

# Scaffolding

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## Transcript of video 1 of 1

This video is available from <https://www.qcaa.qld.edu.au/p-10/transition-school/continuity-curriculum-pedagogies/scaffolding>

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Annette Woods:

Associate Professor  
Queensland University of  
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The notion of scaffolding is something that early childhood teachers know a lot about. They know that it's part of their job to be there to support as children are learning new skills and new understandings. But it's also important for us as early childhood teachers to know just when to apply the appropriate type of support and scaffolding. So when to use a language, when to actually intervene and model, and when to be engaged in quite explicit front-loading.

By this I mean that we might in fact actually provide all sorts of ways of engaging with a context, all sorts of new learning, ready for children to take that forward into their own explorations as they enquire and engage in problem-solving in order to learn new things.

Students (together):

One, two, three, four, five, six, seven, eight, nine, 10.

Annette Woods:

Scaffolding's something that professional teachers know is about providing the appropriate support at the appropriate time. It's not just a matter of teaching somebody how to do something and then letting them go to practise. We might move in, we might move out.

We want spaces where children can engage themselves and think about learning, take risks, learn new things. Then we want spaces where they are in fact engaging both with other experts, children and adults, in ways that provide support around their learning that allow them to engage in ways that they might not be able to do by themselves.

Rae Welch:

Prep Teacher  
Jamboree Heights State  
School

I want to make sure I get my thinking right because these numbers are getting a bit bigger. So because they're getting bigger I sometimes get a bit confused. So let me go back. I'm going to start again and check and see how I'm going. One, two, three, four, five, six, seven. The next number I think is eight. Yep. Can you see how when I get a bit stuck I just go back and start counting again? That helps me think about the sequence and the order of the numbers.

After we'd done the whole class part of the lesson I did split the children into separate groups and they were differentiated groups. So I did have my lower-level learners, to an average group, through to my top end, my high-flying kids. So each activity was targeted to that level of learners.

My lower level children, I worked with them, I took them outside, recognising that those kids had had a fair bit of time sitting on the carpet. They're the ones in particular that needed to be out and

moving. So we were outside, we were moving about. I was able to help them to sequence numbers through to 20, while they were having the opportunity to actually get a bit physical as well.

Student 1: Fourteen.

Student 2: We need 17. Hey should we do it the other way so you move the 20 here and then it goes that way?

Student 1: No. Last one.

Student 2: Thank you. There, done.

Rae Welch: The children working on the carpet were my higher-flying children who I know can sequence numbers to 20. They would've been able to jump through the hoops without too much thought. So I wanted to see how much further they could take this.

Scaffolding's really important in the early years. It helps to ... again it's developing the children's confidence. It's giving them step by step the gradual release to them being able to do it themselves.