EARLY CHILDHOOD TRAILBLAZERS
{Pioneers of Early Childhood Education}
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INTRODUCTION

Bandura. Montessori. Vygotsky. These names (and the others explored in this eBook) are familiar to nearly everyone in early childhood education, and their impact on the field is immeasurable. Yet, it is so easy to take their groundbreaking discoveries for granted. Today, their theories are so widely accepted and implemented that sometimes it can be a challenge to remember who (exactly) said what! We hope you’ll take some time and reconnect with these trailblazing individuals whose contributions have changed the face of the early childhood education. Just a few of the things you’ll find in this guide:

- Who coined the phrase, “identity crisis”
- What it means to have a Montessori classroom
- How to explore the impact of each of these pioneers in your classroom*

At Hatch Early Learning, we pride ourselves on developing and selecting products that follow the example of these individuals. From our technology to our classroom materials, each product we offer has at its core an element of one or more of these pioneers. Whether you’re new to the field, looking to learn a little bit more about these outstanding individuals, or you’re a veteran who’s just looking to reconnect, there will be something here for you.

* For each Trailblazer we offer an example of an activity or scenario that heavily features the core aspects of that particular individual. We encourage you to sample from all available curriculum resources when planning your daily activities and routines.
Albert Bandura
1925-Present

Best Known For...
Social learning theory and the theoretical concept of self-efficacy. He is currently the most cited living psychologist, and the fourth most cited psychologist of all time.

Biography
Albert Bandura’s interest in psychology was a fluke. He enrolled at the University of British Columbia as a biological sciences major and began car pooling with other students. Arriving at the campus much earlier than when his courses started, he began taking a psychology class to fill the time. He graduated from the University of British Columbia in 1949, and immigrated to the United States to attend the University of Iowa. He went on to receive his Masters in 1951 and his Ph.D. in 1952.

In 1953 he accepted a position at Stanford University. It was here Bandura began to develop his social learning theory and conducted one of the most famous experiments in modern psychology—the Bobo doll experiment. During these experiments, some children observed as an adult treated the doll aggressively, hitting and yelling. Another group observed non-aggressive behavior towards the doll, and a control group did not see an adult interact with the doll at all. The children who observed the aggressive behavior were subsequently more likely to treat the doll aggressively than either of the other groups. These experiments, conducted between 1961 and 1963, tested Bandura’s theory that learning was both a behavioral and cognitive process. The findings of which were the basis for his highly influential work, Social Learning Theory, published in 1977.

Over time Bandura’s social learning theory evolved into a more holistic view of social learning called social cognitive theory, which tries to present a more comprehensive overview of the many ways humans learn. Bandura still teaches at Stanford.
Self-belief does not necessarily ensure success, but self-disbelief assuredly spawns failure.

Principles of the Social Learning Theory

Learning is not purely behavioral. It is a cognitive process with a social context.

Learning can occur by observing. Especially observing a behavior and seeing the consequences of the behavior (vicarious reinforcement).

Learning is not always obvious. Learning involves observation, processing of information from those observations, and making decisions about the behaviors (observational learning or modeling). Therefore, learning can occur without an obvious change in behavior.

Learning is not just about reinforcement. Reinforcement plays a role in learning but is not entirely responsible for learning.

Learning is an active skill. Cognition, environment, and behavior all mutually influence each other (reciprocal determinism).
WHAT DO BANDURA’S THEORIES LOOK LIKE IN THE CLASSROOM?

Small Group Activity: Experimenting with sinking and floating objects is a great way to put Bandura’s theories to work in the classroom.

Fill a clear container with water and collect a variety of objects that can get wet. Draw a T-chart and ask the children to predict whether each object will sink or float. Test their predictions and note the results on the T-chart.

After testing each object, evaluate their predictions and ask them why some objects sink and some float!

Bandura in Action: While watching the experiment take place, children are demonstrating observational learning. Not only do they observe the objects in the experiment, they also observe their peers making correct and incorrect guesses. As they adjust their answers based on both these observations and what they are seeing, learning and processing they are also incorporating elements of social learning theory. Throughout the entire activity, cognitive processes are taking places.

HATCH RECOMMENDS:

Sink or Float Sensory Kit
Does it sink, or does it float? Our Sink or Float Kit is overflowing with materials that invite children to explore the science of buoyancy! Includes 30 Really Big Buttons, 52 Uppercase and Lowercase Sponge Letters, 3 Tugboats, Stacking Set (Set of 6), 50 Bright Hues Pom-Poms, 100 Multi-Colored Wiggle Eyes, 13 Acrylic Gemstone Squares, Clear Container and a Hatch Storage Bag.

Test the waters with children 3 years & up

Learn More Here
Or visit: HatchEarlyLearning.com/store/sink-or-float-sensory-kit.html
MAY WE ALSO SUGGEST...

STEM Kit “If It Goes Up, Will It Come Down?”
Learn More: HatchEarlyLearning.com/store/stem-kit-if-it-goes-up-will-it-come-down.html

Classroom Magnetic Kit

My Feelings Book Collection (Set of 9)

Emotions Magnetic Boards

Eggspressions Book Set
BIOGRAPHY

Born in Moscow, Bronfenbrenner’s family immigrated to the United States when he was just six years old. He attended Cornell (bachelors), Harvard (masters), and the University of Michigan (doctorate). In 1948 he returned to Cornell, where he was part of the faculty for fifty years. It was here that his research began to focus on the impact of the environment on child development. He was a prolific writer, authoring over 300 research papers and 14 books during his lifetime. In 1964 he was appointed to a federal panel whose recommendations led to the formation of the Head Start program in 1965.

Bronfenbrenner believed that a person’s development was affected by everything in their surrounding environment. He divided the person’s environment into five different levels: the microsystem (home & interactions with family, peers, or caregivers), the mesosystem (a child’s microsystems do not function independently but are intertwined), the exosystem (setting that does not involve a child as an active participant, but still affects them such as a city or neighborhood), the macrosystem (which encompasses the cultural environment & all other systems that affect them such as politics and economy), and the chronosystem (environmental events and transitions over a lifetime). These ideas were part of his seminal work, *The Ecology of Human Development: Experiments by Nature and Design* which was published in 1979.

He continued to write and edit books until his death in 2005.
We think of the fact that learning is something you do in school, but what happens in a family enables you to learn in school. Not because your parents are teaching you arithmetic, although that won’t do any harm; it’s because you learn from them how to relate to very complicated things.

**FIVE ENVIRONMENTAL SYSTEMS**

**Microsystem:** Immediate surroundings and relationships that impact development.

**Mesosystem:** Connects two or more systems. Example: the connection between a child’s teacher and their parents.

**Exosystem:** Larger social system that indirectly impacts development. Example: A child’s parent begins traveling more for work, spending less time with the family. This changes patterns of interaction and development.

** Macrosystem:** Overarching cultural values, customs, and laws.

**Chronosystem:** The timing of internal and external events that provide context to a child’s development. Example: An external event may be a divorce, an internal event may be the physical changes a child experiences as they grow up.
What Do Bronfenbrenner’s Theories Look Like in the Classroom?

Family Connection: As any early childhood educator knows, a strong connection to a child’s caregivers can make a huge impact. Family conferences three times a year help cement those connections. During these conferences, sharing a child’s progress in acquiring kindergarten readiness skills can help families feel involved in their child’s education and support home/school relationships. If possible, providing a list of at-home activities in an easy, low, or no cost way can help parents assist children in skill areas where they may need an extra boost. Visit ncld.org for more great ideas.

Bronfenbrenner in Action: Meeting with parents (thereby creating a mesosystem) can help educators better understand a child’s exosystem, macrosystem, and chronosystem. Awareness of events occurring in these environmental systems may aide in a more tailored learning experience.

Hatch Recommends:

Hatch English or Spanish Lending Library
Available in both English and Spanish. The Hatch Lending Library is a blend of traditional and contemporary picture books for young children and their families. Each book is accompanied by a laminated activity card that prompts families to talk with their child about the story, as well as engage in fun learning activities. The activity cards explain to both parents and teachers how crucial pre-reading skills such as vocabulary development, alphabet knowledge and phonemic awareness are developed within each book. Each lending library includes 20 books prepacked in bags with activity cards on a sturdy organizer rack that allows easy access for parents and children to select books.

Fun family literacy practice for ages 3 years & up

Learn More Here
Or visit: HatchEarlyLearning.com/store/hatch-english-lending-library.html
MAY WE ALSO SUGGEST...

Hatch Math Lending Library

Create Your Own Board Books Publishing Kit

Matching Real Families Puzzle Set

Hatch Wooden Lending Library Rack
Jerome Bruner 1915-Present

Best Known For...
His pioneering work with cognitive psychology and his constructivist theory of education. He is also credited with coining the term “scaffolding”.

Biography
Bruner’s career in psychology has spanned nearly seven decades. After receiving his bachelor’s degree from Duke University in 1937, Bruner headed to Harvard where he earned a Master’s degree in 1939, followed by a Ph.D. in 1941. After serving in the Psychological Warfare Division during World War II, he joined the faculty at Harvard as a psychology professor. It was during this time that Bruner began exploring the new field of cognitive psychology. His studies of children’s perceptions piqued his interest in how children learn and develop.

In 1960 he published *The Process of Education* and helped launch a new era of educational programs. Increasingly influenced by the works of Vygotsky, he approached cognitive development as something more fluid than the set developmental stages suggested by theorists like Piaget. By 1966 Bruner had identified what he felt were the three main representations of learning: enactive representation, iconic representation, and symbolic representation (see next page). He proposed that these stages were only loosely correlated to specific age ranges and were also present in adult learning.

Although still interested in educational psychology, by the mid 1970s Bruner had shifted his focus to language development. Later he would change his focus again to the narrative construction of reality, and finally legal psychology. He currently serves as a senior research fellow at the New York University School of Law.
Knowing how something is put together is worth a thousand facts about it.

THREE MODES OF REPRESENTATION

Enactive: This is the first representation to develop and takes action based information and stores it as a memory. Muscle memory is one form of enactive learning. This hands-on method is also one of the reasons physical manipulatives might be given to young children when introducing a new concept.

Iconic: In this stage, external stimulation is internalized as an image or an icon. This type of learning may manifest in drawing diagrams or graphs or in something as simple as being asked to think of a tree and then being able to draw the imagined tree.

Symbolic: The last stage to develop, symbolic learning builds on the previous two stages. Information that had previously been tied to one image is now used as symbols, which can be manipulated and categorized. The word “dog” can now mean a whole class of animals. The mathematical symbol “+” is understood to mean adding numbers together.
WHAT DO BRUNER’S THEORIES LOOK LIKE IN THE CLASSROOM?

**Math with Manipulatives:** Encouraging the use of manipulatives like counting bears to count, make sets, and add and subtract, lays the foundation for more advanced math concepts in Kindergarten. This strategy also builds the ‘muscle memory’ needed to understand mathematics.

**Bruner in Action:** Using manipulatives to introduce fundamental concepts is a classic example of enactive representation. Tying mathematical concepts to a physical object strengthens the mental image of the concept, readying a child for symbolic representation of the concepts in Kindergarten and beyond.

HATCH RECOMMENDS:

**Friendly Farm Animal Counters**
This set includes 72 adorable barnyard buddies that come in six shapes, six colors, and two sizes for unlimited sorting and counting activities. Mama and baby animals are made of soft rubber and are packed inside a convenient storage bucket.

Adorable manipulative learning for ages 3 years & up

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Sorting Bowls

Hatchables Kit – Spatial Skills

Jungle Counters

Ocean Counters
Learn More: HatchEarlyLearning.com/store/ocean-counters.html

Dinosaur Counters
ERIC ERICKSON
1902-1994

BEST KNOWN FOR...
“Erikson’s Stages of Psychosocial Development”, *Childhood and Society* (1950), and coining the phrase “identity crisis”.

BIOGRAPHY
Erikson was born in Frankfurt, Germany at the turn of the century. He was initially drawn to art, not psychology. However, he dropped out of art school and roamed Germany and Italy until taking a job as an art tutor at the Burlingham-Rosenfeld School. The school was for children whose parents were undergoing psychoanalysis from Anna Freud, daughter of Sigmund Freud. After noticing his sensitivity to the children at the school, Anna encouraged Erikson to study psychoanalysis at the Vienna Psychoanalytic Institute, where he received his diploma in 1933 and specialized in child analysis. He simultaneously studied the Montessori method of education.

The same year Erikson and his family fled the rising power of the Nazi party and immigrated to America where Erikson became the first child psychoanalyst in Boston. He held positions at Massachusetts General Hospital, the Judge Baker Guidance Center, and the Harvard Medical School and Psychological Clinic.

In 1950, Erikson published one of his most famous works, *Childhood and Society*, which featured his theory of the eight stages of psychosocial development. Building on traditional Freudian theory of stage development, he suggested that at each stage of life there is a specific psychological struggle that ultimately shapes an individual’s personality. If that particular struggle is not overcome, than the individual may suffer the resulting psychosocial ‘identity crisis’ for the remainder of their life.
You see a child play and it is so close to seeing an artist paint, for in play a child says things without uttering a word. You can see how he solves his problems. You can also see what’s wrong. Young children, especially, have enormous creativity, and whatever’s in them rises to the surface in free play.

**STAGES OF PSYCHOSOCIAL DEVELOPMENT**

<table>
<thead>
<tr>
<th>AGE</th>
<th>PSY COSOCIAL CRISIS</th>
<th>EXISTENTIAL QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth - 18 mo.</td>
<td>Trust vs. Mistrust</td>
<td>Can I trust the world?</td>
</tr>
<tr>
<td>2 - 3 years</td>
<td>Autonomy vs. Shame &amp; Doubt</td>
<td>Is it OK to be me?</td>
</tr>
<tr>
<td>3 - 5 years</td>
<td>Initiative vs. Guilt</td>
<td>Is it OK for me to do, move, &amp; act?</td>
</tr>
<tr>
<td>6 - 11 years</td>
<td>Industry vs. Inferiority</td>
<td>Can I make it in the world of people and things?</td>
</tr>
<tr>
<td>12 - 18 years</td>
<td>Identity vs. Role Confusion</td>
<td>Who am I? What can I be?</td>
</tr>
<tr>
<td>19 - 40 years</td>
<td>Intimacy vs. Isolation</td>
<td>Can I love?</td>
</tr>
<tr>
<td>40 - 65 years</td>
<td>Generativity vs. Stagnation</td>
<td>Can I make my life count?</td>
</tr>
<tr>
<td>65 - Death</td>
<td>Ego Integrity vs. Despair</td>
<td>Is it OK to have been me?</td>
</tr>
</tbody>
</table>
What do Erikson’s theories look like in the classroom?

**Free Play Exploration:** Provide a time for children to freely choose from a variety of engaging centers that offer different age appropriate activities. Having different activities aligned to each center that promote individual, parallel, and cooperative play is strongly encouraged.

**Erikson in Action:** According to Erikson, there are two key existential questions facing children between the ages of 2-5: “Is it okay to be me?” and “Is it okay for me to do, move, and act?” When children are engaging in free play in centers that have a variety of activities, they are able to explore these questions and develop their identities. Allowing children to choose freely from a variety of appropriate centers helps to develop not only personal interests but a sense of autonomy as well.

Hatch Recommends:

**Hatch Early Learning Instant Centers**

Created specifically for the preschool classroom, instant centers take all the guesswork out of setting up activity centers. Each product in the bundle has been hand selected by our early childhood experts based on its age appropriateness, alignment to national curriculum standards, and how fun it is! Instant Centers are available in the following themes: Mathematics Knowledge & Skills, Logic & Reasoning, Literacy Knowledge & Skills, Language Development, Social & Emotional Development, Physical Development & Health, Creative Arts Expression, Social Studies Knowledge & Skills, Scientific Knowledge & Skills, Approaches to Learning.

Learn More Here

Or visit: HatchEarlyLearning.com/store/instant-classrooms.html
MAY WE ALSO SUGGEST...

Tree Blocks

Gorilla Blocks
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Diverse Families Book Collection
Maria Montessori was born in 1870 in Chiaravalle, Italy. Initially Montessori wanted to pursue a career in engineering. However, by the time she had graduated technical school she had decided to become a medical doctor instead—something even more unusual for the time than a female engineer.

Although initially discouraged from studying medicine at the University of Rome, she eventually was able to enroll and graduated in 1896 with a focus in pediatrics. For the next five years, Montessori worked both in her own private practice as well as in asylums for children who showed signs of illness, disability, or mental retardation. The work at these asylums was fundamental to her later role as an advocate for mentally disabled children and her interest in methods of education.

In 1906 Montessori opened the first Casa dei Bambini (Children’s House) and the system that would become known as the ‘Montessori Method’ began to take shape. Montessori observed that, when given free choice, the children under her care showed a greater interest in practical activities than toys as well as the development of spontaneous self-discipline. Montessori felt that by acknowledging children as individuals and allowing them autonomy, they would become self-motivated to learn. Children in the first Casa flourished and began to attract the attention of a global audience. Montessori continued to refine her method and eventually would go on to open over 4,000 classrooms globally during her lifetime.
The greatest sign of success for a teacher...is to be able to say, 'The children are now working as if I did not exist.'

A TYPICAL DAY IN THE FIRST CASA DEI BAMBINI

As outlined in The Montessori Method: Scientific Pedagogy as Applied to Child Education in the Children’s Houses

9 – 10. Entrance. Greeting. Inspection as to personal cleanliness. Exercises of practical life; helping one another to take off and put on the aprons. Going over the room to see that everything is dusted and in order. Language: Conversation period: Children give an account of the events of the day before. Religious exercises.


11 – 11:30. Simple gymnastics: Ordinary movements done gracefully, normal position of the body, walking, marching in line, salutations, movements for attention, placing of objects gracefully.

11:30 – 12. Luncheon: Short prayer.

12 – 1. Free games.

1 – 2. Directed games, if possible, in the open air. During this period the older children in turn go through with the exercises of practical life, cleaning the room, dusting, putting the material in order. General inspection for cleanliness: Conversation.

2 – 3. Manual work. Clay modeling, design, etc.

3 – 4. Collective gymnastics and songs, if possible in the open air. Exercises to develop forethought: Visiting, and caring for, the plants and animals.
Sculpting Young Minds: Provide modeling clay in a center. Encourage children to knead or sculpt an object alone or with a friend. Ask the children to tell you (or a friend) about their finished product. If possible in your program, consider establishing some kind of “buddy program” between slightly older and younger children and encourage them to complete activities together.

Montessori in Action: Montessori stressed peer and tactile learning in the Casa dei Bambini. Modeling clay provides nearly endless opportunities to exercise gross and fine motor skills, as well as vocabulary development as children explain their creations. Peer learning provides a sense of autonomy and discovery.

Hatch Recommends:

Crayola® Model Magic® (White)
This Crayola® Model Magic Bucket has the unique modeling material in all white. Model Magic is an air-dry modeling material that allows kids to create keepable arts and crafts. Model Magic starts out soft and pliable for easy use. Once dry, pieces of Model Magic may be decorated with markers, acrylic paints or watercolors. This 2-pound bucket is reusable and measures 8¼” high by 8½” wide by 5½” deep.

Modeling magic for ages 3 years & up

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MAY WE ALSO SUGGEST...

**Shape It! White Moon Sand**
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**Crayola® Model Magic® (Multicultural)**

**Crayola® Dough Classpack**

**Ready2Learn™ Alphabet Stamps**

**Colored Beads**
Jean Piaget

1896-1980

Best Known For...

His theory of cognitive development and stages of development as well as the influence his research had on the formation of more ‘child-centric’ classrooms that focus on interaction.

Biography

Born in 1896 Jean Piaget was something of a biological sciences prodigy as a young man and went on to study zoology at the University of Neuchâtel, receiving his Ph.D. in natural sciences in 1918 when he was just 22. After completing his Ph.D., Piaget studied psychology under Carl Jung at the University of Zürich. It was during this time that Piaget developed a deeper interest in psychoanalysis. He went on to study abnormal psychology at the Sorbonne in Paris.

Although Piaget’s theory of child development continued to evolve over his six-decade career, the roots can be found during his time working in Paris during the 1920s. While working in Paris, Piaget began questioning how children learned. Piaget suggested that where children had no life experience, they used their imagination to compensate and construct an answer. As children age and gain more experience, they are able to answer more questions factually. Therefore, factual knowledge in young children should not be equated to intelligence or understanding.

He eventually developed a more concrete theory of hierarchical learning, although it was directly challenged by his peer Lev Vygotsky because it failed to account for external social factors. In 1929 Piaget became the Director of the International Bureau of Education and remained in that position until 1968. He continued to be a prolific author until his death in 1980. In total he wrote about 70 books and more than 100 articles during his career.
Education, for most people, means trying to lead the child to resemble the typical adult of his society ... but for me and no one else, education means making creators... You have to make inventors, innovators—not conformists.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Age</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensorimotor</td>
<td>0 - 2 years</td>
<td>Reflex based, coordination of reflexes</td>
</tr>
<tr>
<td>Preoperational</td>
<td>2 - 6 years</td>
<td>Self-oriented, egocentric</td>
</tr>
<tr>
<td>Concrete Operational</td>
<td>7 - 11 years</td>
<td>Expanded view points, no abstract problems, limited scope of outcomes</td>
</tr>
<tr>
<td>Formal Operational</td>
<td>12+ years</td>
<td>Able to think abstractly, reason theoretically</td>
</tr>
</tbody>
</table>
WHAT DO PIAGET’S THEORIES LOOK LIKE IN THE CLASSROOM?

Learning Through Choices: When appropriate, allow children to spend most of their day making independent choices. This could be as simple as choosing milk or water to drink for lunch. Encourage active learning and hands-on experiences. In your dramatic play center, have costumes that enable children to learn about different roles in an organization. For example, having a ‘hospital’ in the dramatic play center enables children to choose between and learn different hospital roles such as doctor or nurse.

Piaget in Action: Children in early education programs are in the midst of Piaget’s “Preoperational” stage. It is at this point that children begin to think about things symbolically. Their language is maturing and they begin to develop memory and imagination. By providing daily choices and hands-on experiences, children are given as many opportunities as possible to expand their understanding of the world around them.

HATCH RECOMMENDS:

Doctor & Surgeon Costume Set, Doctor Play Set
Our 4 piece Doctor & Surgeon Costume Set includes green scrub pants, top, mask, operating hat and a white lab coat--sized perfectly for budding doctors! To complete your classroom ‘hospital’, the 19 piece Doctor Play Set has enough tools for a whole team of ‘surgeons’! Includes stethoscope and pager with realistic sounds, cell phone, forceps, bandages, thermometer and more! All stored in a durable, portable plastic case.

Paging all doctors ages 3 years and up

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Multi-Ethnic Non-Traditional Career Puppets

Puppet Theatre

Nurse Dramatic Dress Up

Chef Dramatic Dress Up

Food Groups Set
LEV VYGOTSKY
1896-1934

BEST KNOWN FOR...
Developing the theory of “cultural-historical psychology” and the concept of the Zone of Proximal Development, a metaphor to describe the potential of human cognitive development and a precursor to contemporary scaffolding techniques in education.

BIOGRAPHY
Vygotsky did not set out to change education. Trained as a lawyer, he taught in Russian state schools in Moscow from 1917-1924. It is during this period that his interest in psychology started to take shape.

After taking part in the second All-Russian Psychoneurological Congress in Leningrad, Vygotsky was invited to become a research fellow at the Psychological Institute in Moscow. It was during this time that he developed some of the theories that he is most famous for today—including his theory on the ‘Zone of Proximal Development” (ZPD). The ZPD describes the area between a child’s level of independent performance (what she can do alone) and the child’s level of assisted performance (what she can do with support). It may be that a skill has not yet emerged but could emerge if the child engaged in interactions with knowledgeable others (peers and adults) or in other supportive contexts (such as make-believe play for preschool children).

Vygotsky is often compared to his peer, Jean Piaget because of his exploration of the ways that culture shapes cognitive development and his belief that there are clearly defined stages to a child’s cognitive development. However, Vygotsky felt that cognitive development stemmed from social interactions from guided learning within the ZPD while Piaget maintained that cognitive development stemmed from independent exploration. It is uncertain whether or not Vygotsky would have continued to develop his ZPD theory or branch off into another field of study. He died of tuberculosis in 1934 at the age of 37.
Education [Pedagogy] must be oriented not to the yesterday, but to the tomorrow of the child’s development.

ZONE OF PROXIMAL DEVELOPMENT (ZPD)

- Beyond Current Reach
- Level of Potential Development
- Level of Independent Development

Cognitive Development
- Internalization
- Scaffolding
- Social Interaction
Give Feedback: As her pre-k friends go outside to play, Maria puts her coat on the floor, pushes her arms through the sleeves, and flips it over her head. Once the coat is on, she realizes it is upside down! Her teacher notices too and says, “Try again and make sure your coat is upside down on the floor with the hood to your toes, like this.” Maria does as her teacher says and put her coat on the right way! “Great job! You can put on your own coat now!”

Vygotsky in Action: Responding to children’s activities and behaviors is a staple of early childhood instruction, but the degree to which feedback is often the deciding factor as to whether or not learning will occur. Here, the teacher neither puts the coat on for Maria, nor does she help too much; she uses minimum correction to facilitate the child’s success and allows Maria to attempt the task while providing appropriate and helpful correction. This recognition affirms the child’s abilities, encourages her to reflect on her accomplishment, and increases the probability that she will successfully attempt and complete the task again.

Hatch Recommends:
Basic Skills Bear Mat
This wooden bear is always smiling, but he’s happiest when fully dressed! Getting dressed won’t be such a puzzle once zipping, buckling, snapping, lacing and tying, and other dressing skills are mastered. Each skill is contained on a separate, wooden puzzle piece for easy practice. Develop fine motor and life skills with this great activity.

Practical life skills for 3 years & up

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**Language Card Tins**

**Classic Paperbacks Book Collection**

**Hatchables Essential Skill Kit - Set of 9**

**Year Long Book Collection**
Sources

Bandura


Bronfenbrenner


Bruner


Erickson


**Sources Con.**

**Montessori**


**Piaget**


**Vygotsky**


ABOUT HATCH

Since 1984 our mission at Hatch Early Learning has been to assist children in learning the essential skills needed for success – in school and beyond! We do this through our commitment to bringing research based, age appropriate technology and materials to classrooms all over the country. So far we’ve changed the lives of over 500,000 kids (and counting!)

To learn more, visit us at HatchEarlyLearning.com
To see more great products like the ones suggested here, visit us at HatchStore.com