

Zone of Proximal Development

Vygotsky called the range of developmentally appropriate expectations the Zone of Proximal Development (ZPD) this is the growing edge of competence (Bronson, 2000) – and represents those skills a child is ready to learn.



Moving through the Preschool Years ...

- Become much more capable of managing their emotions and self-control
- They develop a better understanding of rules
- They can use language to regulate behaviours
- They begin to understand notions of reciprocity
- Are more empathic
- And internalise standards of behaviour



Social-Emotional Self-Regulation

Sense of Self	Emotional Skills
<ul style="list-style-type: none">• becoming better at making independent decisions• enjoy solving problems• feel proud of their accomplishments• developing better self-control with increased ability to manage changing moods• building their self-esteem and confidence through their relationships with other children.• Transition from “me” (toddlerhood) to “us” (preschool	<ul style="list-style-type: none">• wait and show patience for things they want• manage a range of feelings such as anxiety, sadness and frustration• become more tuned in to the feelings of others• use language to express how they are feeling and to acknowledge the feelings of others• make self-judgments and feel pride and shame.

Early Years Learning Framework

Supporting children's developing sense of self links nicely with the underlying Principles that support the Learning Outcomes in the EYLF.

The *Principles* of secure, respectful and reciprocal relationships assist children to feel safe, secure and supported.



Cognitive Self-Regulation

Working Memory	Inhibitory Control	Cognitive Flexibility
Can hold in their mind two rules and acts on the basis of rules. Comprehends that appearance does not always equal reality	Can delay gratification (i.e., eating a treat), also can begin to hold an arbitrary rule in mind and follow it to produce a response that differs from their natural instinct (sort coloured cards by shape rather than colour)	Succeeds at shifting actions according to changing rules (e.g., takes off shoes at home – leaves them on at preschool – wears gumboots in the rain)



Attention

Babies (0-20 months)

- Initially child's attention flits from one object, person or event to another and the baby is easily distracted.
- Gradually the child begins to focus on one aspect of the environment (single channelled attention), but cannot tolerate any interruptions.

Toddlers (16 – 36 months)

- Initially the toddler shows single channelled attention. They can concentrate on an activity of their own choosing but cannot tolerate any verbal or non-verbal interruptions.
- Gradually with an adult's help the child can move between activities e.g. playing a game when the adult touches them lightly on the arm so that they look at them and listen, once the message has been heard the adult suggests they return to their game. They can alternate attention with support.

Young children (30 - 60 months)

- Initially young children still show single channelled attention but are able to alternate attention spontaneously without an adult supporting focus.
- Gradually attention becomes two channelled so that a young child can be playing and also hear and attend to instructions. Their attention span might be short but group instruction is possible.
- The final stage of attention (which may not be achieved by the age of five years) is when attention becomes multi-channelled, well established and maintained. Auditory, visual and manipulatory channels of attention are integrated. Gradually the young child is able to shut out unwanted irrelevant information and concentrate on essential aspects of the environment.