

Summary

Characteristics of the contemporary versus traditional early education curriculum

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The starting point of this study is the explication of old and new paradigms that form the basis for early education curriculum. Whilst the traditional curriculum relies on behaviourism and on teaching as knowledge transfer, the contemporary curriculum is based on humanist-developmental model of early education that focuses on the child and the co-development of knowledge. Further to this point, the study simultaneously illustrates and compares the features of certain aspects of the traditional and contemporary curriculum such as: curriculum philosophy, features of the institutional context as based on the traditional and contemporary values, social interactions, educators' roles, methods of learning, working with parents and other aspects and their impact on child behaviour and learning. In this study the author advocates a humanist-developmental curriculum focused on the liberation of children and educators.

Key words: traditional curriculum, contemporary curriculum, behaviourism, humanist-developmental model, early age learning.