

Education Plan

An elementary educational program should be predicated on certain basic concepts:

1. Education is an individually pursued matter and students vary tremendously in terms of their individual rates of development, the complexity of concepts and skills mastered and the interests, motivation and background they bring to the learning environment. Consequently, the educational program should be ungraded.
2. Schools must strive to develop an independent learner, i.e. one who is increasingly capable of effectively structuring his own learning situation and generating his own knowledge. The classroom learning environment should require higher level thinking processes, as well as, the retention of facts. These have ramifications for the format of the classroom learning situation.
3. Students should assume increasing responsibility for their own learning. There should be a balance in teacher-directed learning as well as student-initiated learning.
4. Educational objectives can be attained through many routes; therefore, the same intellectual diet is not necessary for each child. Students differ in their modes or styles of learning and the instructional program should reflect this.
5. The development of the individual's self-concept should be enhanced through his/her experiences during the school day. He should discover that he is capable of self-direction and finds success and satisfaction in his activities and that he is working on tasks that are relevant to the student and their world.
6. The appropriate movement of students into various learning groups based upon their specific needs and interests is of the utmost importance and so will require an environment and a process allowing for maximum flexibility.
7. Since the students will vary in their profiles of skills and knowledge in each academic area, this will require the ability to appropriately place the students in learning groups throughout the day. Movement of students from one teacher to another and vice-versa, the movement of students from one room to another, and students of differing age levels working together.
8. Grouping of students in terms of skill and concept needs should be supplemented by grouping of students by interest during the instructional program.
9. The achievement of appropriate objectives presupposes students using differing materials and media depending upon what is pertinent for them at the time
10. There should be time during the day for students to make choices and pursue areas of personal interest which has relevance for them.
11. Teachers working as a team and on a cooperative basis provide the possibility not only of flexibility, choice and appropriate placement for students, but for professional stimulation and growth on the part of each teacher.

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12. Volunteer aides and parents can add significantly to an educational program by:

a. Assuming non-technical tasks so that teachers can spend more time with the instructional program.

b. Under the teacher's direction, providing reinforcement for students needing assistance.

c. Providing a source of student encouragement and self-concept enhancement by being available and taking an interest in what the student has to say.

13. The curriculum and instructional objectives can be more effectively met if the program is divided into large group, small group, and individualized and independent work.