

Exercise | Education models Connected to the playplace

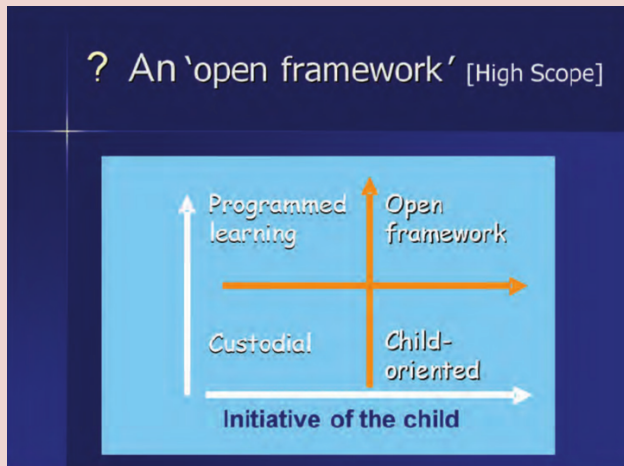


Figure 1 Highscope.org

Background | Information

The views you have on learning and development affect the learning context you create. Here, we provide a diagram that can help you gain insight into a number of educational models. We base ourselves here on the High Scope Model (source: highscope.org). The differences between the educational models arise because they deal differently with initiative of the teacher (vertical axis) and the child (horizontal axis) to create a well-defined learning environment. This means that each model deals differently with the stimulation of learning.

Each model is based on a different idea of how children learn and develop. From that vision, the teacher within each model interprets his role as a facilitator of those learning and development processes differently.

The **custodial school** is not very focused on the development of children. It is mainly about occupying and not so much about stimulating development. **Child-oriented learning** assumes that a child will develop on its own as long as the environment lends itself to it. The teacher is given a very modest role. A criticism of the natural view of learning is that this view takes too little account of the role of the environment and the stimuli that it can offer to stimulate development.

Within **programmed learning** one is convinced that development must be guided. By means of programmes and methods we lead the development of toddlers step by step in the right direction.

An **open framework** is a model that is put forward by a dynamic and social constructivist view of learning. Both the teacher and the child have a high degree of initiative to promote learning and development. The child is given the space to make choices and to help determine its own path. The teacher, on the other hand, grants autonomy to the toddlers and tries to support them just when they need it (stimulating intervention). Learning here is a shared process of learning and discovery.

The Experiential Education Project (2010), In book: *Improving the Quality of Childhood in European Union - Current Perspectives* (pp.44-51) Publisher: ECSWE (European Council for Steiner Waldorf Education), East Sussex, UK.

Purpose | What can this exercise mean?

Reflecting on your views on learning and development and engaging in dialogue about them. Discussing this with each other can give the opportunity to show something to each other, be inspiring, question something.

Get started | Action

Watch a video. Write down for yourself what you see happening in terms of initiative by the toddlers or the adult (teacher, parent, ...)?

Questions | Initiate dialogue

- How do you relate to the educational models?
- What would you do in this situation?
- What would be your next step?
- What do you think or feel when you hear the others' answers?
- Does this exercise bring about anything? Does it set something in motion?