Parent Education Series

Educational Models
Ricks Center Mission

The mission of the Ricks Center for Gifted Children at the University of Denver is to provide a dynamic educational environment that anticipates and responds to the individual intellectual, social, emotional, physical, aesthetic, and cognitive needs of young gifted people.
Choosing an Educational Model

View of Child/Childhood

- Purpose of Education
  - Educational Philosophy and Models
  - Programs
    - Curriculum
  - Resources and Materials
View of Child/Childhood

- Three primary belief systems right now
  - Magical Childhood
  - Capable and Independent Child
  - Managed/Scheduled Childhood

- Our view of childhood informs subsequent steps
Educational Philosophies

**Progressive Education**
- Constructivism
- Learning by doing
- Thematic units
- Social responsibility
- Social skills
- Montessori, Reggio, DAP

**Cultural Literacy/Relevance**
- Highly specific curriculum
- Culturally relevant “background knowledge” a necessity
- Core Knowledge schools; IB; classical academies
Educational Philosophies

Industrial Revolution
- Education necessary for industrial development
- Education of the masses
- Extrinsic motivation
- Peer tutoring/learning by teaching
- General program – the 3 “R’s”

Human Development
- Three stages of child development; approx 7 years each:
  - Practical, hands-on activities for creative play
  - Artistic expression, social capacities
  - Critical understanding; foster idealism
- Role of imagination
- Academic, practical, artistic
- Waldorf; Open Schools
Educational Philosophies

Blended/Flipped Learning
- Response to Technological Revolution
- Combined online and seat time
- Instruction via computer with guidance by teacher
- Online academies

Multiple Intelligences
- Cognitive Development
- Focus on particular intelligence/strength
- STEM academies
- Art Schools
Philosophy Leads to Program

- Examples discussed earlier
- Programs (Schools) have missions, goals, & practices that reflect philosophy
- A program’s philosophy permeates everything, but practices may look different as a child ages
Program Leads to Curriculum

- What is Taught
- How it is Taught
- How it is Assessed
- How it is Revised
- How it is Received by Students

Consider ALL curriculum: intentional, societal, received, hidden, null, etc.
Curriculum

- Supports mission and goals
- Relates to preceding steps
  - Seamless connection from view of child to philosophy to program to curriculum
- Not a scope and sequence
  - Necessary element; detail of curriculum
Example: Waldorf

- Human development lens
- Cognitive and intellectual development important, but not foundation
- Slower pace; reading introduced later
- Understanding of self, others
- What has worked will continue to work because based on human development
Resources/Materials

- Not equal to curriculum
- Shopping cart example
- Resources and Materials selected to support all previous decisions
- Delivery system of curriculum
Educational Model

View of Child/Childhood

Purpose of Education

Educational Philosophy and Models

Programs

Curriculum

Resources and Materials
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- Mindset
- Developmentalism
- Learning Styles
- Personal Passions/Interests
- Character/Affective Education
- Habits of Mind
- Play
- Balanced Lifestyle Habits
24.0 Hours
- 10.0 Hours, Sleep
  = 14.0 Hours
- 1.0 Hour, Physical
  = 13.0 Hours
- 1.0 Hour, Unstructured
  = 12.0 Hours
- 1.5 Hours, Meals
  = 10.5 Hours
- 1 Hour, Grooming/Hygiene
  = 9.5 Hours
- 7 Hours, School
  = 2.5 Hours

In Action