

INTRODUCTION TO THE HIGH/SCOPE CURRICULUM

High Scope Components: Learning Wheel
Key Developmental Indicators (KDI's)
Active Participatory Learning
Establishing a Supportive Climate

Circle Time Video: Part 2
Due: Observation Assignment

JANUARY 24, 2012

David P. Weikart, 1995

- “In the High/Scope approach to early childhood education, adults and children share control. We recognize that the power to learn resides in the child, hence the focus on active learning practices. When we accept that learning comes from within, we achieve a critical balance in educating young children. The adult’s role is to support and guide young children through their active learning adventures and experiences. I believe this is what makes our program work so well.”

HIGH SCOPE LEARNING WHEEL



The High Scope Learning Wheel illustrates the curriculum principles used by High/Scope teachers.

These 5 principles form the framework of the High/Scope Approach.

- Active Learning
- Daily Routine
- Learning Environment
- Adult-Child Interactions
- Assessment

High/Scope Learning Wheel

Daily Routine

- Plan-Do-Review lets children decide their activities, explore and then reflect on their experience
- Enables children to anticipate what will happen next
- Gives children control in their decisions, how to spend their time
- Small-Group allows for more focused discussion
- Large-Group builds a sense of community and offers time for music, movement, stories, etc.



High/Scope Learning Wheel



Learning Environment

- Provides opportunities for children to make choices
- Play space is created with defined areas; building, role play, reading, writing, sorting
- Storage of materials are at child's level, with picture labeled shelves to allow for children to easily return items

High/Scope Learning Wheel



Adult-Child Interaction

- Adults provide positive interactions with children
- Adults provide guidance for children, rather than give directives
- Adults establish authentic relationships with the children, showing genuine interest in their learning experiences
- Adults assist in helping children be successful in conflict resolutions

High/Scope Learning Wheel

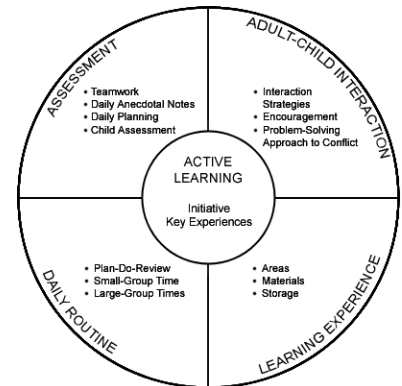
Assessment

- Teachers document their observations of children
- Teachers communicate and share their observations
- Teachers work together to plan activities
- Teachers evaluate the learning environment and how materials are used to create an appropriate layout



ACTIVE LEARNING: The Center of the Wheel

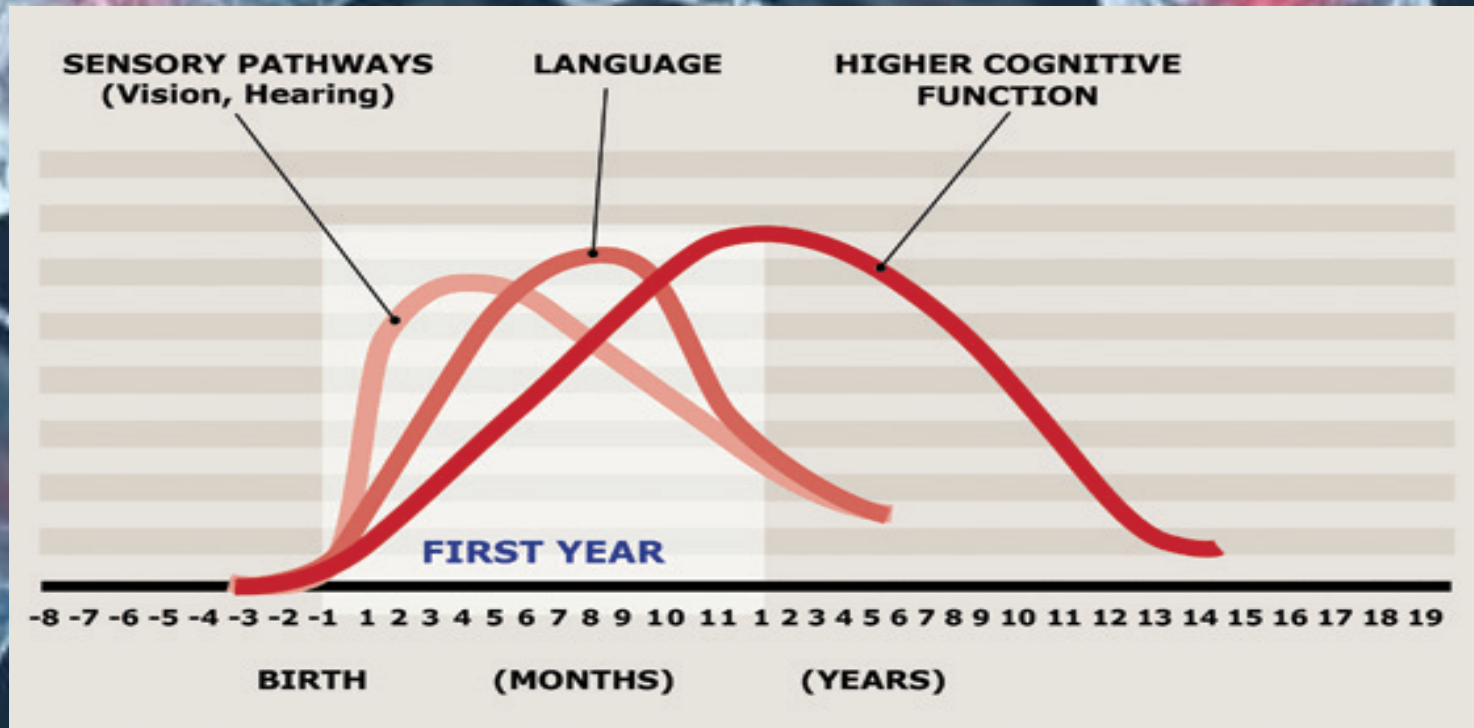
- Active participatory learning is the cornerstone of the High/Scope approach
- Based on a flexible open framework
- Belief that Active learning occurs in diverse settings that are developmentally appropriate
- Learning is viewed as a social experience
- Based on theory/research that children need to have interactions with people, objects, events or activities



BASIC ASSUMPTIONS ABOUT HUMAN DEVELOPMENT

- ❑ Predictable sequence
as people mature, new capabilities emerge
- ❑ Learning occurs in the context of each person's characteristics, abilities, and opportunities
- ❑ High/Scope aligns teaching methods with progressive development
- ❑ There are optimal times for certain types of learning based on brain research

The Brain and Language Connection



Sensitive periods provide opportunity to strengthen connections

Early Experiences

Quantity of words heard in an hour

Low socio-economic status:

616

Middle socio-economic status:

1251

High socio-economic status:

2153

Hart B. and Risley, T.R. (1995)

Words Heard by age 4:

Low socio-economic status: 10,000 words

Middle socio-economic status: 20,000 words

High socio-economic status: 50,000 words

Hart B. and Risley, T.R. (1995)

Research Findings

Book Sharing is one of the leading contributors to increased vocabulary

Research Findings

Young children who were talked to with rich vocabulary by people who had a meaningful role in their life had a lasting impact on reading comprehension scores later in the 5th, 7th, and 10th grade.

Early Experiences

Negative findings in research

While high quality child care programs are predictors of positive language support Findings show that many programs need improvement

- ❖ low levels of interaction
- ❖ teachers used directives at children
- ❖ did not use small groups
- ❖ children had no or very little individual interaction with teacher
- ❖ high teacher turn over
- ❖ correlation between quality programs and teachers with higher levels of education (teachers leaving the field once they have degrees)
- ❖ low wages
- ❖ lack of support and training for teachers

ACTIVE PARTICIPATORY LEARNING

- A complex process where children construct new understandings

- Four elements
 1. direct action on objects
 2. reflection on actions
 3. intrinsic motivation, invention and generativity
 4. problem solving

ACTIVE PARTICIPATORY LEARNING

□ **Direct actions on objects**

use of materials- natural, household objects, toys, tools

□ Young children learn concepts, form ideas, create their own symbols or abstractions through self-initiated activity-moving, listening, searching, feeling, and manipulating

□ Children perform action on material which forms learning base



ACTIVE PARTICIPATORY LEARNING

□ Reflection on actions

- interaction must be thoughtful
- involves physical activity and mental activity
 - physical activity = produces effect
 - mental activity = interpreting effect

Result –

child is learning how to make sense
of the world



ACTIVE PARTICIPATORY LEARNING

□ **Intrinsic motivation, invention, and generativity**

Active learners are...

questioners and inventors

problem solvers

investigators

Active learning is...

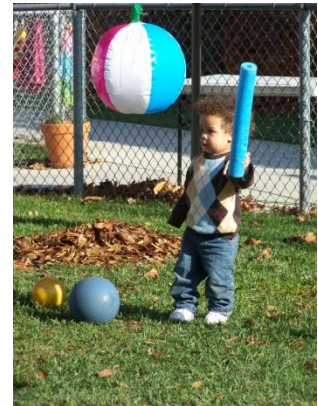
an inventive process in which children combine materials, experiences, and ideas to produce effects that are new to them



ACTIVE PARTICIPATORY LEARNING

□ Problem solving

- The child produces an effect that they may or may not want
- Example of the boy covering the pan with lid that does not fit.
- Over time he learns to consider the size of the lid in relation to the size of the pan



KEY DEVELOPMENTAL INDICATORS

- **5 content areas**
- Approaches to learning
- Language, literacy, and communication
- Social and emotional development
- Physical development, health and well-being
- Arts and sciences
 - Mathematics, Science and Technology, Social Studies, The Arts
- **58 Key developmental indicators** (basic concepts and skills, building blocks to thinking)

WHAT CHILDREN DO IN ACTIVE LEARNING SETTING

- ❑ Children initiate activities that grow from personal interests and intention
- ❑ Children choose materials and decide what to do with them
- ❑ Children explore materials actively with all their senses
- ❑ Children discover relationships through direct experiences with objects

WHAT CHILDREN DO IN ACTIVE LEARNING SETTING

- ❑ Children transform and combine materials
- ❑ Children use age – appropriate tools and equipment
- ❑ Children use their large muscles
- ❑ Children talk about their experiences
- ❑ Children talk about what they are doing in their own words