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)**

This is an extract from Primary Teaching by Catherine Carden. Available to order at sagepub.co.uk/education.
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.

*WHY THEORIES MATTER FOR TRAINEE TEACHERS*

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This is an extract from *Primary Teaching* by Catherine Carden. Available to order at sagepub.co.uk/education.
# 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 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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This is an extract from Primary Teaching by Catherine Carden. Available to order at sagepub.co.uk/education
Characteristics of Effective Learning

- **Playing and exploring - engagement**
  - Finding out and exploring
  - Playing with what they know
  - Being willing to ‘have a go’

- **Active learning - motivation**
  - Being involved and concentrating
  - Keeping trying
  - Enjoying achieving what they set out to do

- **Creating and thinking critically - thinking**
  - Having their own ideas
  - Making links
  - Choosing ways to do things
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!**
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

THIS IS AN EXTRACT FROM PRIMARY TEACHING BY CATHERINE CARDEN. AVAILABLE TO ORDER AT SAGEPUB.CO.UK/EDUCATION