

THE HEART OF THE SCHOOL: HOW ELEMENTARY LEADERS SHAPE THE YOUNG LEARNERS' FUTURES

by:

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Scaffolding is a teaching method in which a teacher gradually removes guidance and support as students learn and become more capable. Support may be provided for learning strategies, as well as for material and procedures. To achieve this, rigorous planning, an initial assessment of the students' prior knowledge, and ongoing monitoring of their progress are necessary to identify the essential supports and determine which resources can be eliminated. As a student develops, they are presented with increasingly challenging tasks that require additional support, which will eventually become obsolete. In the context of learning, scaffolding refers to the process of providing temporary assistance to an inexperienced student to help them complete a task or acquire a skill, and then progressively removing that assistance. Working with someone who has more experience than they do allows inexperienced students to gain knowledge by being "scaffolded" by the more experienced student's knowledge and competence (The Bell Foundation, 2025).

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then gradually removing that assistance. Working with someone who has more experience than they do allows inexperienced students to gain knowledge by being "scaffolded" by the more experienced student's knowledge and competence (Northern Illinois University, 2012).

The teachers were skilled at flexibly employing a variety of scaffolding tactics to encourage environmental learning among young children. According to the findings of several analyses, scaffolding has the potential to be an effective method for supporting young children in their education about the natural environment. The teachers at the nature center frequently used scaffolding strategies to facilitate children's learning across various settings within the environment. Specific methods were observed more frequently than others, such as inferential inquiry. This phenomenon may be a consequence of preschoolers inquiring about their current experiences, as opposed to overarching concepts, which are more likely to engage older children (Torquati & Acar, 2013). Learning can be facilitated through discourse, feedback, and shared accountability when instructional scaffolds are made available. Learning experiences that are both helpful and challenging, achieved through properly organized and scaffolded learning, can assist teachers in helping students become autonomous students who can continue their education throughout their lives.

References: