LIFELONG LESSONS:
WHAT I LEARNED AT HIGHSCHOOL
That Shaped Early Learning
Policy and Practice

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Sometime around 1977
The HighScope Approach

What are the defining characteristics of the HighScope Preschool Curriculum?

What makes HighScope, HighScope?
Essential HighScope

1. Balance
2. Theory to Practice with Coherence and Integrity
3. Active learning for children and adults
4. Plan-do-review
## 1. Balance

<table>
<thead>
<tr>
<th>ECE Dichotomies</th>
<th>HighScope</th>
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<tbody>
<tr>
<td>Child Centered vs Teacher Directed</td>
<td>Shared Initiation</td>
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<td>Play vs Learning</td>
<td>“Hard Fun”</td>
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<td>Socialization vs Academics</td>
<td>Cognition and whole child</td>
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<tr>
<td>Teacher as Guide vs Teacher as Sage</td>
<td>Teacher’s role in play as extending and scaffolding children’s thinking, reasoning and problem-solving</td>
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<tr>
<td>Open Classroom vs Structured Lesson Plans</td>
<td>Scaffolds and tools for teachers’ lesson planning in the context of an open framework</td>
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2. Theory to Practice with Coherence and Integrity

- From concrete to abstract Ex: labeling
- Equity – all children
- Constructivist Theory-driven: connected learning objectives, integrated curriculum, assessment and PD
## Example of Coherence within Constructivist Theory

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Learning objectives: KDI</strong></td>
<td>• Problem solving: Children solve problems encountered in play.</td>
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<tr>
<td><strong>Child Assessment: COR</strong></td>
<td>• Child persists with one idea or tries several ideas until he or she is successful at solving a simple problem with materials</td>
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| **Curriculum: PQA**         | • Children make many choices about where and how to use materials and carry out activities.  
                              | • Children receive support for solving problems with materials.               |
| **Professional Development** | • Informed by COR and PQA                                                  |
3. Active learning for children and adults

• Shared initiation
• The teachers’ role in play – extending thinking and problem-solving, scaffolding
4. Plan-do-review

- Executive functioning skills of forethought, initiation, follow through and evaluation
- Not just for children, for teachers, coaches, administrators and policy makers - Data-based continuous improvement