

The Creative Curriculum

Presented by:

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The Framework for the Creative Curriculum for Preschool



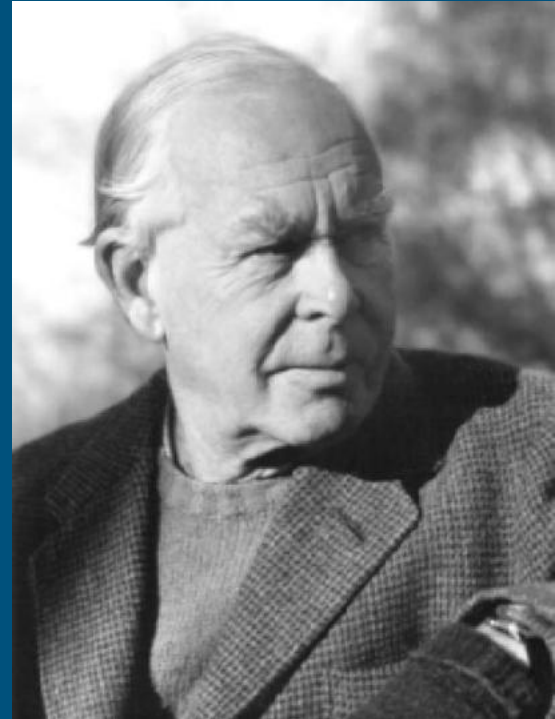
Influences on the Creative Curriculum

Bowlby's Evolutionary Theory on Attachment

Children come into the world biologically pre-programmed to form attachments with others

Bonding process begins at birth; well under way by 6 months of age

Highlighted “the importance of the quality of the parent-child relationship” (Dietze & Kashin, 2016, p. 134)



Ainsworth's The Strange Situation

A procedure for observing & assessing the quality of attachment in relationships between a caregiver & a child

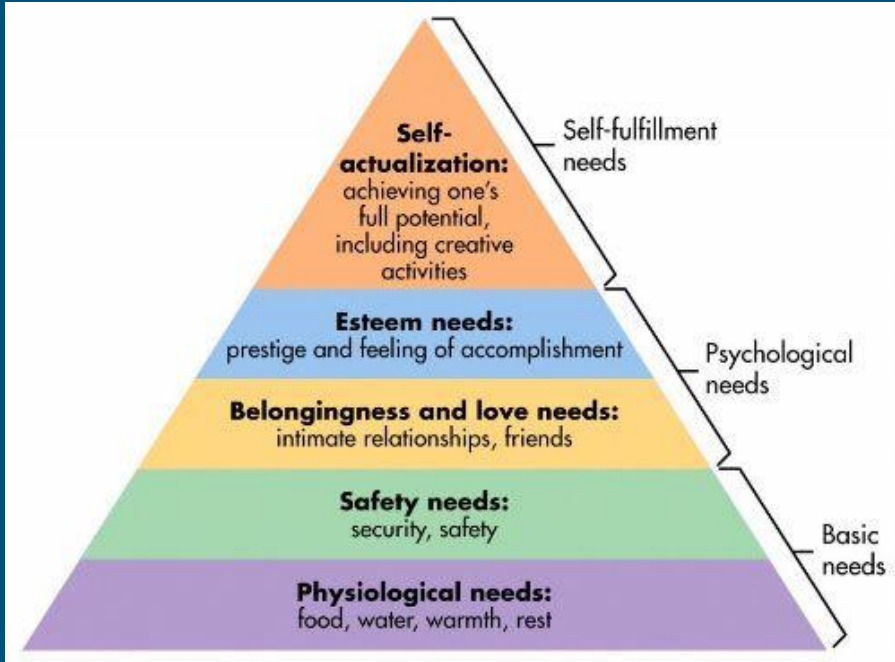
The child is observed for 20 minutes while caregivers & strangers enter & leave the room

Children's attachment types

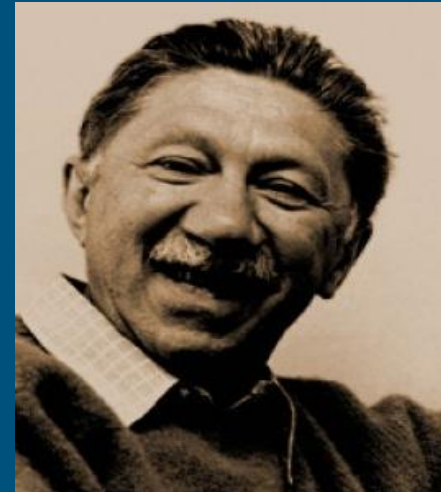
Based on observation of children as they respond to their caregiver's behaviours (Dietze & Kashin, 2016, p. 134)



Maslow's Hierarchy of Needs



“A child’s basic needs must be met before they are able to learn”



Erikson's Theory of Emotion & Learning

Humans go through 8 stages in psychosocial development.

The first 3 are encountered in early childhood:

Trust vs. Mistrust

Autonomy vs. Shame & Doubt

Initiative vs. Guilt



Piaget's Cognitive Development Theory

The child is an active learner

Biologically, there are limits to what the child can learn at a certain time in his/her life.

Sensorimotor Stage

Pre-operations Stage

Concrete Operations Stage

Formal Operations Stage

Assimilation and Accommodation



Vygotsky's Socio-Cultural Theory of Learning

He believed that social and cognitive development should work together.

Learning \neq Development

Zone of Proximal Development (ZPD)

Can be crossed through guidance from more knowledgeable individuals (Dietze & Kashin, 2016, p. 82)



Gardner's Multiple Intelligences

Believed children learn from interactions with the naturalistic environment, including family, culture and those in their learning community.

Places great importance on the learning environment.

Believed that adults can gain insights into how children solve problems and learn by observing and documenting their behaviours.



The Creative Curriculum within the Post-Modern Tradition

1970s & 1980s

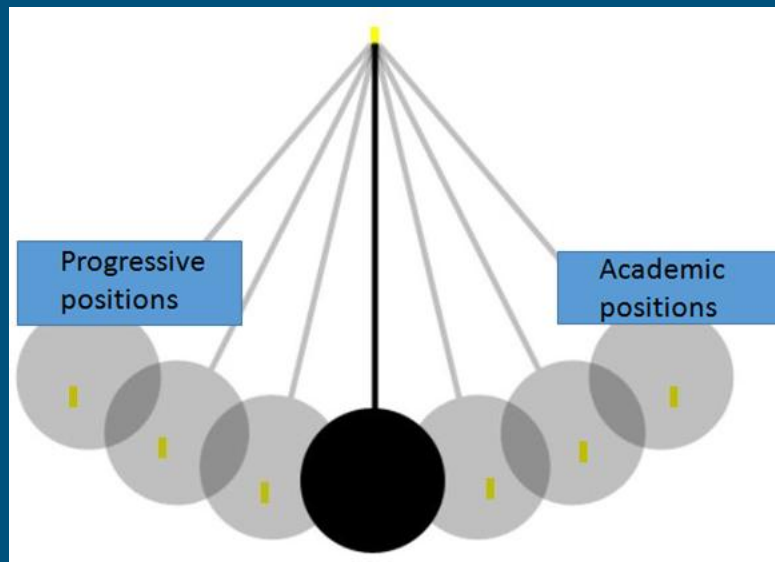
focus on interest areas

1992

framework introduced
the Child Development & Learning Checklist
inclusion of children with exceptionalities

2002

same organizational structure & focus on interest areas
Developmental Continuum
Vital role of educator emphasized
inclusion of ELL



The Creative Curriculum's Image of the Child

Active & engaged

Capable, curious, and competent

Go through rapid brain and language development

Development in any area is not automatic and needs adult scaffolding



The Creative Curriculum in Practice

References

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