An investigation into early childhood science within an emergent curriculum framework

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Description
A considerable interest in the concept of emergent curriculum has been generated by the early childhood centres of Reggio Emilia in Italy. This study traces the progress of a science project on spiders in an Australian early childhood centre which purports to have an emergent curriculum. In particular, this study sought to answer the question: What form does a science learning project take in an early childhood class that purports to have an emergent curriculum philosophy? What are the processes involved? What are the roles of the main players? Was this curriculum truly an emergent one? How did it fit with the different perspectives being taken to emergent curriculum in the literature? Did science learning take place? How did this learning fit with current views on science learning in the literature? Using a participant observation approach, this study looks at factors that characterise the processes and the players in this project and considers these in the context of current views on emergent curriculum and early childhood science. Results indicate that while the curriculum in this centre was clearly ‘emergent’, it differed in some minor aspects from both the Reggio Emilia model and the American model of emergent curriculum. The approach used was consistent with the social constructivist approach to science teaching and was clearly conducive to the children's science learning. The study shows that emergent curriculum is a very appropriate approach for science learning.

Keywords
child; children; education; early childhood; science; curriculum

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See more ideas about Emergent curriculum, Curriculum, Childhood education. Log into Facebook to start sharing and connecting with your friends, family, and people you know. Reggio Emilia Classroom Reggio Inspired Classrooms Preschool Classroom Kindergarten Fun Future Classroom Preschool Ideas Play Based Learning Early Learning Learning Stories. Making Your Environment “The Third Teacher” - Early Childhood ... I have been an ardent proponent of emergent curriculum in early childhood education well before I became Reggio inspired. In the early nineties I became aware of the work of Elizabeth Jones and John Nimmo and used their textbook, Emergent Curriculum as the foundation for the curriculum courses that I taught to... The need to focus on science in the early childhood classroom is based on a number of factors currently affecting the early childhood community. First and foremost is the growing understanding and recognition of the power of children’s early thinking and learning. Children need guidance and structure to turn their natural curiosity and activity into something more scientific. They need to practice science—to engage in rich scientific inquiry. Science in the Child-Centered Curriculum. There are many definitions for "child-centered" curriculum that fall along a continuum. At one end is the belief that much of the curriculum is centered on the children's ideas and questions. It is co-constructed by the child and the teacher. 12 A Modeling-Based Inquiry Framework for Early Childhood Science Learning Ala Samarapungavan, Deborah Tippins, and Lynn Bryan. 259. 13 Connecting Young Children with the Natural World 15 Science Education for Young Emergent Bilinguals Leslie C. Moore and Mandy McCormick Smith. 325. 16 Assessment in Early Childhood Science Education Daryl B. Greenfeld. Thus, science should be included in early childhood curricula and classrooms. Traditional science instruction, however, tends to be didactic, textbook or text oriented, and focused on rote memorization of isolated facts. Tragically, what often happens in schools with young learners and their passion for science is that we institutionalize the wonder out of children. The curriculum for young children (QCA, 2000) is designed to develop skills which are the foundation of future learning, whilst the curriculum for older children involves the application of these skills. The research identifies the nature of emergent science skills and endorses the need to adapt pedagogical approaches to support the development of these early skills. In order to be able to carry out an investigation successfully children need to be able to see similarities and differences between objects and events and to rearrange them according to features they have in common, reducing the number of different impressions and allowing children to learn from experiences. Identifying and elaborating emergent science within a holistic approach to the foundation phase curriculum. Conference Paper. Jan 2015. This paper documents attempts to identify incipient science behaviours within generalist early years practices, starting from and building on existing professional strengths while avoiding implications of professional deficit. This work builds on earlier survey-assessment data in the context of the 'whole child' and the holistic curriculum practices that are appropriate for the age group. In that earlier large-scale work, three qualities of relevant behaviour antecedent to the emergence of science proper were identified: ‘general developmental’, ‘science enabling’ and ‘science specific’.