative response
 - ▶ 3: punishments – learn to stop doing something to not get the punishment
 The second part of the response for how operant condition relates to children’s learning behaviour in schools could include:
 - ▶ Used in schools to modify behaviour – examples being stickers, star charts, good work assemblies, reward systems, or other appropriate examples from schools. [1]
 - ▶ The child changes behaviour as they want to do well to achieve rewards rather than receive the punishment. [1]
- Piaget called this Egocentrism [1]; it occurs at the preoperational stage, 2–7 years. [1]
- Could include one of the following advocates and two key features:

a Advocate [1]	b Key features [2]
Maslow – Hierarchy of needs	Maslow stressed the importance of fulfilling children’s basic needs so they can reach their full potential. Maslow also said that they can then focus on the highest need: self-actualisation.

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Bronfenbrenner – Ecological system	Bronfenbrenner was interested in the processes that shape development. He developed a model that demonstrates that there are wider influences on children that just their immediate family.
Carl Rogers – Freedom to learn	Carl Rogers outlines the importance of meaningful learning for children and young people. Experiential learning where the needs and wants of the learners are at the focus.
Malaguzzi – 100 languages of the child, Reggio Emilia approach	Teacher and children are partners in learning. Children can construct learning around their interests. The environment is a key part of the learning process.
Paulo Freire – <i>Pedagogy of the oppressed</i>	Freire advocated a problem-solving approach where learners become critical thinkers and are able to learn together with their teachers.
Malcom Knowles	Knowles focused on adult learning. His main focus was to recognise that adults have starting points and have different attitudes, experiences and knowledge from children and young people.

- 8 Any two of the following could affect engagement in literacy [2 marks per answer]:
- ▶ **Level of cognitive and language development:** Fluent language will support children to learn to read, write and extend their vocabulary. Later, children and young people who have good vocabulary levels are likely to find reading more enjoyable and produce higher levels of written language.
 - ▶ **Physical health and wellbeing:** Good health and wellbeing will support good attendance and therefore learning will not be missed in early years settings and schools.
 - ▶ **SEND (Special Educational Needs and/or Disabilities):** Some types of SEND may cause children to have delays in development. This may be because their learning difficulty makes it harder for them to understand concepts of learning literacy.
 - ▶ **Motivation and interest:** How motivated a child is determines how much they will become involved and want to learn. Motivation also links how things are taught due to the child's enthusiasm.
 - ▶ **Confidence to try without fear of failure:** Children need to be confident that making mistakes is part of learning and so not to be afraid to make them. It helps them feel that they can try things without worrying about failing.
 - ▶ **Socio-economic circumstances:** Children from poorer backgrounds may be disadvantaged and have fewer opportunities available to them. There may be limited space, time or money to spend on homework or extra-curricular activities.
 - ▶ **Bilingualism (English as an additional language):** There may be a lack of understanding for children who have more than one language. It may affect them understanding the different rules of spoken and written language.
 - ▶ **Previous experience or support:** Previous experience in reading and learning along with a lack of support in the past may prevent a child from engaging in the future. Positive experiences will help children persevere.

Long-answer exam-style practice questions

- 1 a Could be any **two** from the following:

Environmental

- ▶ Home environment: Luca's home environment might not be conducive to learning, whether due to distractions, lack of support, or other stressors such as involvement from parents. [2]

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- ▶ Exposure to stimulating, language-rich environment and resources: there may be a lack of opportunities for Luca to talk or engage with others. [2]
- ▶ Support or involvement from parents, carers and peers: Luca may face challenges in school if he doesn't have supportive peers or if he feels isolated or excluded by his classmates, or feels unsupported by the involvement of his parents/carers. [2]
- ▶ Opportunities to practise and apply knowledge. [2]

Educational

- ▶ Quality of teaching: the teaching methods used in the classroom might not align with Luca's learning style or might not sufficiently address his needs. [2]
- ▶ Age and stage of appropriate materials. [2]
- ▶ Use of aids and adaptations. [2]
- ▶ Use of synthetic phonics (reading and writing). [2]

Personal

- ▶ Level of cognitive language [2]
- ▶ Physical health and wellbeing [2]
- ▶ SEND [2]
- ▶ Motivation and interest [2]
- ▶ Confidence to try without fear of failure [2]
- ▶ Socio-economic circumstances [2]
- ▶ Bilingualism (English as an additional language) [2]
- ▶ Previous experience [2]

Accept other appropriate responses.

- b** A strategy to support Luca could include one of the following:
- ▶ Tailoring teaching methods to engage Luca [1] – such as providing alternative ways to learn literacy, for example incorporating hands-on activities, visual aids, or technology-based tools. [1]
 - ▶ Involving Luca in group problem-solving tasks to engage him to work with his peers and gain support from them. [2]
 - ▶ Using synthetic phonics strategies and activities as an approach to help Luca learn to read and write. [2]

Accept other appropriate responses.

2 Discussion could involve the following points:

Response	Guidance
<p>Could mention the following activities:</p> <ul style="list-style-type: none"> ▶ reading aloud ▶ singing songs ▶ engaging in interactive storytelling ▶ celebrating diversity through language, e.g. role-play, dressing up for festivals ▶ circle time <p>These all expose children to rich language input and support vocabulary development. Celebrating diversity can help validate children's home languages and promote a sense of belonging.</p> <p>Could mention the following resources:</p> <ul style="list-style-type: none"> ▶ picture books ▶ word cards ▶ language-rich toys ▶ incorporating multicultural materials 	<p>10–12 marks (Level 4): Discussion is comprehensive and relevant, showing balanced justifications for developing a dedicated language - rich environment. All links have been accurately made between theory and educational practice. The response demonstrates extensive depth of understanding of a range of strategies that would support staff and children developing a language-rich environment.</p> <p>7–9 marks (Level 3): Discussion generally effective and mostly</p>

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<p>These resources can be strategically placed within the classroom to encourage language exploration and expression.</p> <p>Strategies could include:</p> <ul style="list-style-type: none"> ▶ Involving all staff in the planning and implementation ▶ Play-based activities can be designed to encourage language-rich interactions among children, dramatic play scenario and sensory exploration. ▶ Encourage mixed age groups within children's play so that they can learn and develop their language through more knowledgeable others. ▶ Sustained shared thinking – teachers and children sharing a genuine interest in an activity, theme and taking it to next steps together. ▶ Problem-solve activities together ▶ Involve the children in the planning process – motivate them to take an active part in the activities. <p>Theory could include:</p> <ul style="list-style-type: none"> ▶ Vygotsky's Sociocultural Theory emphasises the importance of social interactions and the role of the more knowledgeable others, such as adults, in scaffolding children's learning. Zone of proximal development – the way in which children's cognitive development can develop at a higher level with adult support. Adults observe and assess children so that they can help support their next steps. ▶ Bruner believed that adults play a very important role in children's development and so would be a positive way of teaching. He suggested the spiral curriculum would be an effective way of teaching. This is an inquiry- based education where children are supported by adults. Adults have full involvement in children's play. 	<p>relevant of best practice in a nursery classroom. Most links have been made to relevant theoretical perspectives. And are generally clear and mostly accurate. The response demonstrates some depth of knowledge with few omissions made.</p> <p>4–6 marks (Level 2): Discussion somewhat effective and has some relevance. Some links made to practice. Brief understanding demonstrated of the need for language-rich environment. The response is basic and shows limited depth of knowledge with omissions or inaccuracies made. Not all elements have been covered.</p> <p>1–3 marks (Level 1): Discussion is limited and demonstrates little relevance to the scenario. Vague links have been made to practice. The response shows superficial depth of understanding and omissions have been made.</p> <p>0 marks: No relevant content.</p> <p>Up to 3 extra marks would be given for QWC for:</p> <ul style="list-style-type: none"> ▶ The response is clearly expressed and well structured. ▶ Wide range of technical vocabulary used appropriately to fit the response. ▶ Rules of grammar are used effectively.
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Accept other appropriate responses.

3 Discussion could involve the following points:

Response	Guidance
The theory that relates to Henry's situation is Siemens' theory of connectivism.	10–12 marks (Level 4): Discussion is comprehensive and relevant, showing balanced justifications for the approach.

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<p>Connectivism emphasises the importance of networks and connections in learning.</p> <p>Principles of Siemens' theory of connectivism:</p> <ul style="list-style-type: none"> ▶ Students learn outside the classroom through peer networks and massively open online courses (MOOCs). ▶ Learners actively construct knowledge through their interactions with digital tools and networks. ▶ Learning is a process of connecting specialised sources. ▶ Five features of Siemens' 'Learning theory for the digital age': Technology, Nodes, Links, Currency, Informal <p>Analysis on strengths and weaknesses of this approach could include:</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Flexibility • Access to diverse resources • Networking opportunities • Career advancement <p>Weaknesses:</p> <ul style="list-style-type: none"> • Lack of face-to-face interaction • Self-discipline and motivation • Technical challenges • Limited feedback and support 	<p>All links have been accurately made between theory and best practice. The response demonstrates extensive depth of understanding of key features of the approach.</p> <p>7–9 marks (Level 3): Discussion generally effective and mostly relevant to practice. Most links have been made to theory and are generally clear and mostly accurate. The response demonstrates some depth of knowledge with few omissions made.</p> <p>4–6 marks (Level 2): Discussion somewhat effective and has some relevance to practice. Some links made to theory. Brief understanding demonstrated. The response is basic and shows limited depth of knowledge with omissions or inaccuracies made. Not all elements have been covered.</p> <p>1–3 marks (Level 1): Discussion is limited and demonstrates little relevance to the scenario. Vague links have been made to theory. The response shows superficial depth of understanding and omissions have been made.</p> <p>0 marks: No relevant content.</p> <p>Up to 3 extra marks would be given for QWC for:</p> <ul style="list-style-type: none"> ▶ The response is clearly expressed and well structured. ▶ Wide range of technical vocabulary used appropriately to fit the response. ▶ Rules of grammar are used effectively.
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Accept other appropriate responses.

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4 Discussion could involve the following points:

Response	Guidance
<p>Definition of metacognition:</p> <ul style="list-style-type: none"> ▶ Metacognition refers to the ability to think about and regulate one's own thinking processes. ▶ It involves being aware of one's own thoughts, understanding how to approach tasks effectively, and monitoring and evaluating one's own learning. ▶ Metacognition strategies support children in managing their learning by empowering them to become more aware of their thinking and learning processes. ▶ It enables them to regulate their behaviour and emotions effectively. <p>How metacognition supports self-regulation and learning:</p> <ul style="list-style-type: none"> ▶ Helps Rosa adapt her approach to tasks by encouraging her to consider the steps needed to complete a task successfully. ▶ For example, Rosa can think about which puzzle pieces to start with or which strategies to use to solve a problem. ▶ Enables Rosa to monitor her progress and understanding as she engages in tasks. ▶ She can reflect on whether her current strategies are effective or if she needs to adjust her approach. For instance, Rosa can check if she is making progress in completing a puzzle or if she needs to try a different strategy. ▶ Builds up a set of transferable skills that she can apply to new situations and learning. ▶ She can learn from mistakes in order to avoid them in the future. ▶ Adapts learning strategies as appropriate to the task. ▶ When she encounters challenges or frustrations, she can use metacognitive strategies such as self-talk or taking a break to manage her emotions and maintain focus on the task at hand. 	<p>10–12 marks (Level 4): Discussion is comprehensive and relevant, showing balanced justifications for developing metacognition strategies. All links have been accurately made between the impact of the metacognition approach to learning. The response demonstrates extensive depth of understanding of how metacognition can help children manage their own learning.</p> <p>7–9 marks (Level 3): Discussion generally effective and mostly relevant to supporting self-regulation. Most links have been made to the strengths and weaknesses of this approach and are generally clear and mostly accurate. The response demonstrates some depth of knowledge with few omissions made.</p> <p>4–6 marks (Level 2): Discussion somewhat effective and has some relevance. Some links made to how it would support Rosa in the future. Brief understanding demonstrated of the strengths of the approach. The response is basic and shows limited depth of knowledge with omissions or inaccuracies made. Not all elements have been covered.</p> <p>1–3 marks (Level 1): Discussion is limited and demonstrates little relevance to the scenario. Vague links have been made to metacognition. The response shows superficial depth of understanding and omissions have been made.</p> <p>0 marks: No relevant content.</p>

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	<p>Up to 3 extra marks would be given for QWC for:</p> <ul style="list-style-type: none">▶ The response is clearly expressed and well structured.▶ Wide range of technical vocabulary used appropriately to fit the response.▶ Rules of grammar are used effectively.
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Accept other appropriate responses.