



Early Learning Coalition of Seminole School Readiness Approved Curricula

Creative Curriculum

Contact: www.TeachingStrategies.com

Philosophy: Creative Curriculum guides teachers in fostering positive responses to Erik Erikson's stages of socio-emotional development. Children learn to trust others, gain independence and self-control and to take initiative and assert themselves in socially acceptable ways. Teachers help children feel safe and encourage them to explore both new materials and new relationships with peers and adults.

Physical Environment: The environment is based on Piaget's theories of development which state that all children learn through active exploration of their environment. The teacher's role is to create an environment that invites children to observe, be active, make choices and to experiment. This is achieved through the use of the following:

- Clearly defined interest areas where children work independently or in small groups.
- Well-defined daily routine, which is displayed with pictures, so children can learn to predict and read it.
- Children's materials stored on low shelves, with labels, to foster independence.
- Storage, such as cubby or basket, for each child to keep personal belongings.

Parent's Role: Creative Curriculum believes in building a partnership between school and home, to ensure that the program will address the needs of each child and that learning and growth will be supported at home. Suggestions for communication include:

- Parent bulletin board
- Weekly news messages
- Use of a journal
- Parent Handbook
- Parent/Teacher Conferences

HighScope Curriculum

Contact: www.HighScope.org or call 734-485-2000

Philosophy: HighScope is based on the work of Jean Piaget, viewing children as active learners, who learn best from activities they plan, carry out, and reflect upon. The components of active learning include manipulation, choice, language from the children, and support from adults. The belief is that children learn from personal interaction with ideas, direct experiences with physical objects, and application of logical thinking to these experiences. The role of the adult is to plan activities based on children's interests, facilitate learning through encouragement and engage in positive adult child interaction strategies. HighScope has developed a "conflict resolution" program for children younger than six (6) years of age, which helps them to settle disputes and conflicts through discussion and negotiating.

Physical Environment: Room arrangement and materials support the development of the key experiences. These key experiences are grouped into ten (10) categories, and help guide the teacher in supporting and extending the child's development. These categories include creative representation, language and literacy, social relations and initiative, movement, music, classification, seriating, number, space and time.

The daily routine includes the following components:

- Greeting circle
- Plan-Do-Review – Children plan their activities as they work in clearly defined interest areas, and then review what their work involves, describing how they carry out their plans.
- Small Group Time – Provides a chance for adults to form a closer relationship to the children as they work on a particular activity, supporting the development of the key experiences.
- Large Group Time – Music and movement, story time, outdoor time.

Parent's Role: HighScope also believes in partnering with parents in order to meet the needs of the child. Parent involvement may include visiting a special class event or presentation, parent conferences, at-home book reading with their child. Teachers communicate with newsletters, notes, calls or through a daily journal.

Beyond Centers & Circle Time/Beyond Cribs & Rattles Curriculum

Contact: The Creative Center for Childhood Research and Training
Tallahassee, FL 850-422-1080, or www.cccrt.org

Beyond Centers & Circle Time

Philosophy: This play-based curriculum model was created and is supported by the Creative Center for Childhood Research and Training (CCCRT), located in Tallahassee, and is based on the theories of Eriksson, Piaget, Parten and Freud, and believes in the importance of well-planned, organized and scaffolded play experiences.

Physical Environment: BCCT supports the position that the use of color and organization of space and materials can be planned to have a positive effect on the behavior of young children. The arrangement and quantity of play are most important in determining the quality of the program. Teachers understand that children do not just develop and exhibit appropriate behaviors. They arrange the space to meet the developmental needs of the children and then scaffold the activities and behaviors so that children learn to use materials and play appropriately with others.

Each child spends at least one hour per day at a particular interest area. During this time, the adults prepare a specific activity, using the materials within the area, to extend the children's knowledge about such materials. Children then work on their own or with others. The adult remains in the area, scaffolding the child's behaviors and play. The class comes together for large group activities such as music and movement and story time.

Parent's Role: Parents are treated as partners in the child's education. Individual work sample portfolios are shared with parents, so parents can understand where the child is developmentally, as he works and plays. Parent meetings are scheduled regularly. Teachers communicate by using notes, newsletters and phone calls.

Beyond Cribs & Rattles

Beyond Cribs and Rattles, Playfully Scaffolding the Development of Infants and Toddlers: This curriculum supports the Florida Learning and Development Standards for birth to three year olds, which mirror the National Association for the Education of Young Children's guidelines, the Early Head Start Program Performance Standards and ZERO TO THREE: The National Center for Infants and Toddlers.

Beyond Cribs and Rattles will emphasize the following:

- Scaffolding of the environment, which will include the use and purchase of play materials as well as the organization of play spaces.
- Pre-scaffolding of the play experience.
- Scaffolding the development of the individual child through an understanding of the stages of sensorimotor, construction and dramatic play seen in the play of infants and toddlers.
- Post scaffolding of the play experience.

The Montessori Method

Contact: www.montessori.org

Philosophy: The Montessori Method stresses the importance of developing the senses between ages two and six. This is the time when the child naturally chooses to use and perfect the senses. The scientifically selected materials are designed to teach the children through seeing, touching, hearing, feeling, and moving. The child educates himself through an active, rather than passive process.

Physical Environment: Classrooms are normally bright, filled with plants, animals, art, music and books. Five interest areas include practical life, sensorial learning, math, language, and geography and culture, and are filled with intriguing, self-correcting learning materials. These allow children to work on their own, building self-confidence through competency.

Days are not divided into fixed time periods for each subject. Instead, teachers call students together as they are ready for lessons individually or in small groups. There is a mixed age range within one classroom enabling younger children to learn from older ones. Cooperation and mutual help among the children is also developed.

The physical environment is arranged according to subject area – cooking, cleaning, gardening, art, caring for animals, and a library. Children are free to move around the room instead of remaining at desks. There is no limit to how long a child can work on something he has chosen.

Multi-age grouping: 0-3, 3-6, 6-12, 12-15, 15-18. There is a constant interaction, problem solving, child-to-child teaching and socialization. Children are challenged according to ability and are never bored. Except for infant/toddler groups, most groups are of 30-35 children to one teacher, with one assistant. This is possible because the children stay in the same group for three to six years and much of the teaching comes from the children and the environment.

Parent's Role: There are Montessori parenting classes for ages birth to 18. There are Montessori gifted programs and programs for children with disabilities. Parents are taught to use Montessori's discovery methods to raise and educate their children at home.

WEE Learn Curriculum

Contact: www.cdealliance.org

Program Philosophy: WEE Learn Curriculum is framed by theory and philosophy of life. Led by faith and grounded in evidence-based practices, programs using the WEE Learn philosophy and curriculum work to support children and families. Children's individual differences and learning styles are considered as they learn through play and interactions with supportive early childhood teachers to maximize each child's learning potential. This thoughtful and well-planned curriculum has a multiple theoretical basis. By blending what is known from Bronfenbrenner's ecological systems theory, Piaget's theory of development, Erikson's stages of development and Gardner's theory of multiple intelligences, early childhood teachers prepare individually and age-appropriate experiences for young children.

The Wee Learn curriculum offers cognitive challenges to young children exposed to their framework through individually and age appropriate practices. The Wee Learn curriculum is solidified on its base of concrete experience and focus on relationships, communication, and exploration of the environment. The curriculum is thoughtfully planned, comprehensive, cohesive, and integrated across domains of learning and development.

The Wee Learn curriculum provides systematic learning opportunities in language and early literacy, mathematics, science, social studies, the arts, physical development, and personal and social development. The curriculum is relevant to children's everyday experiences and highlights the importance of the family's role in linking a child's early experiences to the world around them.