

Theoretical Bases Influencing Curriculum Decision Making in Early Childhood Education

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Abstract

The curriculum decision making process is theoretically based. This paper is a discussion of some major theories that inform curriculum planning and implementation processes in Early Childhood Education. The theories discussed in this paper are Gessell's Maturation theory, Piaget's cognitive development theory, Vygotsky's social cultural theory, Behaviourist theories, Freud's psychoanalytic theory, Social learning theory, Erickson's psychosocial theory and Maslow's needs theory. This paper holds that we cannot make appropriate curriculum decisions for Early Childhood Education without this knowledge base. On the other hand, no one theory is comprehensive enough to adequately explain all aspects of child development and learning. Therefore, teachers and curriculum planners should draw from diverse theories to fully understand how best to support child development and learning.

Keywords: Early childhood education, Curriculum, Theory, Child development

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