A model of promoting “from the inside”: questions.

- How to interact with children to promote their symbolic skills?
- How to do it in a group situation?
- How to do it facilitating children’s communication and action?
The model of promoting “from the inside”: basic ideas

- The growth of symbolic skills is a crucial aspect of development
- The development of symbolic skills is also a result of proper adult intervention
- Adult intervention must
  - share children’s activity
  - derive ideas from children’s contributions
  - help children in eliciting their contributions and in creating shared plots
The model of promoting “from the inside”:
theoretical frameworks

- Vygotsky’s ideas concerning zo-ped and learning (Vygotsky, 1960; Rogoff, Wertsh, 1984)

- The concept of tutoring (Wood, Bruner, Ross, 1976) reformulated for symbolic activities and group situations (Bondioli, 2001; Bondioli 2004)
The model of promoting “from the inside”: assumptions

- An exchange of two partners at least, one more competent the other less competent
- A shared activity involving both the partners
- A task, whose solution is not taken for granted
- The ability of the more competent partner to act in the zone of proximal development of the less competent partner, taking advantage of what he/she can do in an embryonic manner in order to develop emergent skills
The model of promoting “from the inside”:

**tutoring functions** tuned to symbolic activities

- Recruitment
- Marking critical features
- Direction maintenance
- Reduction in degrees of freedom
- Frustration control
- Modeling
The model of promoting “from the inside”:
communicative strategies

- Open questions strategy
- Echo strategy
- Thematic enrichment or introduction
The model of promoting “from the inside”:
an example in symbolic play

Adult to the group: “Then, what are we playing at?” (*recruitment*)
I.: “At pistols”
Adult: “At pistols? Let’s play at pistols!” (*control frustration*)
Adult: “And what are we playing at with pistols?…” (*reduction in degrees of freedom- direction maintenance*)
G. “At firing at a wolf”
Adult: “Is the wolf arriving?” (*control frustration; direction maintenance*)
G.: “Yes it is!”
Adult: “Then if the wolf is arriving we must hide! Let’s hide behind here”
(she goes behind the sofa and all the children follow her…) (*marking critical features*)
Adult “And now what can we do with the pistols?” (*reduction in degrees of freedom- direction maintenance*)
L.: “Let’s shoot! bang!…” (pretending to shoot with a hair-drier)
Adult “bang! bang!” (pretending to shoot using her hand as a pistol) (*modeling*).
The model of promoting “from the inside”: an example in story-telling

Teacher: “... If I turn this card you will see a beautiful picture. But speak one after the other so you can tell me what you see” (recruitment) “Please, observe it well” (reduction in degrees of freedom)


Teacher: “Bravo R.!” (control frustration) “But what does this lion do?” (reduction in degrees of freedom)...

R. “The lion eats the gazelle, then he walks slowly, noiseless, otherwise the gazelle runs away”...

Teacher: “Have you anything else to add?” (direction maintenance)

M.: “The lion eats flesh”; F.: “It is also ferocious”; M.: “It has a big mouth”

Teacher: “Now from all these fine things you have told me let’s try to invent a story for our friend magician” (marking critical features) “who wants to begin?” (recruitment)

M.: “Me. There is the lion which goes hunting, then it finds a bird and eats it in the forest”; R.: “It just loves flesh”

Teacher: “Let us begin together again (she reads again M.’s narrative point) “There is a lion which goes hunting, then it finds a bird and eats it up in the forest” (marking critical features-modeling)....