

# LIFELONG LESSONS: WHAT I LEARNED AT HIGHSCOPE

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



ECE Dichotomies	HighScope
Child Centered vs Teacher Directed	Shared Initiation
Play vs Learning	“Hard Fun”
Socialization vs Academics	Cognition and whole child
Teacher as Guide vs Teacher as Sage	Teacher’s role in play as extending and scaffolding children’s thinking, reasoning and problem-solving
Open Classroom vs Structured Lesson Plans	Scaffolds and tools for teachers’ lesson planning in the context of an open framework

## 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

Learning  
objectives: KDI

- Problem solving: Children solve problems encountered in play.

Child  
Assessment: COR

- Child persists with one idea or tries several ideas until he or she is successful at solving a simple problem with materials

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