

Early Childhood Education/Preschool Curriculum Models

In order to provide a preschool program of the highest quality, it is necessary to adopt a research-based curriculum model. The following are curriculum models validated by research.

Curriculum Models	Principles
<p>Creative Curriculum is used by Head Start, childcare, preschool, prekindergarten, and kindergarten programs</p>	<p>A. Focuses on ten interest areas or activities in the program environment: blocks, house corner, table toys, art, sand and water, library corner, music and movement, cooking, computers, and the outdoors</p> <p>B. Helps teachers understand how to work with children at different developmental levels to promote learning</p> <p>C. Guides teachers in adapting the environment to make it more challenging</p> <p>D. Includes a parent component</p> <p>E. Training manuals and audiovisual resources are available.</p>
<p>The Project Approach is based on recent research about how children learn and the value of integrating the curriculum.</p>	<p>A. A project is an in-depth investigation of a specific topic with the main goals of finding out more about the topic rather than to seek answers to questions proposed by the teacher.</p> <p>B. Either the children or teacher can generate the topic.</p> <p>C. The questions to be addressed and investigated during the project are generated and developed by the children.</p> <p>D. Project work should not constitute the whole curriculum but should address the more informal parts of the curriculum.</p> <p>E. The project approach is similar to themes and units but themes usually consist of preplanned lessons and activities on particular topics selected by the teacher rather than the child.</p>

<p>Reggio Emilia - This approach emphasizes the involvement of children, staff, and parents in the learning experience.</p>	<p>A. Emergent Curriculum: An emergent curriculum is one that builds upon the interests of children. Teachers work together to formulate hypotheses about the possible directions of a project, the materials needed, and possible parent and/or community support and involvement.</p> <p>B. Representational Development: Similar to the idea of teaching with the use of multiple intelligences, the Reggio Emilia approach calls for the integration of the graphic arts as tools for cognitive, linguistic, and social development.</p> <p>C. Collaboration: Collaborative group work, both large and small, is considered valuable and necessary to advance cognitive development. Children are encouraged to dialogue, critique, compare, negotiate, hypothesize, and problem solve through group work.</p> <p>D. Teachers as Researchers: Working as a member of a teaching team, the role of the teacher is that of a learner alongside the children. The teacher is a facilitator and resource.</p> <p>E. Documentation: Similar to the use of a portfolio, documentation of children's work in progress is viewed as an important tool in the learning process for children, teachers, and parents.</p> <p>F. Environment: Within the Reggio Emilia schools, great attention is given to the look and feel of the classroom. The environment is considered an important and essential component of the learning process.</p>
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