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How High/Scope links to the Early Years Foundation Stage

The High/Scope approach, as outlined in the previous chapters, provides young children with a developmentally appropriate curriculum with active learning at its core. For all children High/Scope believes that ‘children gain confidence, initiative and love of lifelong learning when involved in well supported activities of their own choosing’ (Bell 2004: 5).

Over the years successive governments have made changes to the way our youngest children have been taught and supported on their learning journey. This has resulted in curriculum guidance documents that lay out and inform the way practitioners work with children:

- In 1999 the early learning goals were published. These goals identified the expectations for children in six areas of learning prior to Year 1 of formal education.
- In September 2000 the introduction of the Foundation Stage for children from 3 years to the end of reception class in mainstream schooling introduced practitioners to the stepping stones, which supported children on their journey into education. These stepping stones identified the progress for children towards the early learning goals in terms of knowledge, understanding, skills and attitudes.
- In 2007 the introduction of the Early Years Foundation Stage pulled together two previous documents – the *Birth to Three Matters* and the

Foundation Stage Profile – thereby setting out a framework for children, from birth to the end of their reception year education, which supports and guides practitioners in their work.

As a philosophy and well-researched curriculum the High/Scope approach encompasses the early learning goals for young children in an effective and supportive way. Through active learning and the key developmental indicators children's ongoing opportunities for learning and development are fostered in a natural systematic way. High/Scope practitioners will use the early learning goals within the EYFS alongside the key developmental indicators and observations and interests of the children, to inform their planning of activities for the children in their care.



Let's look in turn at each early learning goal, which are core to the Early Years Foundation Stage for children, and see how they link with the High/Scope approach. By linking the individual key developmental indicators to when or how children's development through active learning occurs, you can see the way the High/Scope curriculum fully supports the early learning goals.

Personal, social and emotional development

This area of development is crucial for all young children as it can have an effect on all other areas of learning. All practitioners strive to enable children to develop a positive sense of themselves. Through the Early Years Foundation Stage early learning goals children are expected to:

- be interested and motivated to learn
- be confident, initiate ideas and speak in a familiar group
- maintain attention and concentration
- respond to significant experiences and show a range of feelings
- be developing an awareness of their own needs and the feelings and wishes of others
- developing a respect for their culture and those of others
- be forming relationships with adults and peers
- work as part of a group, take turns and share
- have an understanding of right and wrong and why
- consider how their words and actions affect others
- dress and undress themselves, manage their own personal hygiene
- select and use resources
- understand others' needs, views and cultures and treat them respectfully

- expect that others will treat their views, needs and culture with respect.

These traits are supported by the High/Scope foundation key developmental indicators of *approaches to learning; social and emotional development; language, literacy and communication; and social studies*. High/Scope believes that 'children's ability to follow through on their intentions is closely related to their developing ability to relate to others (High/Scope UK 2001: 31).

Within the High/Scope key developmental indicator ***approaches to learning*** children have opportunity to:

- make and express their choices, plans and decisions through the plan-do-review process
- solve problems encountered in play by use of the six steps to conflict resolution.

Within the High/Scope key developmental indicator ***social and emotional development*** children have opportunity to:

- take care of their own needs by being supported by adults who share control with children
- build relationships with children and adults through shared control
- create and experience collaborative play in their work (do) time
- deal with social conflict using the six steps to conflict resolution
- express feelings in words at review time and through the approach to conflict.

Within the High/Scope key developmental indicator ***language, literacy and communication*** children have the opportunity to:

- talk with others about personally meaningful experiences at review time and in large-group times

- describe objects, events and relations throughout the High/Scope session.

And within the High/Scope key developmental indicator **social studies** children have the opportunity to:

- be sensitive to the feelings, interests, viewpoints and needs of others through consistent exposure to a problem-solving approach to conflict and from the example of the practitioners around them
- participate in group routines through small- and large-group times.

Communication, language and literacy

Communicating with others is fundamental in human development. Children communicate first through sounds and actions which soon develop into recognisable speech and understanding of the written word. Through the EYFS early learning goals children are expected to:

- interact with others, negotiate plans and activities and take turns in conversations
- enjoy listening to and using spoken and written language
- be able to respond to what they have heard with comments, questions or actions
- listen to and enjoy stories, songs, poems, rhymes and make up their own
- extend their vocabulary
- speak clearly with confidence, showing an awareness of the listener
- use language to imagine, recreate roles and experiences
- use talk to organise, sequence and clarify their thinking ideas, feelings and events

- hear and say letter sounds in order, linking the sounds to the letters and naming them
- use phonic knowledge to write simple words and attempt more complex words
- explore words, sounds and text
- retell narratives in the correct order
- retell familiar words and simple sentences
- know that print has meaning and English is read from left to right and top to bottom
- show an understanding of stories and be able to answer questions such as who, where, why and how in regard to the story
- attempt writing for purpose, such as lists, stories and instructions
- write their own name and other common labels and begin to form simple sentences
- use and hold a pencil to write recognisable letters.

These traits are supported by the High/Scope key developmental indicators of *approaches to learning*; *social and emotional development*; *language, literacy and communication*; and *social studies and the arts – dramatic and music*. High/Scope believes that children’s developing language is a lively process of discovery that involves all those in contact with young children; it can be fostered through the active learning approach.

Within the High/Scope key developmental indicator ***approaches to learning*** children have the opportunity to:

- make and express their choices, plans and decisions through the plan-do-review process.

Within the High/Scope key developmental indicator ***social and emotional development*** children have the opportunity to:

- express feelings in words at review time, group times and through the approach to conflict
- participate in group routines through small and large group times
- build relationships with children and adults through shared control
- create and experience collaborative play in their work (do) time.

Within the High/Scope key developmental indicator **language, literacy and communication** children have the opportunity to:

- talk with others about meaningful experiences in review time and large-group times
- describe objects, events and relations in review time and large-group time
- have fun with language: listening to stories and poems, making up stories and rhymes, retelling stories; all can be done in large-group times and at review times
- dictate stories at story time in large- or small-group time
- write in various ways: drawing, scribbling, letter-like forms, invented spelling, conventional forms; can happen in the art area, on the computer or when children begin to write their own plans
- read in various ways: reading books, signs, symbols and one's own handwriting; this happens during work time in the book area or on the computer and throughout the setting where equipment is labelled.

Within the High/Scope key developmental indicator **social studies** children have the opportunity to:

- participate in group routines through small- and large-group times.

Within the High/Scope key developmental indicator **the arts – dramatic art** children have the opportunity to:

- pretend and role play with supportive adult throughout work time and in small-group time experiences
- imitate actions and sounds within group times and work (do) time.

And within the High/Scope key developmental indicator **the arts – music** children have the opportunity to:

- explore and identify sounds through interaction with simple instruments and equipment such as radios and CD players
- explore their singing voice at group times.

Preschool children are powerfully motivated to communicate with others through conversation. They also enjoy such highly literate pursuits as writing and reading in their own particular ways.

(Hohmann and Weikart 2002: 342)



Problem solving, reasoning and numeracy

Young children develop their mathematical thinking through continuing opportunities with real materials that interest and inspire them. Through exploration, experimentation and talk with others children develop their ability to count, sort, match, recognise pattern, shape, number and measure.

Through the stepping stones to the Foundation Stage early learning goals children are expected to:

- say and use number names in order
- count reliably up to 10
- recognise numerals 1 to 9
- use developing maths to solve practical problems
- begin to use adding and subtracting vocabulary
- use 'more' and 'less' when comparing numbers
- find one more or one less than a number from 1 to 10
- begin to link addition to joining two groups of things and subtraction to taking away
- use quantifying language e.g. greater, smaller, heavier, lighter
- talk about, create and recognise simple patterns
- use shape and size language e.g. circle, square, bigger, smaller
- use everyday words to describe position.

These traits are supported by the High/Scope key developmental indicators of *arts and science* incorporating *mathematics – number, seriation and space* and *science and technology – classification*. Children need a continuing and varied range of materials and experiences to develop their mathematical thinking and understanding. Within the High/Scope curriculum children are supported to experiment, explore and discuss their findings with interested adults.

Within the High/Scope key developmental indicator **arts and science** – **number** children have the opportunity to:

- compare the number of things in two sets to determine ‘more’, ‘fewer’, ‘same amount’ by exposure to a range of equipment that can be sorted e.g. farm/wild animals, small bricks and natural materials like fir cones and stones
- arrange two sets of objects in one-to-one correspondence as in the home area matching up cups and saucers and pans with their lids
- count objects throughout the daily routine as and when it occurs.

Within the High/Scope key developmental indicator **arts and science** – **seriation** children have the opportunity to:

- compare attributes (longer, shorter, bigger, smaller) through manipulation of materials such as clay and playdough, through building towers and looking at themselves in relation to their peers
- arrange several things one after another in a series or pattern and describe the relationship (big/bigger/biggest, red/blue/red/blue) through natural play in the home area and threading with beads
- fit one ordered set of objects to another through trial and error e.g. matching up cups and saucers within the home area, small with small, big with big.

Within the High/Scope key developmental indicator **arts and science** – **space** children have the opportunity to:

- fill and empty within work time at the sand and water tray and when pouring their own drinks at snack/lunch time
- fit things together and take them apart; through use of puzzles, a variety of bricks and magnetic connections on train sets
- observe people, things and places from different special viewpoints; this can happen during physical time when children move from the

floor to climbing on frames or up trees or when looking at pictures in books and photographs

- experience and describe positions, directions and distances in the play space, building and neighbourhood; when walking to and from the setting, when out on walks around the setting and in the outdoor play space
- interpret spatial relations in drawings, pictures and photographs during large-group time and when sharing a cosy story with practitioners.

And within the High/Scope key developmental indicator **science and technology – classification** children have the opportunity to:

- explore and describe similarities, differences and the attributes of things through the range of activities and equipment available to children at all times and in interactions with practitioners and peers
- distinguish and describe shapes both within the play space and through outside experiences
- sort and match through play with a range of toys and equipment e.g. home area cutlery and crockery, beads and bricks and tidying the play space after use
- use and describe something in several ways through the use of natural materials e.g. fir cones, that can one day be things to cook and the next things to line up a fence for your farm
- hold more than one attribute in mind by interacting with equipment such as bricks where you have both shape and colour to define them
- distinguish between ‘some’ and ‘all’ through games and group times.

Knowledge and understanding of the world

This area of learning supports children to develop knowledge, skills and understanding to make sense of the world around them. It gives them insight into later concepts such as science, design and technology, history, geography, information and communication technology.

Through the EYFS early learning goals children are expected to:

- investigate objects and materials using their senses
- find out about and identify some features of living things, objects and events
- look closely at patterns, similarities and differences
- ask 'why' questions
- build and construct using appropriate materials and adapt where necessary
- select and use appropriate tools
- find out and use information and communication technology to support their learning
- find out about past events in their own lives and of those around them
- observe and discover about the community they live in and the wider world
- find out about their environment and their likes and dislikes
- begin to have knowledge of their own culture and beliefs and those of others.

These traits are supported by the High/Scope key developmental indicators of *approaches to learning; language, literacy and communication; social and emotional development; mathematics – seriation, space; science and technology – classification, time; social studies; and the arts – visual and dramatic.*

Children's knowledge of the world, their personal culture and the society they live in will be constructed through creative, ongoing interactions with people, materials and ideas. They will act upon their innate desire to explore, ask and search for answers to questions and solve problems that stand in their way in order to further their understanding and be a key player in their own learning.

(High/Scope UK 2001: 54)

Within the High/Scope key developmental indicator ***approaches to learning*** children have the opportunity to:

- make and express their choices, plans and decisions through the plan-do-review process
- solve problems encountered in play through discussion with those around them, both children and adults, and the use of the six steps to conflict resolution.

Within the High/Scope key developmental indicator ***language, literacy and communication*** children have the opportunity to:

- talk with others about personally meaningful experiences both at large-group times and on a one-to-one basis with practitioners throughout the session
- describe objects, events and relations; at review time children are supported to talk about what they have been doing.

Within the High/Scope key developmental indicator ***social and emotional development*** children have the opportunity to:

- express feelings in words at review time and through the approach to conflict resolution
- build relationships with children and adults through shared control and treating each other with kindness and respect.

Within the High/Scope key developmental indicator **arts and science – seriation** children have the opportunity to:

- compare attributes (longer, shorter, bigger, smaller) through manipulation of materials such as clay and playdough, through building towers and looking at themselves in relation to their peers.

Within the High/Scope key developmental indicator **arts and science – space** children have the opportunity to:

- fill and empty within work time at the sand and water tray and when pouring their own drinks at snack/lunch time
- fit things together and take them apart; through use of puzzles, a variety of bricks and magnetic connections on train sets
- change the shape and arrangement of objects (wrapping, twisting, stretching, stacking, enclosing) by use of materials such as tape, paper, wool/thread, cloth and rope; children can also experience this through play with clay and dough
- observe people, places and things from different spatial viewpoints; this can happen during physical time when children move from the floor to climbing on frames or up trees or when looking at pictures in books and photographs.

Within the High/Scope key developmental indicator **science and technology – classification** children have the opportunity to:

- recognise objects by sight, sound, touch and smell through games played at group times (e.g. Kim’s game and sound lotto), by use of photographs and cookery/snack time experiences
- explore and describe similarities, differences and the attributes of things through the range of activities and equipment available to children at all times and in interactions with practitioners and peers
- sort and match through play with a range of toys and equipment

e.g. home area cutlery and crockery, beads and bricks and tidying the play space after use

- use and describe something in several ways through the use of natural materials e.g. fir cones, that can one day be things to cook and the next things to line up a fence for your farm
- describe characteristics something does not possess or what class it does not belong to through matching games and use of a wide range of play equipment such as bricks, wild and farm animals and shapes.

Within the High/Scope key developmental indicator **science and technology – time** children have the opportunity to:

- experience and compare time intervals through exposure to a consistent daily routine, when looking forward to events such as birthdays and holidays, backwards when recalling events and use of timers/ time signals
- anticipate, remember and describe sequences of events through pictorial and written record of setting events such as trips or visitors, the visual daily routine displayed in the setting and review time.

Within the High/Scope key developmental indicator **social studies** children have the opportunity to:

- be sensitive to the feelings, interests, viewpoints and needs of others through consistent exposure to a problem-solving approach to conflict and from the example of the practitioners around them.

Within the High/Scope key developmental indicator **the arts – visual art** children have the opportunity to:

- relate models, pictures and photographs to real places and things when going on walks in the community
- make models out of clay, blocks and other materials at work time through choice or at small-group times.

And finally, within the High/Scope key developmental indicator ***the arts*** – ***dramatic art*** children have the opportunity to:

- pretend and role play through the availability of equipment throughout the setting.

Physical development

Children are innately physical from before they are born; therefore this mode of learning is essential and natural in the early years. Babies and young children need to develop their physical skills of coordination and movement through experience. Through their developing senses they learn about and from ‘their’ world and make connections between new and existing knowledge. Physical development also supports the positive benefits of being active and healthy both in body and mind.

Through the EYFS early learning goals children are expected to:

- move with confidence, imagination and in safety
- move with control and coordination
- travel around, under, over and through balancing and climbing equipment
- show an awareness of space, themselves and others
- recognise the importance of being healthy
- recognise the changes that happen to their bodies when they are active
- use a range of equipment
- use tools, construction and malleable materials with control and safely.

These traits are supported by the High/Scope key developmental indicators of *physical development, health and well-being; the arts – visual, dramatic and music; mathematics – space; science and technology – time and classification; social and emotional development; language, literacy and communication; approaches to learning; and social studies.* A High/

Scope active learning environment supports their desire to move and gives them opportunities to develop coordination, control and confidence in their individual abilities.

Within the High/Scope key developmental indicator **physical development, health and well-being** children have the opportunity to:

- move in non-locomotor ways (anchored movement: bending, twisting, rocking, swinging your arms) through movement games both indoor and outside; adults acknowledge for children their movements within play
- move in locomotor ways (non-anchored movement: running, jumping, hopping, skipping, marching, climbing) through outside opportunities in the play space and use of a large block area indoors
- move with objects through the use of scarves, hoops, balloons and streamers; through introducing objects to push and pull such as wheelbarrows and pushchairs and availability of a variety of balls
- express creativity in movement through review time and in ideas about how to move from one activity to another in transition times
- act upon movement direction within physical education and movement times and during group times or games
- feel and express a steady beat at singing times and use of music tapes/CDs/recording equipment; children can also experience this when using a rocking horse or even just walking to and around the setting
- move in sequences to a common beat through simple two-step actions at singing or movement time such as jumping with legs open then closed and using the words 'open', 'shut' as you jump.

Within the High/Scope key developmental indicator **the arts – music** children have the opportunity to:

- move to music at singing times, movement times and through access to radio/tape recorders
- to play simple musical instruments in a group, with peers and alone.

Within the High/Scope key developmental indicator ***the arts – visual art*** children have the opportunity to:

- make models out of clay, blocks and other materials at work time through choice or at small group times
- draw and paint with a wide range of equipment in the art area but also on the computer; children's work is valued and displayed around the setting.

Within the High/Scope key developmental indicator ***the arts – dramatic art*** children have the opportunity to:

- imitate actions and sounds at review time, using action rhymes and stories and through observation of the people and animals in the world around them.

Within the High/Scope key developmental indicator ***arts and science – space*** children have the opportunity to:

- observe people, things and places from different special viewpoints; this can happen during physical time when children move from the floor to climbing on frames or up trees or when looking at pictures in books and photographs
- experience and describe positions, directions and distances in the play space, building and neighbourhood; when walking to and from the setting, when out on walks around the setting and in the outdoor play space
- change the shape and arrangement of objects (wrapping, twisting, stretching, stacking, enclosing) by use of materials such as tape, paper, wool/thread, cloth and rope; children can also experience this through play with clay and dough.

Within the High/Scope key developmental indicator – ***science and technology – time*** children have the opportunity to:

- anticipate, remember and describe sequences of events through pictorial and written record of setting events such as trips or visitors, the visual daily routine displayed in the setting and review time
- experience and describe rates of movement through use of materials that they can set in motion such as water/sand wheels and friction cars
- start and stop an action on signal through use of time warnings throughout the daily routine and equipment such as alarm clocks and sand timers
- experience and compare time intervals through exposure of a consistent daily routine, when looking forward to events such as birthdays and holidays and use of timers/time signals.

Within the High/Scope key developmental indicator ***social and emotional development*** children have the opportunity to:

- take care of their own needs by being supported by adults who share control with children
- create and experience collaborative play in their work (do) time by providing space that encourages children to play together e.g. in the house and block area
- express feelings in words at review time and through the approach to conflict.

Within the High/Scope key developmental indicator ***language, literacy and communication*** children have the opportunity to:

- talk with others about personally meaningful experiences both at large-group times and on a one-to-one basis with practitioners throughout the session
- write in various ways: drawing, scribbling, letter-like forms, invented spelling, conventional forms; can happen in the art area, on the computer or when children begin to write their own plans.

Within the High/Scope key developmental indicator ***approaches to learning*** children have the opportunity to:

- solve problems encountered in play through discussion with those around them, both children and adults, and the use of the six steps to conflict resolution.

And within the High/Scope key developmental indicator ***social studies*** children have the opportunity to:

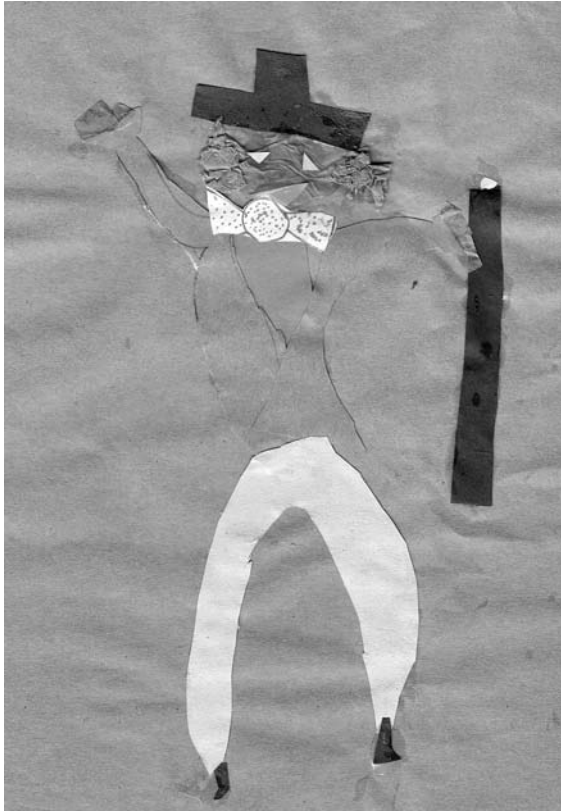
- be sensitive to the feelings, interests, viewpoints and needs of others again with continued exposure to a problem-solving approach to conflict and from the example of the practitioners around them.

Creative development

Creativity plays an important role in children's play and development. Through being creative children build connections between other areas of learning therefore supporting their developing understanding and knowledge.

Through the EYFS early learning goals children are expected to:

- explore colour, shape, texture, form and space in both two and three dimensions
- recognise and explore how sounds can be changed, recognise repeated sounds and sound patterns and match movements to music
- use their imagination through art, design, music, dance role play and stories
- respond in a variety of ways to what they feel, see, touch, smell and hear
- express and communicate their ideas, thoughts and feelings using a wide range of tools, materials and experiences.



These traits are supported by the High/Scope key developmental indicators of *science and technology – classification; the arts – visual art, dramatic art, music; physical development, health and well-being; arts and science – space; language, literacy and communication; social and emotional development; approaches to learning; and social studies.*

Creative Representation – the process of constructing mental images of actual objects, people and experiences – enables young children to express an understanding of their world through pretend play, model making, drawing and painting.

(Hohmann and Weikart 2002: 310)

Within the High/Scope key developmental indicator **science and technology – classification** children have the opportunity to:

- recognise objects by sight, sound, touch and smell through games played at group times (e.g. Kim’s game and sound lotto), by use of photographs and cookery/snack time experiences.

Within the High/Scope key developmental indicator **the arts – visual art** children have the opportunity to:

- relate models, pictures and photographs to real places and things when going on walks in the community
- make models out of clay, blocks and other materials at work time through choice or at small-group times
- draw and paint with a wide range of equipment in the art area but also on the computer; children’s work is valued and displayed around the setting.

Within the High/Scope key developmental indicator **the arts – dramatic art** children have the opportunity to:

- pretend and role play through the availability of equipment throughout the setting and the interaction with supportive adults who join in the children’s world
- imitate actions and sounds at review time, using action rhymes and stories and through observation of the people and animals in the world around them.

Within the High/Scope key developmental indicator **the arts – music** children have the opportunity to:

- move to music at singing times, movement times and through access to radio/CD players/tape recorders
- explore and identify sounds through sound guessing games, by

playing musical instruments and listening to natural sounds from the environment

- explore one's own singing voice at regular times with songs and rhymes; practitioners support children to make sounds; use of a tape recorder can be fun
- develop melody through playing 'guess the tune' type games when both adults and children take turns in humming or singing and guessing
- sing songs at regular large-group times and access to music tapes or CDs in the setting; practitioners using songs to signal a move from one activity to another and supporting children to write their own songs
- play simple musical instruments by having a music area (if space allows) or regular music times, large-group and small-group times and at transition times.

Within the High/Scope key developmental indicator ***physical development, health and well-being*** children have the opportunity to:

- move in non-locomotor ways (anchored movement: bending, twisting, rocking, swinging your arms) through movement games both indoor and outside; adults acknowledge for children their movements within play
- move in locomotor ways (non-anchored movement: running, jumping, hopping, skipping, marching, climbing) through outside opportunities in the play space and use of a large block area indoors
- express creativity in movement through review time and in ideas about how to move from one activity to another/transition times
- act upon movement direction within physical education/movement times and during group times and games
- feel and express a steady beat at singing times and use of music tapes/CDs/recorder; children can also experience this when using a rocking horse or even just walking to and around the setting

- describe movement at large-group times by joining in with action rhymes, at plan-do-review times when talking about what they have been doing and through sensitive adult questions
- move in sequences to a common beat through simple two-step actions at singing or movement times such as jumping with legs open then closed and using the words 'open', 'shut' as you jump
- move with objects through the use of scarves, hoops, balloons and streamers; through introducing objects to push and pull such as wheelbarrows and pushchairs and availability of a variety of balls.

Within the High/Scope key developmental indicator **arts and science – space** children have the opportunity to:

- change the shape and arrangement of objects (wrapping, twisting, stretching, stacking, enclosing) by use of materials such as tape, paper, wool/thread, cloth and rope; children can also experience this through play with clay and dough
- experience and describe positions, directions and distances in the play space, building and neighbourhood; when walking to and from the setting, when out on walks around the setting and in the outdoor play space
- interpret spatial relations in drawings, pictures and photographs during large-group time and when sharing a cosy story with practitioners through the use and availability of materials at review time; photographs of children in action are particularly useful.

Within the High/Scope key developmental indicator **language, literacy and communication** children have the opportunity to:

- talk with others about personally meaningful experiences both at large-group times and on a one-to-one basis with practitioners throughout the session
- have fun with language: listening to stories and poems, making up stories and rhymes, retelling stories; all can be done in large-group times and at review times

- describe objects, events and relations; at review time children are supported to talk about what they have been doing.

Within the High/Scope key developmental indicator **social and emotional development** children have the opportunity to:

- create and experience collaborative play in their work (do) time by providing space that encourages children to play together e.g. in the house and block area
- express feelings in words at review time and through the approach to conflict resolution.

Within the High/Scope key developmental indicator **approaches to learning** children have the opportunity to:

- make and express their choices, plans and decisions through the plan-do-review process.

And within the High/Scope key developmental indicator **social studies** children have the opportunity to:

- be sensitive to the feelings, interests, viewpoints and needs of others through consistent exposure to a problem-solving approach to conflict and from the example of the practitioners around them.

As this chapter shows, the High/Scope approach fully supports the Early Years Foundation Stage early learning goals. Children in an active learning setting are supported and encouraged to experience a diverse range of experiences that support their individual and unique level of understanding and stage of development. Practitioners observe children throughout their play and work, offering appropriate support and joining with the children as requested. They use both the stepping stones to the early learning goals and the High/Scope key developmental indicators to guide them in their work with young children.

Intrinsic motivation is central to children having positive attitudes and dispositions to learning. Children who systematically have experience of the High/Scope Approach see themselves as capable learners whose work and effort will often lead to success.

(High/Scope UK 2001: 8)

