

# SCAFFOLDING

Rosalind Wu

National Academy for  
Educational Research, Taiwan

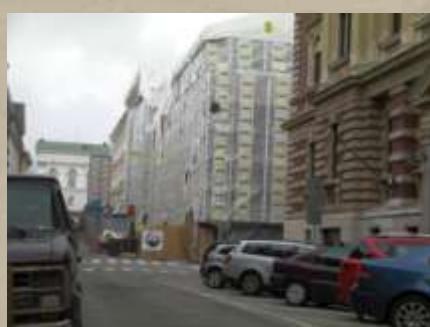


## WHEN DO WE NEED A SCAFFOLD?

When building a tower...



When redecorating ...



## WHEN DO WE NEED A SCAFFOLD?

When we cannot reach something



BUT  
When the work is done,  
the scaffold disappears

## SCAFFOLDS VARY ACCORDING TO NEEDS/PURPOSES

When the ground is sloping...



The scaffold tilts

## WHAT A SCAFFOLD MEANS IN LEARNING

- + A scaffold is a **metaphor**
- + It is something that helps the child learn
- + It is taken way after learning has occurred
  
- + In Vygotsky's theory, scaffolds that are applied in the **Zone of Proximal Development** are most effective for the child's development

## EXAMPLE OF SCAFFOLD IN DAY CARE

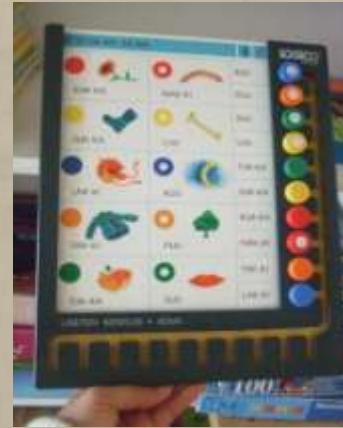
This is a physical scaffold



## EXAMPLE OF SCAFFOLD IN DAY CARE

This is a visual and mental scaffold

Other mental scaffolds are dialogues, discussions, interactions with peers and adults



## HOW SHOULD A TEACHER THINK ABOUT SCAFFOLDING?

- + Provide scaffolds according to learning goals
- + Think about the stories and questions you can provide to promote mental stimulation within the child's zone of proximal development
- + Think of it as something in between free play and direct teaching.

- + Teachers themselves are the most important scaffold for learning
  - + Teaching as mental scaffolding is more important than books and props and games
  - + The teaching scaffold must follow the learner's goals
- 
- + Think about how you, as a teacher, can be a scaffold

## **BEFORE DEVELOPING A SCAFFOLD**

- + Observe how the children use the props
  - + Observe what they do in free play
  - + Look for a natural developmental trend
- 
- + Use the observed developmental trend to map possible Zones of Proximal Development

## FOR INSTANCE: OBSERVE PLAY WITH BLOCKS



### THINK ABOUT BLOCK PLAY

- + Now that you have observed and found a developmental trend.....
- + Think about specific children in your care.....
- + Can you find their ZPD in block play?

## ANOTHER EXAMPLE: OBSERVE A PROBLEM SOLVING PROCESS

- + The following is an unplanned event that occurred in day care
- + While you observe the event, think about the scaffolds that you see
- + Also think about what the teacher did not do in order to scaffold

### O! THE BALLOON IS STUCK!

**Setting:** A balloon got stuck while the children were playing with it

**Children** “Teacher! Help! The balloon is stuck!”

**Teacher:** “What could you do?”

**The children organized themselves into a balloon-saving team**

## THE CHILDREN'S EXPERIENCE

1. Attempting to solve a problem
2. Trying out different solutions and strategies
3. Learning to cooperate
4. Participating
5. Taking turns
6. Dividing the work
  - Someone tries to reach the balloon
  - Someone protects her from danger
  - Someone calls out encouragement...etc.

## THE TEACHER'S EXPERIENCE

- + Not solving the children's problem
- + Observe the children's problem solving process
- + Observe the reaction of each child involved
- + Take notes
- + Take photos
- + Think about arranging for other thought provoking activities within the ZPD for these children