

A Paradigm Shift

<u>Shift from:</u>	<u>To:</u>
Child adapts	Schools adapt
Child as passive	Child as active
Child as dependent	Child as partner in learning
Whole group instruction	Whole group, small group, and individual instruction
Individual tasks	Balanced small groups, cooperative and individual tasks
Preset material is covered	Children's capacity to learn is extended
3 R's instructional focus	Focus on concepts, skills, processes, and attitudes in five goal areas
Separate subjects	Integrated subjects
Workbooks	Concrete materials, quality literature, and a variety of resource materials
Verbal information emphasis	Constructivist, problem solving, thinking emphasis
Single correct answers	Alternative solutions are generated
Work and play divided	Play is one condition of learning
Holiday rituals marked	Multicultural content is based on the study of social experience
Teacher as sole arbitrator of what is correct	Children as theory builders and negotiators
Grouping is by ability or age	Group is developed by interest, motivation, and learning needs
Assessment is of what a child already knows	Assessment focuses on how a child learns and what a child "can do"
Assessment is for classification and reporting	Assessment is ongoing for purposes of instructional decision-making
Child is recipient of the teacher's teaching	Child is collaborator in own learning
Answers are valued	Questions are valued
Paper and pencil representation	Multiple ways of representing knowledge