



Coaching for
Interactions that
Support
Scaffolding
Children's
Learning

Focus of this Video

- Why scaffolding children's learning is important.
- What scaffolding looks like.
- Coaching strategies for this interaction.



Why Scaffolding Children's Learning is Important



- The main purpose of scaffolding is to provide children with the right level of support so that they can be more successful than they would be independently.
- Interactions are the classroom processes that are important for children's social and academic development.
- When teachers create positive emotional relationships, organize the learning environment, and focus on cognitive and language development, children make greater gains that help them succeed in school and life.

IMPORTANCE OF DEVELOPMENTALLY APPROPRIATE RESPONSES AND EMERGING SKILLS

Educators need to:

- *Assess where children are developmentally to be able to respond appropriately when scaffolding.
- Understand that any emerging skill in one of the areas of development is the place to start when scaffolding for individual children.
- Match their assistance to enhance children's understanding of a new concept or skill.

*A good resource to review is the Developmentally Appropriate Practice (DAP) book and any child development assessment tool

What Scaffolding Children's Learning Looks Like:

- Educators scaffold when they provide different levels of support and feedback to meet children's developmental needs.

Scaffolding can happen after an educator gives a child time to process and struggle a bit. A great question is to ask the child “Do you need more time or do you need help?”

- Scaffolding can occur when educators:
 - Provide children with hints when they struggle to understand concepts.
 - Offer a range of answers for children to choose from when they need additional support.
 - Encourage children to use additional resources to further understand ideas.

SCAFFOLDING STRATEGY: PROVIDE HINTS

- One way educators can scaffold children's learning is to **provide hints** for children who need additional support.
- Educators break down what children are trying to understand into smaller chunks and offer prompts like: "Look over here. Did you notice that? Does this look right?"
- Point toward relevant answers

An example: An educator might provide hints and say: "Eduardo, I see you're having a little trouble remembering parts of our frog life cycle. Let's look at this picture; it's a tadpole. Do you think this happens first?"



SCAFFOLDING STRATEGY: OFFER A RANGE OF ANSWERS

- Educators scaffold children's learning by offering them a range of answers when they need further assistance.
- Offer prompts to children like: "Let's look at some choices. Which works best or...? We have three choices."
- Offer suggestions and give relevant pictures.

Example: While helping Eduardo complete his frog life cycle activity, the educator further supports him by asking, "Do you think the egg or tadpole happens first?" This way, the educator provides the child with two possible choices, making it easier for him to complete the task.

SCAFFOLDING STRATEGY: USE ADDITIONAL RESOURCES

- Educators also scaffold children's learning by encouraging them to use additional resources to help them further understand ideas.
- Offer prompts like: "Let's ask a friend. How about using...?"
- For example, offer relevant materials (books, visuals) and direct children to relevant tools (calendars, number lines)

Example: After Eduardo states that the egg is the first step in the frog life cycle, the educator notices that he is unsure of where the tadpole belongs. The educator takes this opportunity to ask him, "What can we do to help us?" Eduardo suggests, "I know, we can ask a friend." The educator responds, "Good idea. Robin, do you think you can help us out?"

Coaching an Educator on Scaffolding Children's Learning

Start with a few good questions:

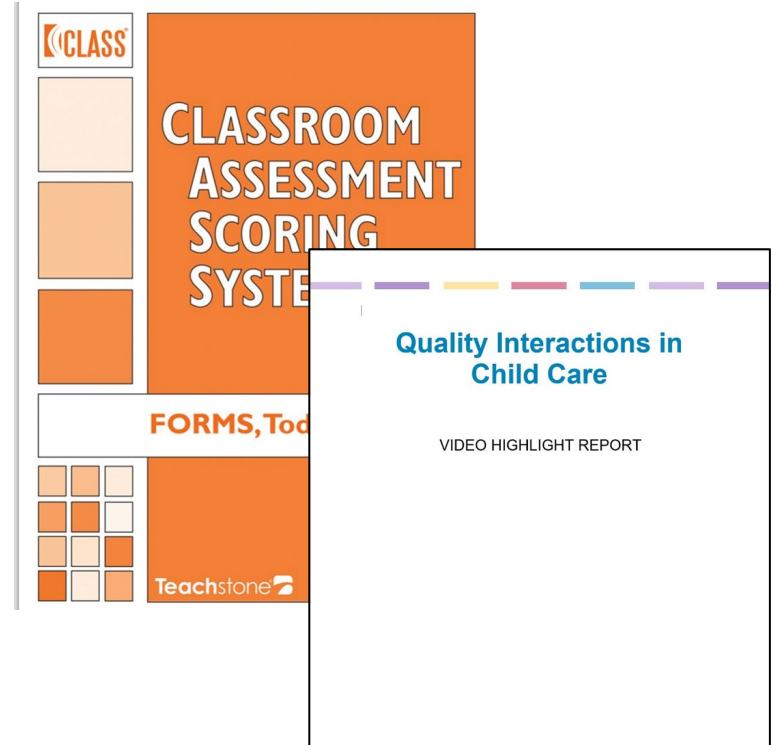
- How do you feel you're doing with scaffolding children's learning?
- What makes it challenging to scaffold?
- When do you try to scaffold activities and learning?
- What more do you want to know about this teaching practice?



What Data to Focus On for This Interaction

What to look at:

- “Scaffolding Children’s Learning” data field in the QUIC tool.
- “Instructional Support” sections of the CLASS tools.
- All areas that address individualizing for children.



Observing An Educator Scaffolding Children's Learning

- You can observe an educator's practice by doing a focused observation during different times of the day and different activities.
- The focus or measurable component is noticing how and when the educator scaffolds children's learning. More specifically, this happens when an educator increases a child's comfort performing or completing a task or understanding concepts being taught.
- The exemplar videos illustrate an educator engaged in this teaching practice.

INSTRUCTIVE SESSION

- Some educators may not understand what it means to scaffold a child's learning and need more specific information about what it looks like and how to do it.
- You can provide an instructive coaching session to help the educator gain a better understanding of the practice to be able to implement it with children.
- Start by sharing information about different scaffolding strategies they could use like: providing hints, offer a range of answers and use additional resources, pausing to let children process and struggle a bit before asking them "Do you need more time or do you need help?"

INSTRUCTIVE SESSION CONTINUED

Next, you can show the informational videos and the exemplar videos we shared with you in this assignment that illustrate and explain the practice.

After viewing the video, ask the coachee:

What did you learn in the video about scaffolding?

How would you implement the three different scaffolding strategies?

What more do you need to know about scaffolding?

