

In the learning unit, you were introduced to a continuum of contrasting climates for children. Respond to these questions in a Word document, and upload it to the Week 1 Dropbox:

- Consider the descriptions of the three contrasting climates for children. In one or two sentences, describe where you think you fall on the continuum and why.
- What are your ideas for moving toward a more supportive role or continuing to provide a more supportive role at small-group time?

I have to admit that I started off as a directive teacher and have had a controlling climate. I recognized this in myself, and I have been working to correct it over the last few years. In free choice I have never controlled students play, but in small groups I have always felt like I needed to control the group activities, so the students would learn more. Through HighScope I have learned to be more supportive and less controlling. Sometimes I feel like the control monster still wants to come out, but I am working hard to keep it supportive and not controlling. My ideas for moving forward are to continue with HighScope training and curriculum that teach me ways to support my students by following their interests, stepping into and supporting their play, and scaffolding their learning.