

Creative Curriculum for Preschool

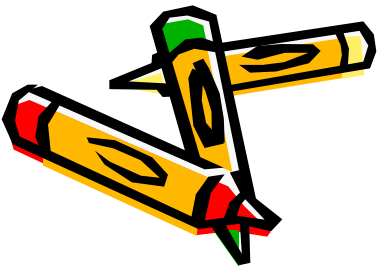
Slides Presented by Nicole Porter
CLDDV 107
Spring 2010



Introductions

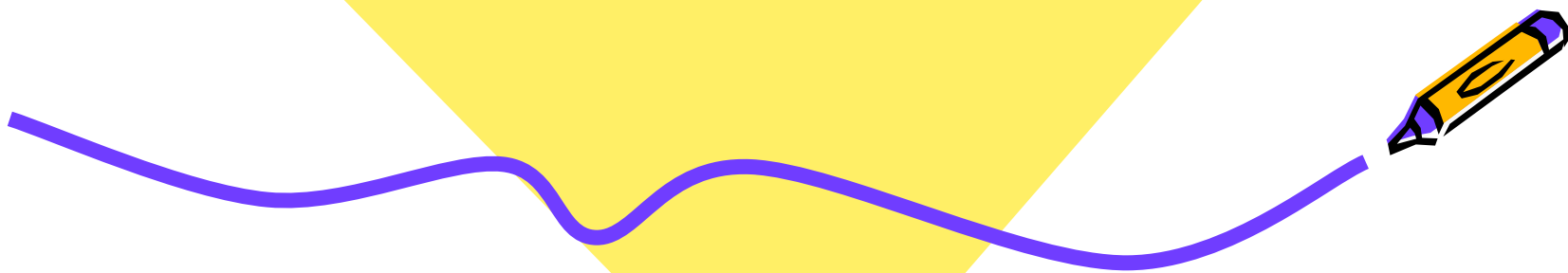


- Name and occupation.
- Something funny that a child has said or did 😊





Syllabus Review



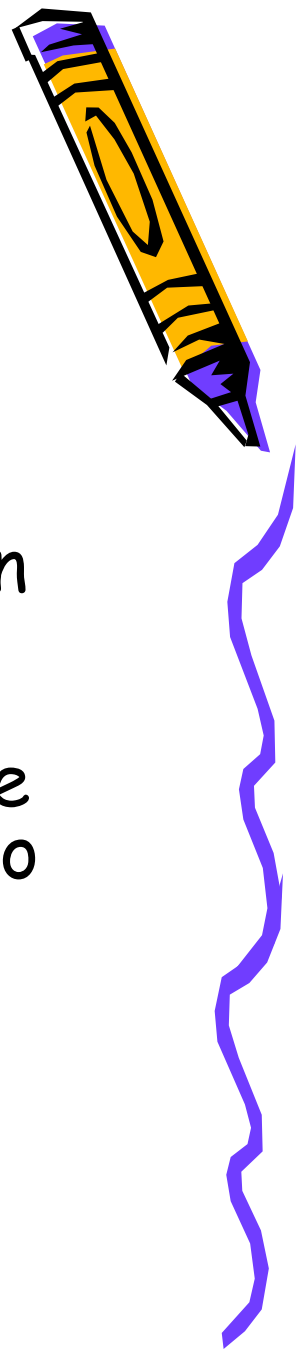
Introduction

In recent years, published research and reports have expanded our understanding of how children develop and learn. They also outline approaches most likely to ensure children's success and ways to address content with preschool children. *The Creative Curriculum® for Preschool* incorporates these research findings as well as new requirements for addressing content. With its emphasis on the role of the teacher in connecting content, teaching, and learning, the Curriculum is a comprehensive approach to working with young children.



Defining Successful Learners

Research confirms that high quality preschool programs make a positive difference in the lives of young children and contribute to children's success in school. A quality curriculum provides a vision of what a program should look like and a framework for making decisions to achieve that vision. *The Creative Curriculum*® puts these components together into a concrete framework.

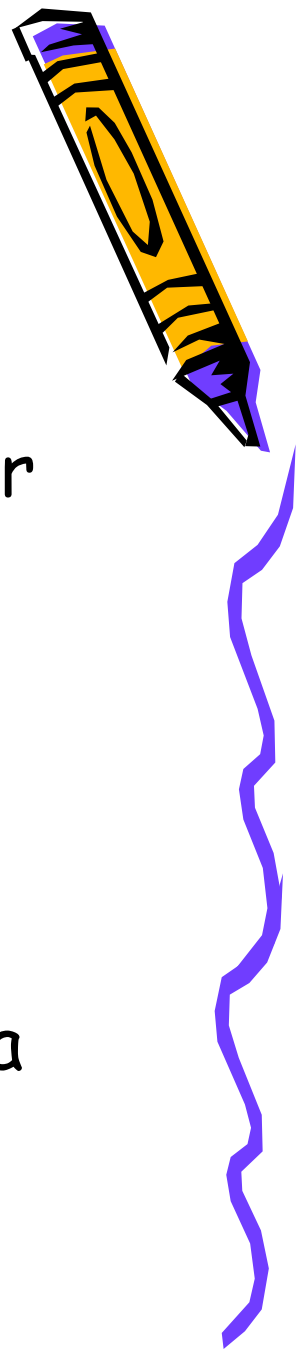


Defining Successful Learners



- The purpose of this activity is to examine our values and beliefs about early childhood education and determine the degree to which our practices align.

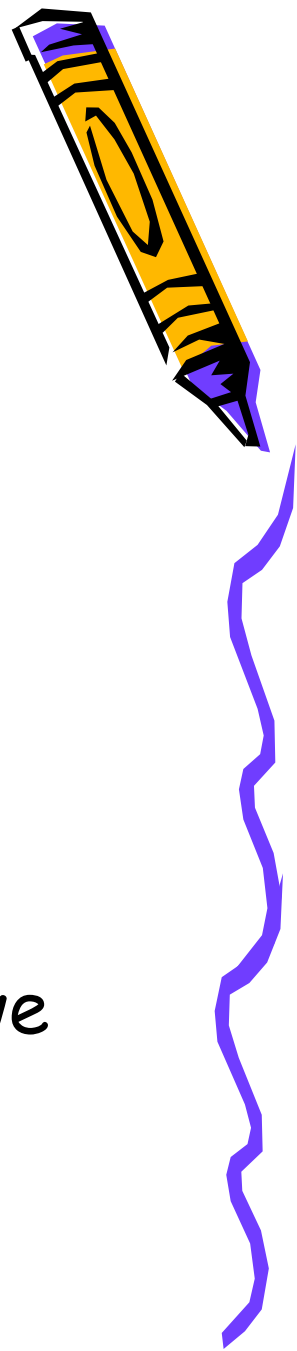




- A good way to begin thinking about curriculum for young children is to consider the big goals of education.
- Think for a moment about your goals for the children enrolled in your program.
- Turn to a neighbor and share your thoughts.
- Think about someone you know who is a successful learner. What are some characteristics that make that person a successful learner?



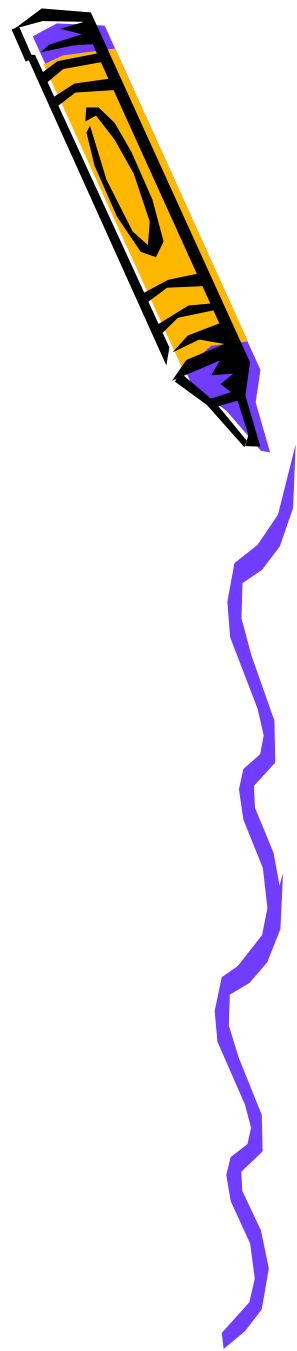
Characteristics of Successful Learners



- Teaching and learning should be about nurturing these characteristics.
- Successful learners are able to define problems, secure needed resources and information, work well with others, and apply what they have learned to new situations.
- How we teach is as important as what we teach.



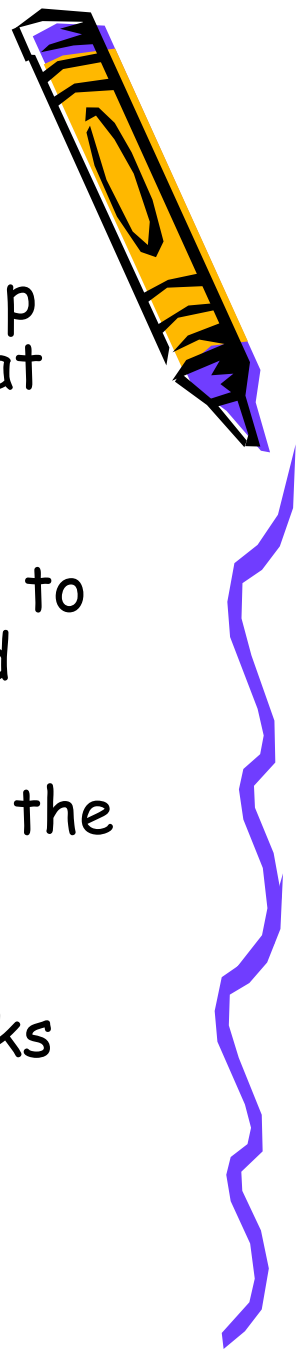
Characteristics of Successful Learners



- How do you nurture these characteristics?
- What strategies do you use in the classroom?



Summary



- The goal of early childhood education is to help children develop the skills and dispositions that enable them to become successful, life-long learners.
- Social and emotional competence are essential to children's well-being and success in school and in life.
- By focusing on social competence, we promote the characteristics of a successful learner.
- Anything that we do to discourage the development of these skills and attitudes works against our central goals.



What Do You Believe About Early Childhood Education?



- The purpose of this activity is to explore your beliefs and feelings about what preschool should be like and to become familiar with the Curriculum's fundamental beliefs.



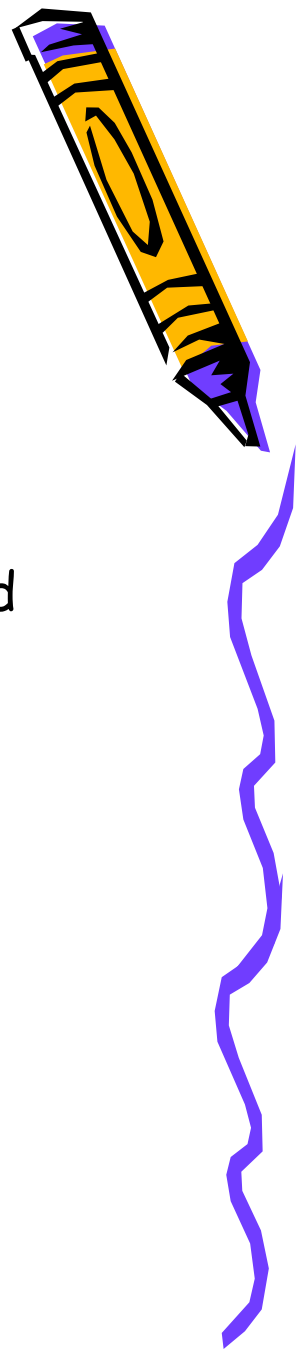


- Beliefs affect both classroom practice and a program's ability to achieve its vision and goals for children.
- For example, imagine what a preschool classroom would be like with a teacher who believes "children should be seen but not heard."
- Now imagine a preschool classroom where the teacher believes that rules and limits will stunt the natural creativity and learning process of children.
- These mental images give us a sense of how beliefs influence classroom practice.



ECE Beliefs

(adapted from an article titled "Parents Beliefs about ECE")



- 1. Should young children learn:
 - a. through child centered activities
 - b. teaching by separate subject areas
- 2. Should y.c. learn through
 - a. teacher directed lessons
 - b. Play oriented activities



ECE Beliefs cont'd



- 3. Should a child's learning style, ability and rate be based on:
 - A. observation of children's abilities and interest
 - B. Standardized tests
- 4. Children learn better through:
 - A. teacher directed instruction.
 - B. Interaction with teacher prepared environments.



ECE Beliefs cont'd

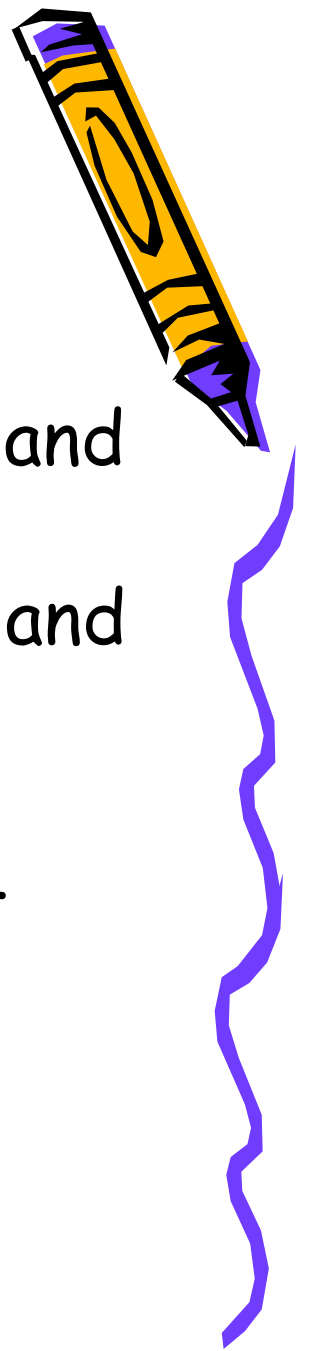


- 5. Good Parent/Teacher relationships result from:
 - A. Child progress conferences
 - B. Ongoing Communication

- 6. Y.C's reading, writing and speaking can best be developed through ephasizing:
 - A. letter recognition, singing alphabet songs, printing activities and skill development
 - B. experiences involving play, listening, reading stories and informal communicaiton



Summary



- If programs are to achieve their vision and goals for children, it is important that staff share the same or similar beliefs and that those beliefs align with the curriculum being implemented.
- *The Creative Curriculum®* is a blueprint for planning and implementing a developmentally appropriate program.



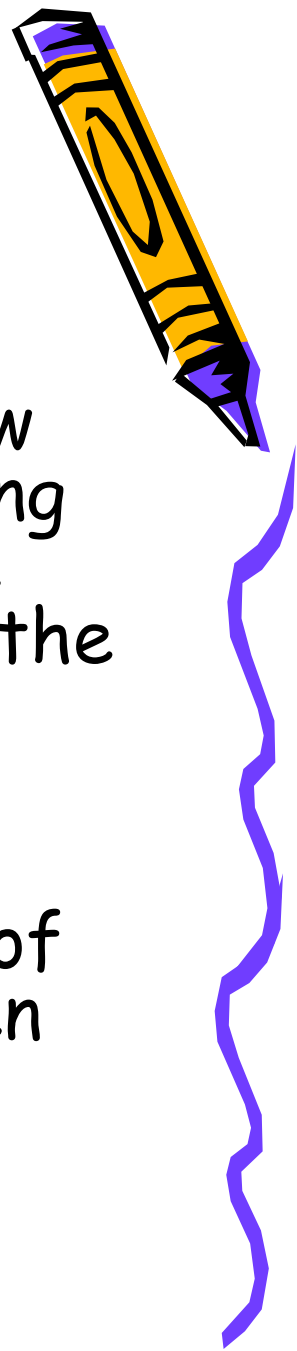
What is a Comprehensive Curriculum?



- Goals for children's development and learning.
- What teachers do to achieve the goals.
- The content children are to learn.
- Processes and activities through which children learn.
- The environment or context in which teaching and learning occur.
- *The Creative Curriculum®* is designed to be a comprehensive curriculum.



Framework for *The Creative Curriculum®* for Preschool

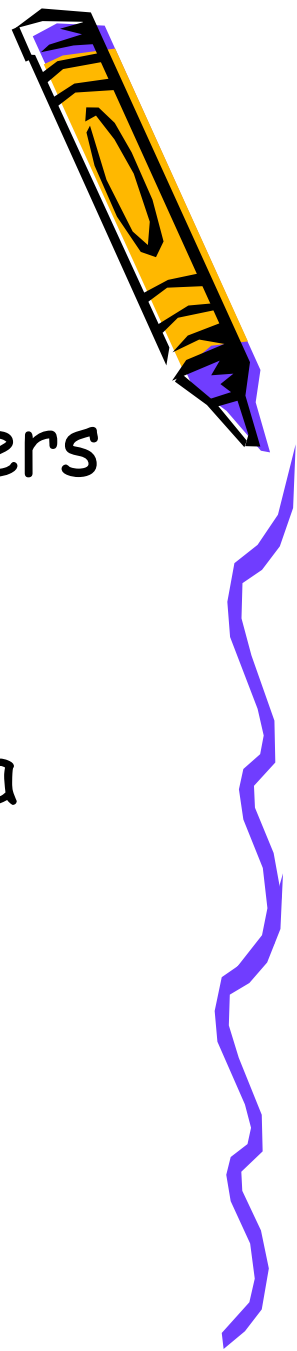


- Form groups (Theory and Research, How Children Develop and Learn, The Learning Environment, What Children Learn, The Teacher's Role, The Family's Role, and the Interest Areas).
- Go to your assigned section in the Participant Guide and briefly look the section over. Prepare a short summary of what you can expect to learn about when we reach that section.

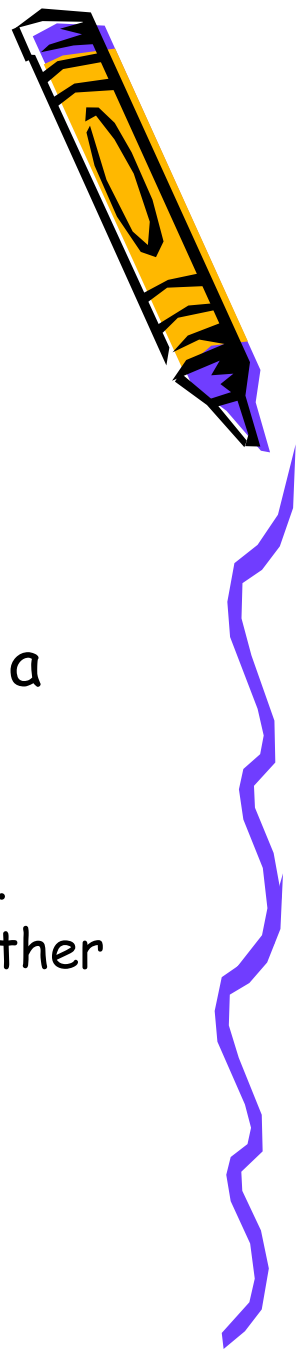


Share

- What will be covered in the chapters to come?
- How do you see your section contributing to the Curriculum as a whole?



Theories about Child Development



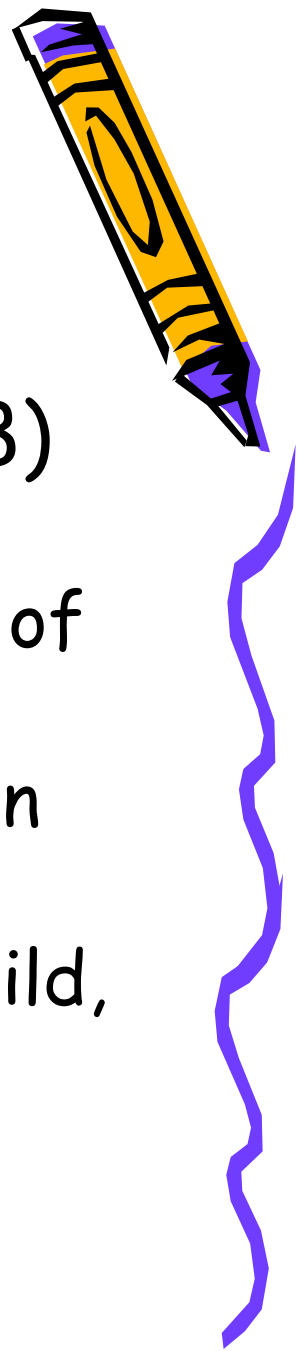
Early theories by philosophers:

- Plato (380-350 B.C.) : children are born with knowledge that simple awaits activation.
- John Locke (1632-1704): viewed the infant as a blank slate (tabula rasa)
 - Environment could direct a child's mind any way
 - Children learn best when they enjoy the instruction.
 - Adults should use rewards of praise and flattery rather than punishment to mold a child's learning.



Theories Cont'd

- Jean Jacques Rousseau (1712-1778)
 - development occurs according to an inner biological timetable, in a series of stages.
 - Children should not be forced to learn things.
 - Wrote books about a hypothetical child, Emile



Theories cont'd

- Friedrich Froebel (1782-1852): saw young children as individuals who deserve a certain degree of freedom but also need to participate in and give back to society.
- Is best known for his emphasis on guided play as a method of learning.
- First to design an organized curriculum to include times of play and freedom combined with structure and obedience.



Theories Cont'd

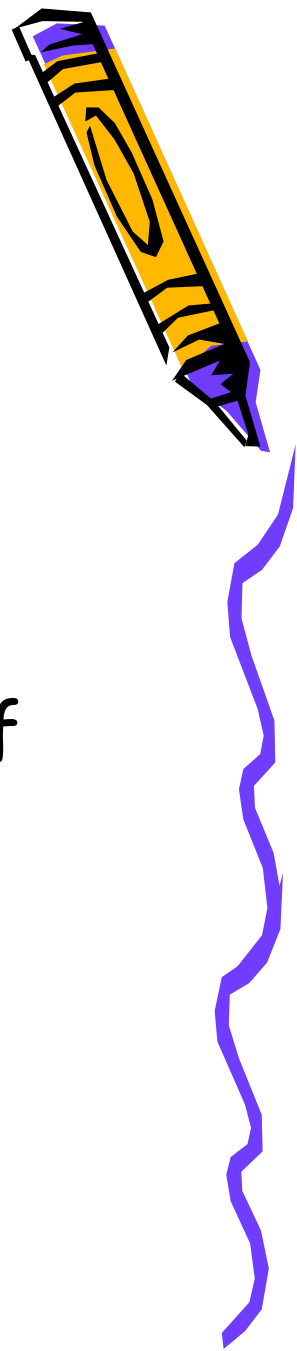


- John Dewey(1859-1952):
 - much like Froebel's, early education should be child-centered, based on the children's interests and that they learn best through play and real life experiences
 - Problem solving," learning through doing"



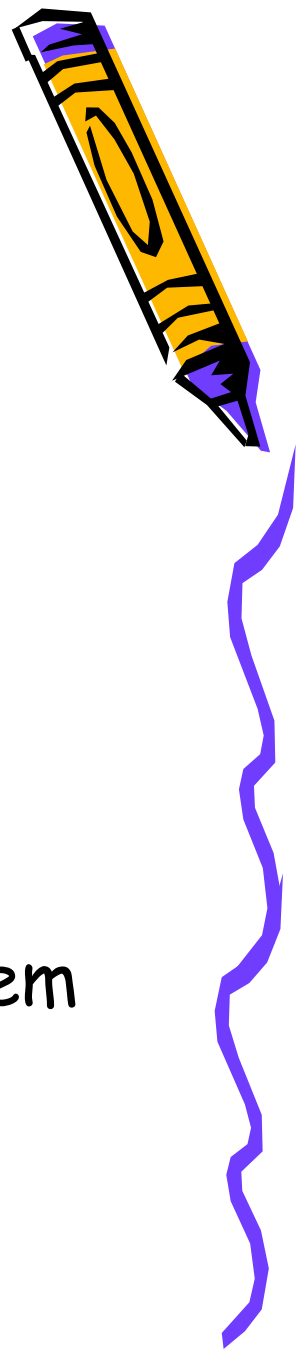
Theories cont'd

- Rachel (1859-1917) and Margaret McMillan (1860-1931):
 - Focused on health and education
 - Influenced by Froebel (importance of spontaneous play)
 - 1914 opened and ran inspirational nursery school/training center in Britain.



Theories cont'd

- Maria Montessori (1870-1952):
 - 1st woman to graduate from medical school.
 - Interest was children with developmental disabilities
 - Follow children's own interests and provide materials that will permit them to learn independently.

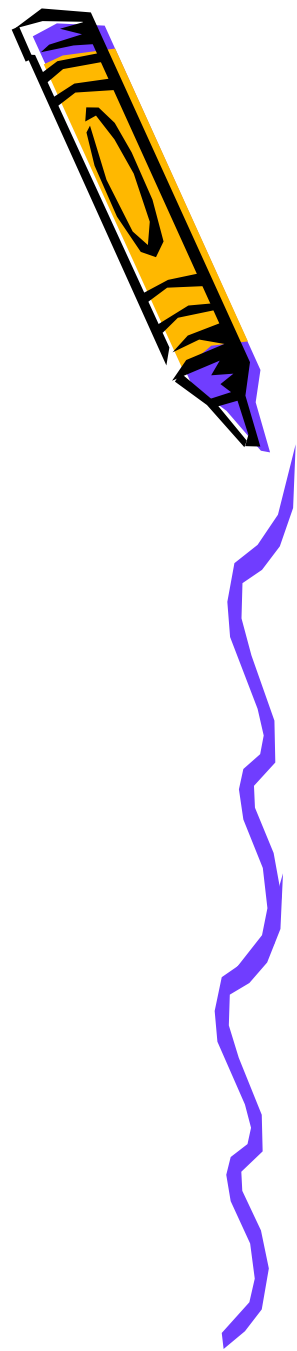


20th Century Theorists

- Erik Erikson (1902-1994)
 - Studied child psychoanalysis under Freud
 - Influence of culture and society on child development.
 - Early experiences affect later development
- Infants=Trust/Mistrust
- Toddlers= Autonomy/Shame and Doubt
- Preschoolers=Initiative/Guilt
- School age=Industry/inferiority
- Adolescence=Identity/Identity Confusion
- Young adult=Intimacy/Isolation
- Middle adult=Generativity/Stagnation
- Late adulthood=Ego Integration/Despair



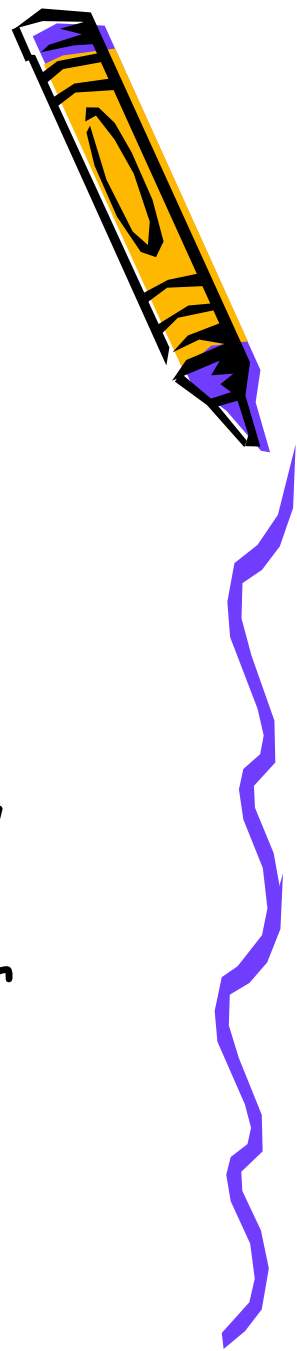
20th Century Theorist Cont'd



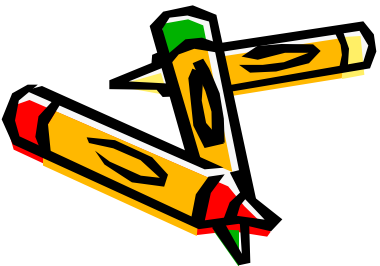
- Jean Piaget (1896-1980)
 - Cognitive Development
 - Stages of Development
 - Sensorimotor (B-18mos.)
 - Preoperational (18mos-6yrs)
 - Concrete operations (6-12 yrs)
 - Formal operations (12+ years)



20th Century Theorist Cont'd



- Lev Vygotsky (1896-1934)
 - Russian teacher who studied Freud, Piaget and Montessori
 - ZPD
 - Child is on the edge of learning a new concept can benefit from the interaction with a teacher or another child; "scaffolding"



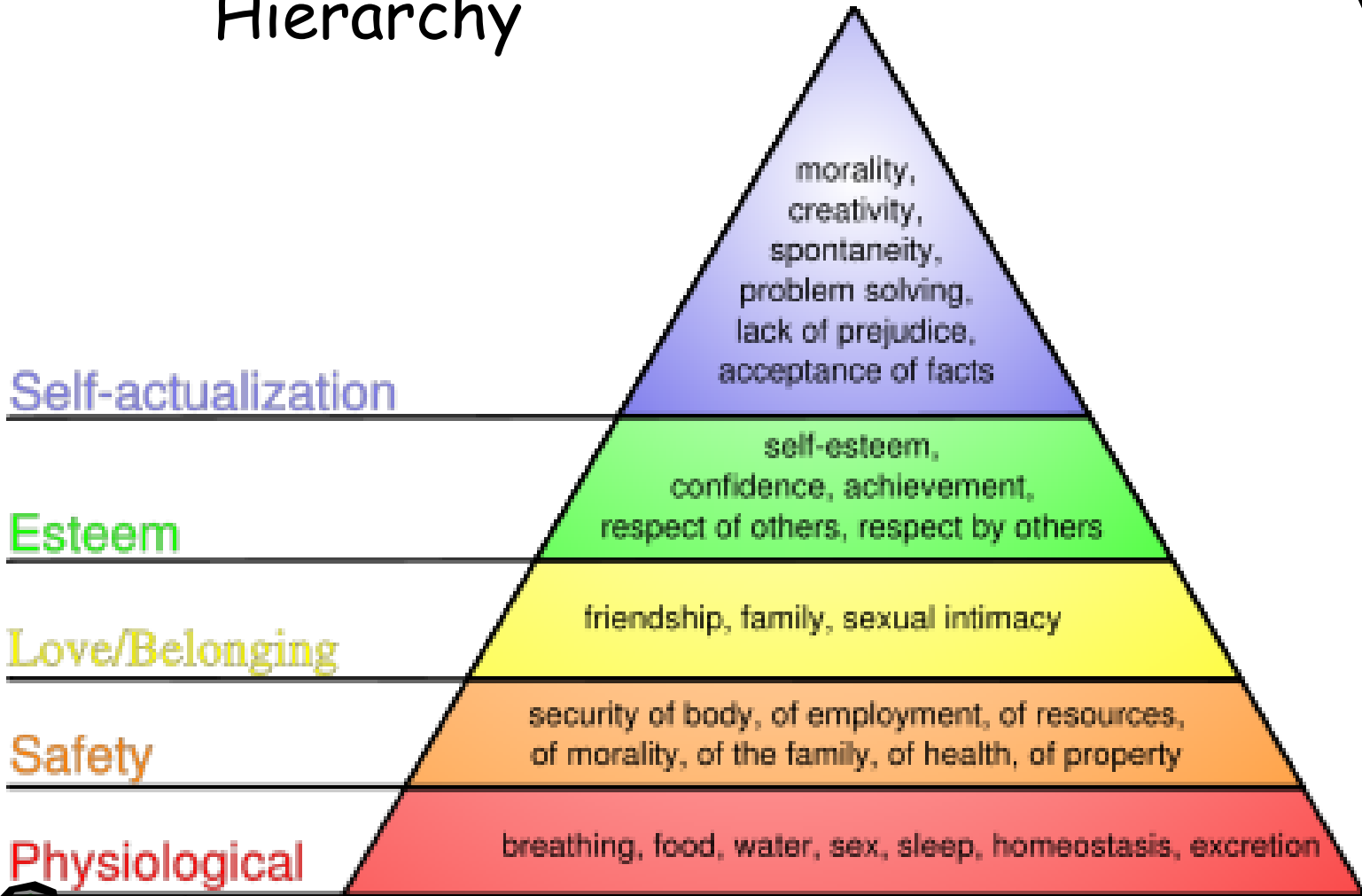
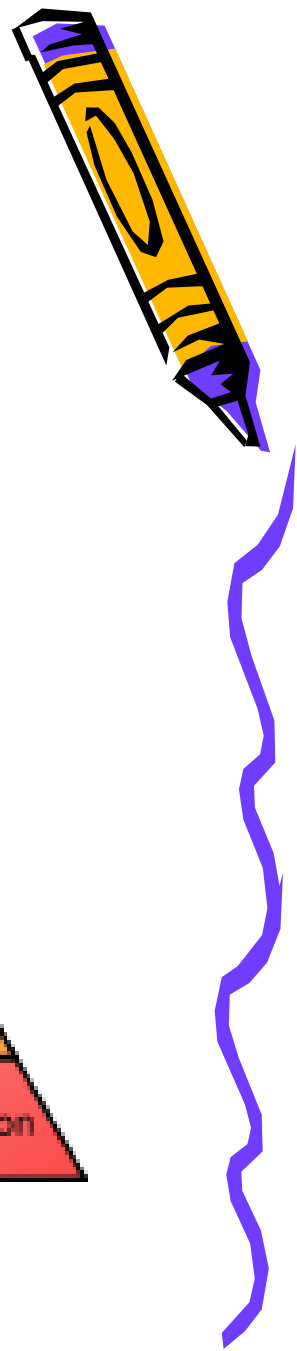
20th Century Theorist Cont'd



- Howard Gardner
1943-
 - Multiple
Intelligences
 - Linguistic
 - Logical/mathematical
 - Musical
 - Spatial
(bodily/kinesthetic)
 - Interpersonal
(social
understanding),
intrapersonal (self
understanding)
 - Naturalistic



Maslow's Needs of Hierarchy



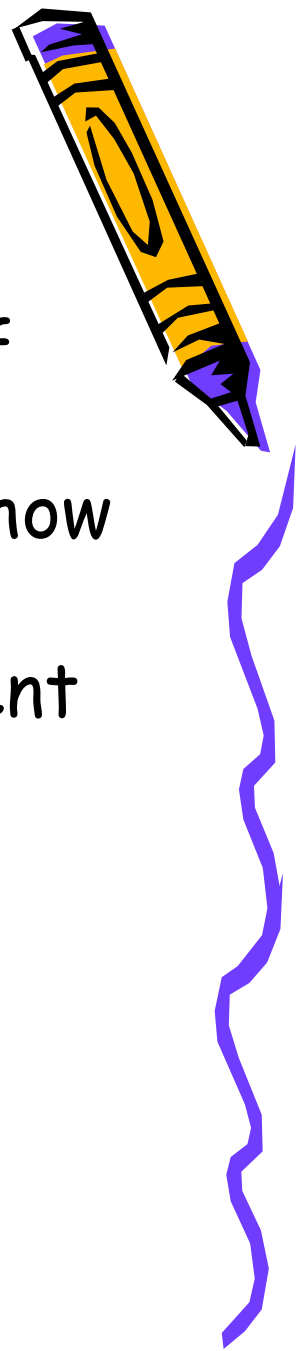
Summary

- Understanding theory and research about how young children develop and learn helps teachers plan a program and work with children in ways that match the way children learn. In turn, children become more successful learners.
- These theories and research influenced the design of the Curriculum, the view of children, and the recommendations that the authors make to teachers.



Overall Goal

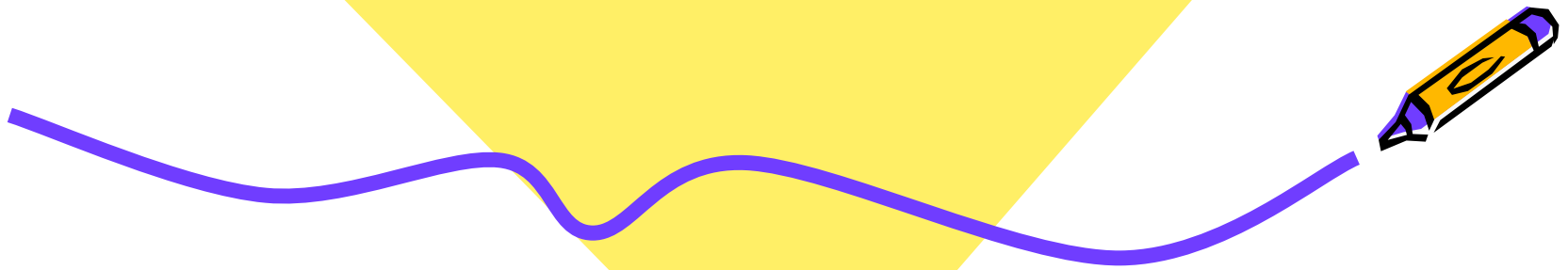
- A quality curriculum provides a vision of what a program should look like and a framework for making decisions about how to achieve that vision.
- A curriculum can help teachers implement developmentally appropriate practice.
- Programs that emphasize social and emotional development help children acquire skills essential for success in school and in life.





Chapter 1

How Children Develop and Learn



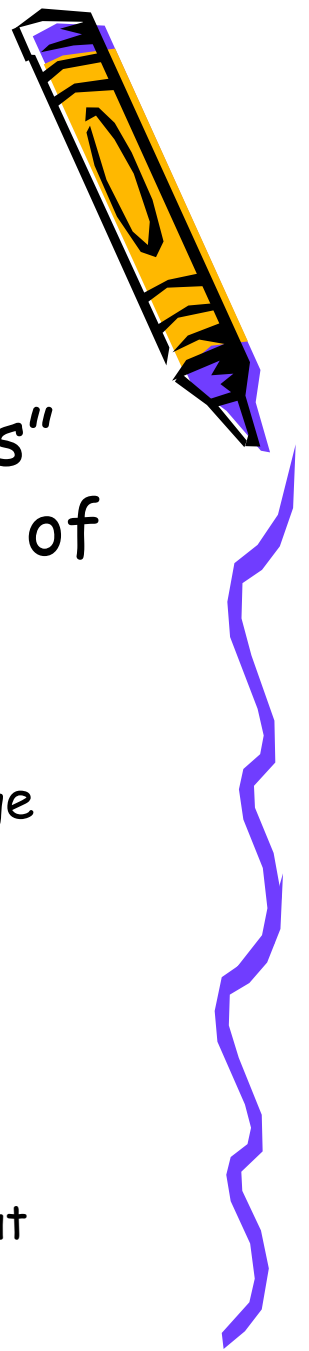
Introduction



- Research on child development that has accumulated over the past 75 years has provided a deep knowledge and understanding of children. *The Creative Curriculum®*, which is based on this research, will show you how to apply what has been learned about children to everyday practices in the classroom.
- In order to plan and implement an appropriate preschool program for children ages 3-5, teachers must know what young children are like developmentally as well as what makes each child unique. This means:
 - Understanding the sequence of growth in social/emotional, physical, cognitive and language development, and
 - Learning about each child's strengths, interests, needs, experiences and learning styles



Ages and Stages of Development

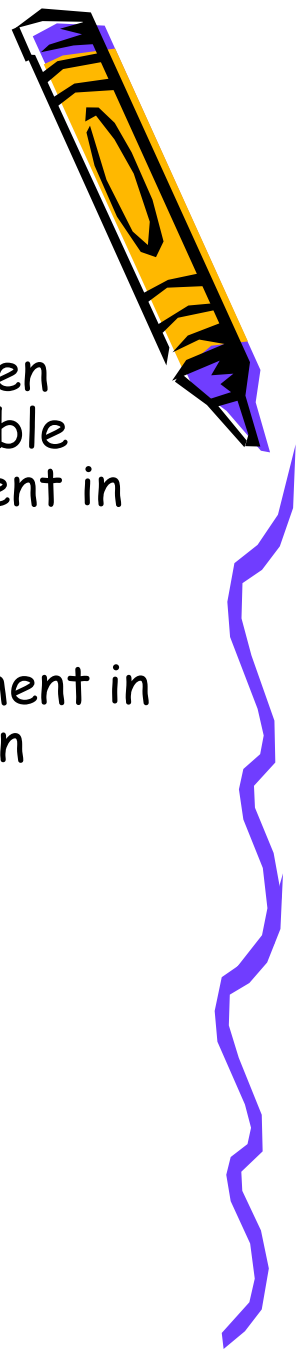


- Briefly describe and give “real examples” what preschool children are like in each of the four areas of development.
 - 3year olds
 - Social/emotional, physical, cognitive and language
 - 4year olds
 - 5year olds



Use pages 18 — 26 to read more about what preschoolers are like.

Applying What You Know About Child Development to Your Classroom



Understanding child development enables teachers to anticipate what young children are like so they can respond appropriately.

Most preschool children demonstrate predictable patterns of development in each area.

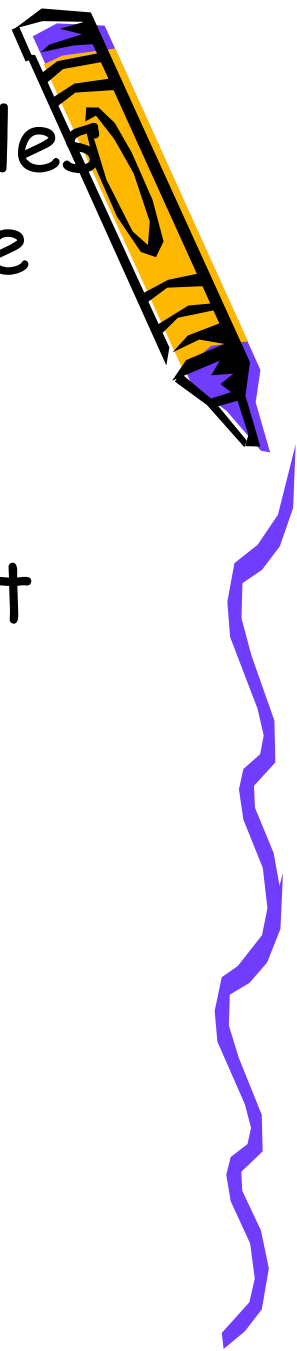
Curriculum begins with knowing what preschool children are like and how they grow and learn in four areas of development: social/emotional, physical, cognitive, and language.

Learning and development in these areas occur in an interrelated fashion.



Thinking about one of the examples named, how would this influence teachers when:

- Planning experiences
- Arranging the physical environment
Selecting materials
- Designing the daily schedule
- Creating the social atmosphere
- Planning group times



Summary

- Knowledge of child development and the typical behaviors of young children gives you a general basis for planning a preschool program.
- Each child develops on an individual timetable and may respond to a program in different ways. Therefore, it is important to get to know each child and to appreciate each child's special characteristics.



- Regardless of the similarities in patterns of development, everyone (teacher, students, parents) brings specific interests, experiences, skills, abilities, and learning styles to the preschool classroom.
- These unique characteristics influence what a child is like and how he or she reacts to a program.
- Learning what is unique and special about each child enables a teacher to:
 - Build positive relationships
 - Help every child feel comfortable in the classroom and ready to learn
 - Tailor practices to the individual
 - Build a classroom community



Individual Differences

Each group will review and summarize one of the following:

Gender

Interests

Life Experiences

Special Needs

Second Language Learners

Temperament

Learning Styles

Culture



The Creative Curriculum®

Goals and Objectives at a Glance

- Turn to page 530.
- The goals and objectives are a guide for planning a program that fosters learning and development in four areas—social/emotional, physical, cognitive and language.
- The goals are described in the discussion of each area of development in the section "What Preschool Children are Like" on pages 18 — 22. The objectives are first introduced on page 42.
- We know that children do not achieve objectives all at one time. Most go through a series of steps when learning a skill.



Developmental Continuum



- Turn to page 43.
- The boxes labeled I, II, or III represent the developmental steps, which are particular points in skill development. These steps do not represent specific age levels.
- Behaviors listed for each step are only **examples**. There are numerous and varied ways children show what they know and can do.
- There may be some children who are not yet in the typical range of development but who will exhibit emergent, or Forerunner, skills and behaviors.

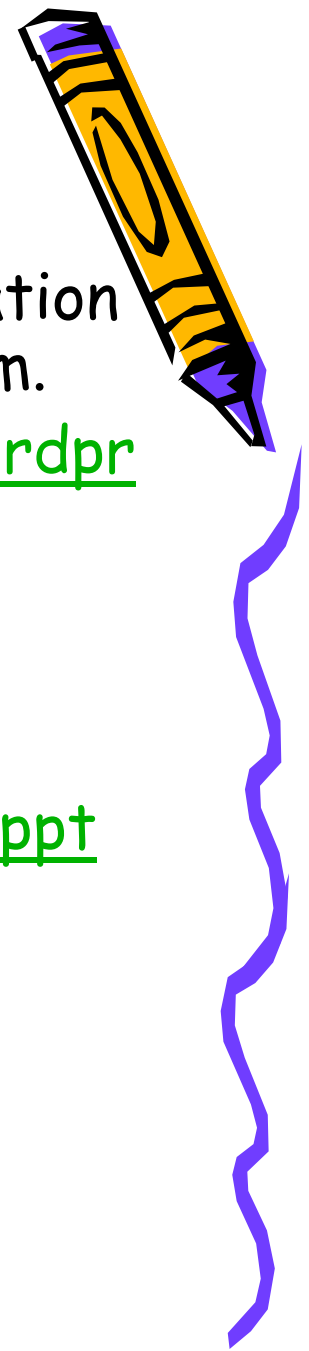




- Forerunner behaviors listed on the Continuum are **examples** of ways children **might** show their knowledge or skill.
- Children who are not in the typical range of development may have had limited experiences, lacked opportunity to develop a skill, or have a special need.
- Some children will go beyond the scope of the Continuum. Referring to step III will give you an idea of how to increase the complexity of a task.
- All children have strengths and abilities upon which to build.



Resources that compliment Creative Curriculum



- Desired Results Developmental Profile (Evaluation Tool aligned with the Developmental Continuum.
- <http://www.cde.ca.gov/sp/cd/ci/documents/drdprps.pdf>
- California Preschool Learning Foundations (Strengthen school readiness and close the achievement gap)
- <http://www.cpin.us/docs/foundation15minv10.ppt>



Final Thoughts

- Knowledge of child development and the typical behaviors of young children gives you a general basis for planning a preschool program.
- Because each child develops as an individual, it is important to get to know each child.
- Each child's unique interests, abilities and learning styles affect how he or she reacts to your program, and knowing what is unique about each child helps you to guide learning.
- The *Developmental Continuum* takes the goals and objectives of the Curriculum and shows the progression of development on 50 objectives.
- The *Developmental Continuum* enables teachers to determine where each child is in terms of development, track progress, and plan experiences that will enhance learning and encourage development.

