

The SchemaPlay Co



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Schemes and Schema

Piaget (1969) suggested that learning involves a progressive cyclical process in the development of figurative or symbolic schema, and their *operative* schemes. (Siraj-Blatchford and Brock, 2016)

Affordance (Gibson, 1969)

Schemes represent the affordances, or perceived action possibilities, of schema. Eleanor Gibson (1969) referred in her work to an 'ecological theory of child development' and an increasing number of theorists are referring to a new paradigm of 'embodied cognition'. (Siraj-Blatchford and Brock, 2016)

Emergence

Schemes act as developmental precursors to more complex operations, but they must be drawn together in the child's mind as a unique and individual creative act of conceptual learning. These sophisticated cognitive operations that emerge in children are irreducible to their component schemes. (Siraj-Blatchford and Brock, 2015)

Focused activities

Play

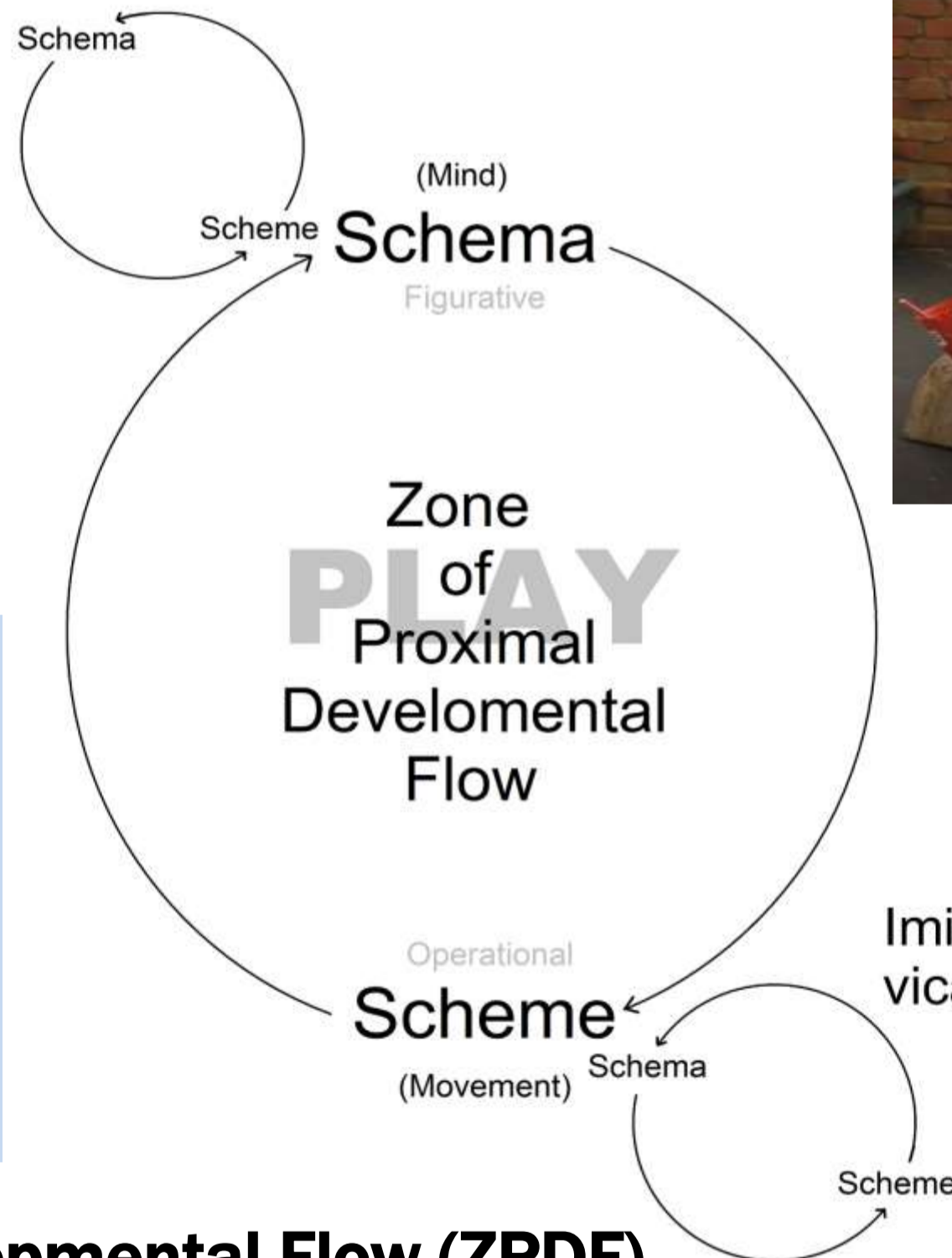
"A child's play is not simply a reproduction of what he has experienced, but a creative reworking of the impressions he has acquired"

(Vygotsky, 2004)

Free-Flow Play

"...It is when we act freely, for the sake of the action itself rather than for ulterior motives, that we learn to become more than what we were."

(Csikszentmihalyi, 1990)



Explaining the adult Role in free-flow play.

Zone of Proximal Developmental Flow (ZPDF)

"The 'zone of proximal developmental flow', defines the opportunity space that opens up when the child is able to draw upon a new scheme or schema in their play." (Siraj-Blatchford and Brock, 2015)



Putting the Schema back into Schema Theory and Practice: An Introduction to SchemaPlay

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