

Comparing Scaffolding with Adaptive Teaching

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Learning Intent – Create a Portrait

Children must draw a face. Instructions are given on the steps to draw a face.



Child A

Can draw a face independently.

Draws on previous knowledge to demonstrate a skill, drawing a face.



Child B

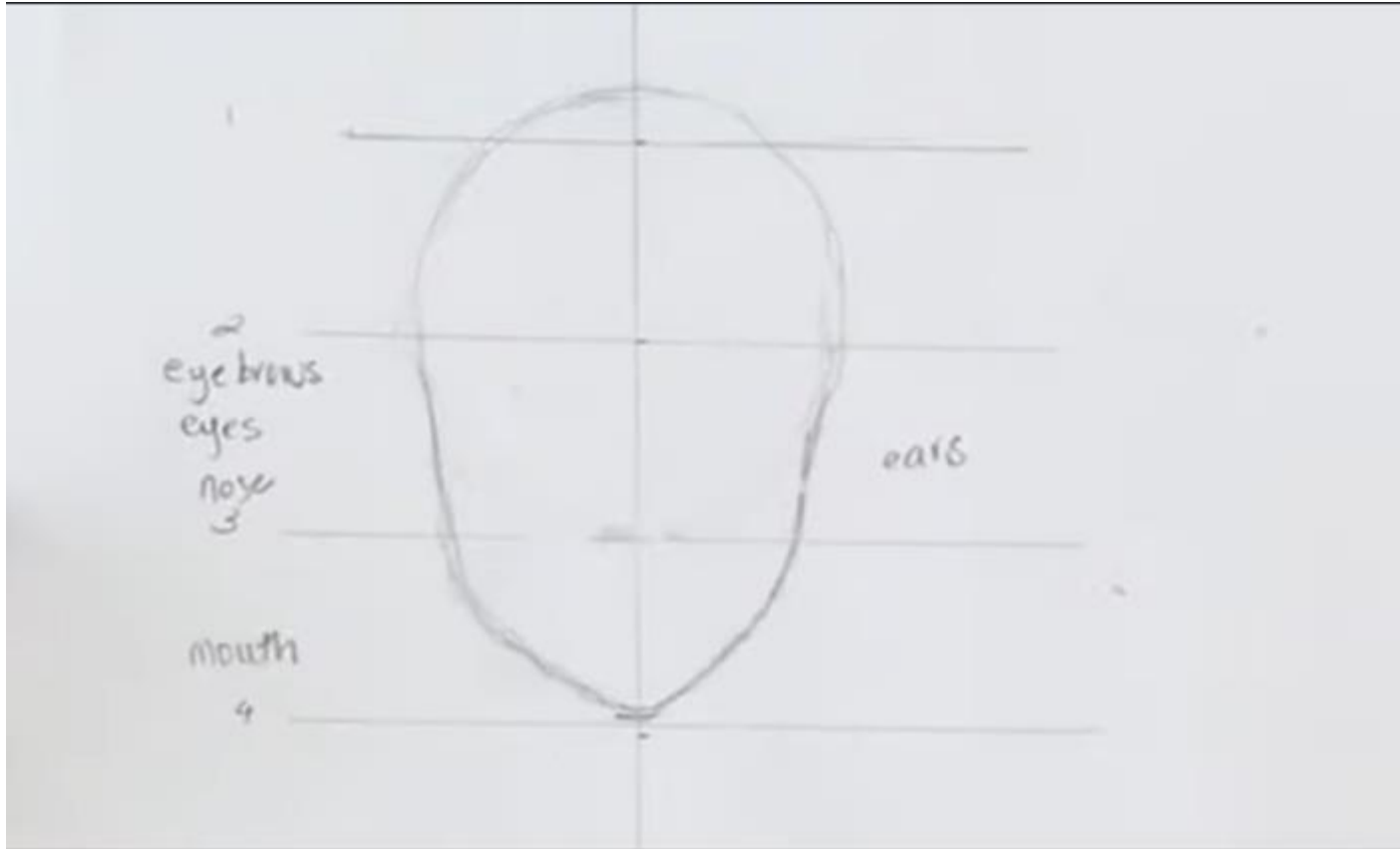
To help Child B access the task, Child B is given a scaffold (a temporary support structure to allow a child to practise until fluent or to access task), a face template.

Child B repeatedly uses the scaffold/template to draw a face.

Child B can now 'fluently' draw an oval template from memory.

Teacher removes the scaffold/template as Child B has now 'caught up'.

What knowledge is Child A applying to draw a face?



Prior knowledge required

Lines of symmetry

Proportions

Fractions

Shapes

Numbers

Using a ruler

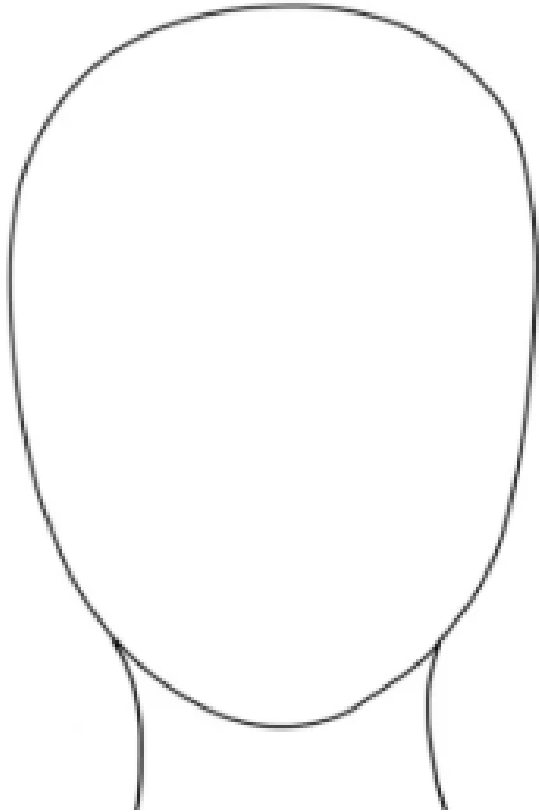
Units of measure

New knowledge in the lesson

Initial steps to draw a face.

Source: That Art Teacher, YouTube

Child B can now 'fluently' draw a face without the template.



Problem

1. Child B has not learned the intended knowledge and skills, or secured the prior knowledge required to draw a face.
2. Child B has rote learned, from repeatedly using a template to draw this shape.
3. Child B is building a weak knowledge structure of how to draw a face.
4. **What will Child B do when they are asked to draw a face side on? When given a more complex task?**
5. When tested Child B will draw upon their rote learned template knowledge as they have insufficient knowledge to draw a face side on. **They will fail the test.**
6. Child B still has gaps in their knowledge (lines of symmetry, proportions, shapes, using a ruler, units of measure etc).
7. Undetected, these gaps compound and lead to cumulative dysfluency.
8. Cumulative dysfluency leads to poor outcomes.

What would an adaptive teacher do?

1. Find out what knowledge Child B is missing which is preventing them from being able to draw a face.
2. Adapt the curriculum, lesson plans or provide intervention to teach Child B the same intended knowledge and skills as Child A.
3. Build skilfully upon the prior knowledge of Child A and Child B.

Adaptive Teachers do not build walls with holes in them.