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
“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.”
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

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.

Research Findings

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


Book Sharing is one of the leading contributors to increased vocabulary

Quantity of words heard in an hour

- Low socio-economic status: 616
- Middle socio-economic status: 1251
- High socio-economic status: 2153

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