

Received: 25 November 2022 Accepted: 25 March 2023

DOI: <https://doi.org/10.33182/rr.v8i2.17>

## Design a Native Preschool Curriculum Pattern: A Comparative Study of World Patterns

Ali Hoseini Khah<sup>1,\*</sup>, Parvin Solati Asl<sup>2</sup>, Marjan Kian<sup>3</sup>,

### Abstract

**Background and Objectives:** The results of studies related to preschool education show that this course is very important for the overall development of the child. Due to the necessity of developing a native model for this course, by comparative study of romantic, humanistic, Montessori, Waldorf, Reggio Emilia, imagination and green patterns, the categories that make up the curriculum model in educational ideals, materials and educational activities, child-teacher interaction methods, space architecture and Environmental features and feedback methods were identified in order to design and validate the native curriculum model. **Methods:** To answer the questions, the researcher used the methods of comparative study, inductive content analysis and focus group to design the model. In the method of comparative study of written sources related to the research topic in the form of books, articles and upstream documents valid in Persian and English, 260 titles were selected and after the four stages of boarding, by inductive content analysis with the opinion of design experts and its validation. It was done by focal group method. **Findings:** The template using ATLAS.ti software designs and ideals with 87.5%, materials with 87%, interaction methods with 90.5%, space architecture with 90.1% and feedback methods with 92.17% have the necessary internal validity. In total, the model had the necessary internal validity with 90.43%. **Conclusion:** Waldorf, Reggio Emilia and imagination the most and romantic least matching in ideals, Waldorf and imagination the most and romantic least matching in material, Reggio Emilia and green the most and romantic least matching in methods of interaction, all approaches to romance and humanism, Reggio Emilia and Green had the most, and Romantic and Humanistic had the least similarity in native pattern feedback methods.

**Keywords:** Comparative Study, Global Patterns, Pre-school Education, Native Pattern,

### Introduction

Rousseau's educational vision and its development in the 19th century are the basis for the establishment of education approaches, according to a historical analysis of the formation process of preschool education methods.

Rousseau, a romantic and naturalistic poet, aimed to bring to education the same untamed emotions and soaring loneliness of the realm of poetry and art. And educating a human being,

---

<sup>1,\*</sup>Assistant Professor, Department of Curriculum studies, Faculty of Psychology and Educational Sciences, Kharazmi University, Tehran, Iran,

Email: [h.ali@khu.ac.ir](mailto:h.ali@khu.ac.ir)

<sup>2</sup>Ph.D Student of Curriculum Planning, International Campus of Kharazmi University, Tehran, Iran and Faculty member of Academic Center for Education, Culture and Research, Email: [Solati@acecr.ac.ir](mailto:Solati@acecr.ac.ir)

<sup>3</sup>Associate Professor, Department of Curriculum studies, Faculty of Psychology and Educational Sciences, Kharazmi University, Tehran, Iran,

Email: [kian@khu.ac.ir](mailto:kian@khu.ac.ir)

not a citizen, was his aim (Hosseinihah, A, 2018); Froebel underlined the importance of play for children's overall development in 2017 (Hosseinihah, B., 2018); In a depressed neighborhood, Montessori constructed a children's home in 1907. By developing new tools and instructing underprivileged pupils (Cole, 2017); In 1912, Rudolf Steiner constructed a school close to a Waldorf industry and placed a strong emphasis on the education of both sexes regardless of their choice of faith (Abbasi, 2012 and Rawson, 2018);

In 1946, Loris Malagatsi began his career, and in 1963, he created the first Robinson School (Arseven, 2014);

In addition to outlining a model of growth based on imagination, Egan, the research director of the "Education of Imagination Foundation," has used "imagination" and "story" in education, particularly in the areas of curriculum and instruction, since 1997. He places specific focus on the role of imagination in childhood and thinks that relating to what a child might envision can serve as the foundation for later learning. He views imagination as an "institutional" quality in humans (Egan, 1997). Early in the 20th century, adopting the Waldorf system in Denmark and Sweden, the green approach made its debut and quickly expanded throughout Europe under the name of the outdoor school. Germany founded the first green school in the 1960s, and today, with more than 700 nature schools, it is acknowledged as one of the forerunners in the growth of this movement. There are currently roughly 80 nature schools in Iran with various infrastructures that instruct the next generation (Javadi and Javadi, 2017).

Preschool education has, as we've seen, played a significant role in the educational systems of many nations because of its impact on the development of psychological traits and characteristics (Barnett, 2011) and the development of platforms that are suitable for raising children's levels of learning ability and social maturity. Cole, 2016). According to surveys, social costs are falling and there are financial savings, but the macro-level system of education and training is being strengthened primarily through investment at this time (UNICEF, 2019).

It should be highlighted that using the right educational strategy can have a variety of impacts on the effectiveness of early childhood education, with the most important one being how to educate children (Mohammadi Farsani, 2017). The availability of a suitable curriculum model has therefore always been and will continue to be a factor. Preschool education, in the opinion of its proponents, can aid youngsters in developing their social skills, feeling of cooperation with others, and character (McKay, 1995). which have been established based on principles such as child-centeredness, holistic approach, flexibility of programmes, game-centeredness, centrality of communication approach in selecting content and respecting individual differences, giving priority to certain "play" activities and uplifted activities, etc., which are based on the age sensitivity and rapid growth of children at this time. Principles that are mostly prepared and presented with specific goals based on Bloom's classification (cognitive, attitudinal, emotional

and skill goals) in the form of various programs. These programs' educational environment and material are suitable for children who have just been separated from the familiar context of their families; they are not activity-oriented or tailored to the needs of the children (Lilliard, 2012). Trainers should select the best teaching techniques and approaches to use in this course to ensure that students receive an effective and efficient education. Because preschool education is the foundation and the foundation of children's education and training activities for levels provide the dimension in this section, children's intellectual and mental foundations for their growth and development, in various dimensions of physical, social, spiritual, intellectual, etc.

Preschool experiences are crucial to a child's development because this is the time when the youngster acquires and witnesses many of his or her significant experiences (Safari et al., 2014). Adults are aware of the value of early childhood education (ECE), and they frequently ask educational foundations to work toward the best possible educational model by establishing equitable conditions (Urban, 2009). Early childhood education (ECE) is tailored to the needs of the individual child and is utilized to further social, economic, and educational objectives (OECD, 200). Due to the lack of investment, the range of institutions and activists active in these groups, as well as the potential for inadequate coordination or lack of regularity, a number of countries have not achieved the essential success in this area. This is where the dichotomy that they do not adhere to particular ideals is generated in the mind, despite the emphasis on models that meet children's needs. And because the existing mental framework still believes that being a doctor is the best career choice for youngsters, it continues to impose unfulfilled aspirations. Here, the disparity in viewpoints and views has become so great that some have suggested turning to democracy as a remedy in order to ensure that everyone receives an equitable education. Early childhood education is a topic that has received attention from the Organization for Economic Cooperation and Development (OECD), and in 2014, it engaged in significant activity in this area. It has offered suggestions for the curriculum axis, including defining standards, raising educational requirements, enhancing training and working conditions, improving family and community involvement, and advancing data gathering, research, and monitoring.

Finland, Norway, Sweden, the Czech Republic, Slovakia, England, Japan, Korea, New Zealand, and Portugal are among the 10 nations that have demonstrated significant engagement and performance in this area.

According to the cases found, it can be concluded that preschool instruction can offer a rich learning environment that will expose kids' inquisitive minds to a variety of experiences, chances, and stimuli throughout this time.

which is an illustration of recent activities that have occurred over a number of years (2015–2020) and have led to these trainings at the international level in terms of training the forces and members active in it, quality of learning, suitable environment, establishing educational justice,

children's satisfaction, evaluating children's learning, funding, Policies, strategies, influence of parents, and curriculum in the economy of member and non-member countries should be taken into consideration. The best models in the globe were also taken into consideration in this regard as a means of overcoming and resolving the flaws in their educational system at the time. In order to attain this goal, steps were taken to involve parents and groups that had the same interests in order to create a sort of overall coherence (Bennett, 2006). Based on this, the researcher intends to design a native model suitable for the preschool period in line with the goals and objectives of the educational system and taking into account the cultural and social conditions of the country. By presenting a local model of an effective curriculum, the current research can explain the objectives, choose the content, use the appropriate method and space, and explain how to evaluate the results of the activities in order to lay the groundwork for the relative improvement of the quality of the curriculum for this course. On the basis of this, it is necessary to pay attention to the structure, design, how to set the elements and organization, and the principles of the curriculum used in global models in order to prepare programs for preschool, as well as from their results in enhancing the preschool curriculum and overall education. The child's talents are utilized, as well as the creation of a stimulating environment .

In order to develop a local curriculum model, the research's overall goal is to compare several international pre-primary education models. The researcher is interested in learning the following information.

- 1-How are the elements of educational ideals, the structuring of educational materials and activities, child and teacher interaction techniques, space architecture and environment facilities, and feedback and correction techniques articulated in the pre-school education models that were chosen?
- 2- What aspects and components should the curriculum model suited for implementation in preschool educational centers include, based on the traits and conditions of the existing models?
- 3- Does the suggested model for implementation have the requisite legitimacy in the eyes of pre-primary education center management and trainers?

The categorizing of the field's comparison study's findings, which was not done in previous studies and was done by the researcher for the first time, is what makes this research innovative. The results of earlier relevant study are mentioned first in accordance with the goal and questions :

In an outdoor and forest school, McCree, Cutting, and Sherwin (2018) conducted a longitudinal study utilizing a mixed technique on 11 5-7-year-old kids who were missing out on social, behavioral, and economic dimensions. The findings show significant connections between academic improvement and emotional learning and wellbeing acquired in outdoor settings. This

raises concerns about early childhood interventions for underprivileged children .The curriculum and assessment of preschool education have been the subject of additional research by Tony and Chris (2016).The findings demonstrated the need for using a variety of evaluation techniques in this course.Shahin and Sak (2013) looked into how parents felt about preschool instruction.The findings showed that parents have placed a strong emphasis on encouraging kids' social growth and preparing them for higher levels.Anders and his colleagues (2012) also looked into the learning environments at home and in preschool, as well as how these two contexts related to early childhood skills.The findings demonstrated a substantial correlation between math proficiency in kindergarten and the standard of the home learning environment, and this advantage persisted over time.Ozar (2012) examined the preschool curriculum using a Swedish approach .The findings indicated that the Swedish kindergarten tradition places a strong emphasis on the value of play in a child's development and learning.Sandström (2012) looked into the features and standard of preschool instruction in Spain.The findings indicated that pre-schools under the management of the private sector and with a planned structure have more favourable conditions. Kanyal and Cooper (2010) looked at how kids felt about their time in school.The findings demonstrated that kids love going to school and participating in activities with their teachers and friends.In 2009, a cross-cultural investigation into the caliber of preschools in Sweden and South Korea was carried out by Sheridam and Giota, Mehan, and Yoonwan.The findings demonstrated that all evaluations and scale subgroups gave greater ratings to Swedish child care services.Additionally, Riggall.a and Sharp.c (2008) looked into the English preschool system of education.Research teams developed the pathological discussion, comparative analysis of other nations, and surveys in the fields of pre-primary education and primary education.The decision was made to move the preschool period below grades five and six after basic inquiries concerning the system's weak and strong aspects, structure, scheduling, elements, and activities.According to study by Jakubson (2008) on the kindergarten curriculum and its impact on skills, play-based curricula can promote children's learning and development as well as their social and academic performance.In contrast to the emotional and emotional dimensions, Glazer. j (2003) found that the planned and carried out activities for the development of creative thinking, problem solving, verbal and language development, and the development of social relationships were very close to the expected standards and levels. Other dimensions received less focus.Moore.G (2001) conducted research on how to create a conducive learning environment for kids.The outcomes emphasize school programs, including kindergarten, and child care facilities and their demands in the design of the model. They also focus on the advancement in the right knowledge of the nature of the development architecture suitable for preschool children.A methodology for educating and empowering preschool children to deal with social damages at ten levels of emotional and personality development while improving mental health was established in Iran in 2021 by Mehrjo, Noorian, Nakhai, and Nowrozi.reducing behavioral differences and increasing social and individual compatibility, fostering self-assurance and

independence, enhancing individual capabilities and creativity, fostering moral and educational needs, fostering self-care in children, cultivating life skills and social connections, and increasing participation. Economic, cultural, and educational requirements are all present. They disagreed on the patterns and techniques of personal and individualized empowerment. The pre-school event curriculum concept was created by Baghersahi (2021) using a Reggio Emilia approach. According to the findings, the Reggio Emilia-inspired pre-school event curriculum model is a creative and innovative model for the pre-school years that fosters children's creative development. According to the findings, the Reggio Emilia-inspired pre-school event curriculum model is a creative and innovative model for the pre-school years that fosters children's creative development. Results from Fathi, Arefi, and Targijah's (2009) study on developing an emergent curriculum for kids in grades 6 to 8 that was influenced by the Reggio Emilia method included the following:

The group of teachers opens up opportunities for creating projects for kids by studying and logging their interests and worries. Children design the curriculum, and teachers help to shape it. The planning stages include a number of steps, such as listening, asking questions, and opening issues; projecting future steps and building support preparations; recording the entire process; and reviewing and strategizing with coworkers, kids, and parents. Hedayati, Borjali, and Bazargan (2018) looked at the impact of music-focused physical and artistic education activities on preschoolers' health and anxiety levels. The findings indicate that maintaining a healthy and happy life requires the interplay between physical and mental health. In their 2018 study, Mehrovarz, Haghighi, and Mohammadzadeh examined how the preschool curriculum affected the language development of boys and girls, taking into account the significance of language as a child's first form of communication with their surroundings. Girls outgrew boys in the word discrimination component when the scores of the children's language abilities before and after instruction were compared. An early childhood entrepreneurial education approach was created by Nadi and Eftekhari (2018). They placed a strong emphasis on teaching entrepreneurship beginning in preschool due to the importance of this ability in social aspects as well as higher educational levels. The design of the preschool curriculum model based on Pestalozzi's philosophy, which leans toward a humanistic approach, was offered by Amini Golestani and Noorabadi (2018). The results show that since kids need to figure out the answers on their own, they shouldn't be provided ready solutions. Therefore, in this regard, people need enhance their vision, judgment, and thinking faculties in order to perform this better. In their 2019 study, Babli Behmai, Saadatmand, Yarmohammadian, and Yuzbashi examined the key curriculum components based on Montessori pedagogical methodologies. The findings demonstrated that Montessori views the development of independence and the acquisition of social and personal skills as the primary goals of preschool education and recommends the use of the self-learning, self-evaluation, and self-correction methods to accomplish these goals.

Ahmadzadeh and Salehi's (2016) analysis of the preschool curriculum's emphasis on life skills development. The research's findings demonstrate how self-awareness, empathy, morality, and environmental skills are used in concert, with an implicit focus on interpersonal and social communication skills, decision-making, and morality. Being creative and critical thinkers involves coping with challenges, emotions, and being ignored. The relationship between the effectiveness of the religious education curriculum and the religious attitudes of preschool children was examined by Gramipour, Kian, and Kikhahi in 2016.

The results showed that, in comparison to other social and economic elements examined, the association between the effectiveness of the religious education curriculum and children's religious attitude is quite weak. Social and economic factors studied. The objectives and content of the realized curriculum and the planned curriculum at preschool centers were compared by Mirzaei, Ahmadi, and Naraghizadeh (2016). The findings indicated that the development of cognitive abilities and Farsi language proficiency is the primary objective of preschool facilities.

Although there are some differences between the implemented curriculum and the intended curriculum in terms of substance, the objectives of the implemented curriculum are mostly compatible with those of the intended curriculum. Akash (2017). They have analyzed the state of preschool education and curriculum in Iran. They conducted an analysis of Iran's preschool system and curriculum. The study's conclusions revealed that pre-primary school management, curriculum, manpower, pre-primary legal status, and family and parental environment harms were the most significant pre-primary school period harms. There are subcategories for each of these major damages, which are further examined. In South Korea, Armand and Ghasemirad (2013) researched preschool instruction. According to the study's findings, preschool programs in South Korea serve children aged three to five. Preschool education in this nation should focus on developing habits for a healthy life, physical development, balance, ability development, the creation of everyday habit-forming behaviors, and cultivating a sense of love for one's family, friends, and neighbors. In 2013, Fattahi looked into the preschool education systems in Germany, South Korea, and Iran.

The findings indicate that few teachers in Iran's pre-primary institutions hold advanced degrees. Additionally, the poor level of comfort amenities at private centers for trainers demotivates trainers. In contrast, 56% of instructors in Korea and 91% of those in Germany both hold bachelor's degrees. Religious teachings have an influence on the educational programs, which are in line with their objectives. The element of movement and emotion, however, has received less focus. They are in keeping with the objectives that place an emphasis on citizenship education in Germany and South Korea. The government in Iran grants this system a little portion of the credit for costs and investments, and individuals use it. Ghorbani (2009) compared the development of



preschool reforms in Iran to those in the United States, Germany, and England and came to the following conclusions:

The disparity in the scope and number of children served, the absence of citizenship education, the lack of a contemporary and sustainable approach to teacher preparation, the weakness in addressing the needs of working mothers and minorities, the absence of an evaluation system in Iran's preschool system, the dearth of qualified staff, the absence of position and structure, and the lack of coordination all highlight the weak points in Iran's preschool education system, which has resulted in a chasm between Iran and A comparison of preschool curricular trends was also done by Ahmadi-Qaracheh (2006).The results show that, in terms of curriculum elements, the proposed models differ greatly from one another and also have many things in common.The requirements of preschool curricula from the perspectives of administrators and instructors have been examined by Saadatmand and Sarlak (2013). According to the findings, the preschool curriculum is most urgently needed for:

Health and safety scored higher than average, with a 59.4 average for safety, a 55.4 average for language skills, a 4.42 average for citizenship culture, a 4.09 average for creativity, a 4.06 average for physical education, and an 87.3 average for religious education.A model for the kindergarten curriculum for multilingual kids was provided by Adib and Piri (2009).The results revealed that general and partial goals, content, content organization, learning activities, educational and educational methods, evaluation, the role of the teacher, manager, and parents in the proposed model, as well as the validation of the said model based on the findings, are the elements of the optimal curriculum model. Professors' opinions were 62/99.A model for the kindergarten curriculum for multilingual kids was put up by Arabi (2008).The findings show that it is possible to teach this group of students the proper pronunciation of words by preparing them for it in this learning course, providing them with the tools for learning accuracy and concentration on the oral transmission of the Persian language, as well as by teaching them the necessary vocabulary. It gave the means to accomplish various educational objectives by using the words of the Persian language.

## Methodology

The objective of the current study, which is based on the interpretative paradigm, is to produce a reliable local model based on a comparison of the educational elements included in various preschool models.

It qualifies as applied research given this description. On the other hand, this research also has a developmental direction as evidenced by the presentation of common knowledge of chosen patterns in the native model created in the aforementioned components.

Focus groups, inductive content analysis, and comparative study were all used by the researcher.



The researcher has gone through the following three processes in order to gather and analyze data:

Brady's comparison approach was utilized to respond to the first query in the first stage. In order to compare the components of the local model during the fourth stage of description, interpretation, and comparison, the documents reviewed in this section were carefully chosen and based on global models. To do this, pre-primary education books and articles from the past 15 years were reviewed, retrieved, and verified. The researcher employs the inductive content analysis approach in the second stage to identify the elements, components, and components that make up the native curricular model in order to respond to the second question derived from the findings of the first stage. The native pattern of the curriculum was created using ATLAS.ti software and under the guidance of specialists utilizing the labels, subcategories, and categories that resulted from the key concepts of the five components of the chosen patterns. The focus group interview method was employed by the researcher to validate the native model.

The researcher selected a group of six to seven teachers and managers with experience in kindergartens in Tehran province in a snowball method and before holding a group interview, he sent a native model so that the target group could participate in the meetings with a previous study. The native model's components were debated in three group sessions by the researcher, and overall, the proposed native model received the required internal validity with a score of 90.43%. The current study used qualitative research techniques because it belongs to that category of studies. According to the results of the first stage, the researcher coded and categorized concepts using inductive content analysis in the second portion of the Bardi comparative study research. The researcher then created the native model using the extracted themes and the focus group approach. Validated.

## **Research findings**

First step: Using Brady's method, the researcher examined the chosen patterns to address the first query. Additionally, the five components were investigated through reading books and articles that discussed international preschool education trends. According to Aghazadeh's model, Brady's method was used in four steps for the data analysis: description, interpretation, contiguity, and comparison. The criteria for the neighborhood of the five elements were qualitatively estimated with the advice of specialists after the first three phases were complete, and in the fourth stage, these criteria were compared. Each of these criteria is shown in a separate table.

The neighborhood criteria, which were qualitatively computed during the third stage and with the judgment of experts, were then completed in the first three stages, and the major concepts of educational models were compared to one another in accordance with Table No. 1.

**Table 1- The results of the comparative study of the educational ideals component in the comparison stage**

Neighborhood criteria	• Classification of neighborhood criteria	Extracting the comparison of patterns
Behavioral domain	Cognitive; Emotional; psychomotor	Montessori, Reggio Emilia, imagination and green emphasize cognitive and emotional domains. Waldorf emphasizes the psychomotor and emotional sphere.
Dimensions of growth	Individual; social	Romanticism, Montessori and Waldorf emphasize the dimensions of individual growth. Humanist, Reggio, Imagination and Green emphasize both aspects of personal and social development.
Personal and social skills	personal - health; educational; Emotional; establishing social communication; language skills; Familiarity with cultures; Getting to know the goals of sustainable development; Research and search skills.	Romanticism emphasizes personal-hygiene skills. Montessori and Waldorf seek growth in all physical, academic, linguistic and social dimensions. Humanist emphasizes social development. Reggio Emilia and imagination emphasize the skill of research and search. Sabz also emphasizes the skills of familiarity with sustainable development and research and search.
Art and Creativity	Cultivating creative thinking; Cultivating talents; artistic nature; Acquiring the ability to express thoughts and knowledge.	Waldorf and Imagination emphasize the development of creative thinking and talents. Montessori, Waldorf and Reggio Emilia emphasize the development of talents and artistic taste.
Religious upbringing	moral skills; Familiarity with various religions; Respect the opinions of others.	Waldorf and Sabz emphasize moral skills. Reggio emphasizes respecting the opinions of others.

The behavioral field, growth aspects, individual and social skills, art and creativity, and religious education criteria were used to evaluate and compare educational ideals. Montessori, Reggio, Imagination, and Green place a greater emphasis on the cognitive and emotional domains than other models when comparing behavioral area criteria. The psychomotor and emotional spheres are highlighted by Waldorf. Romanticism, Montessori, and Waldorf emphasize the aspects of personal growth while measuring growth dimensions. Romanticism places a strong emphasis on personal-hygiene abilities when evaluating personal and social talents. In all areas of development—physical, intellectual, linguistic, and social—Montessori and Waldorf schools aim. Humanists prioritize societal progress.

The art of searching and researching is stressed by Reggio Emilia and imagination. Sabz places a strong emphasis on having knowledge about sustainable development as well as research and search abilities. They place a strong emphasis on the development of creative thinking and talents in the Waldorf standard for art and creativity and imagination. The development of abilities and artistic taste is prioritized by Montessori, Waldorf, and Reggio Emilia. Waldorf and Sabz place a strong emphasis on moral development in terms of religious education. Reggio encourages appreciating other people's viewpoints. To compare materials and educational activities, Table No. 2's adjacency criteria were used.

**Table 2- The results of the comparative study of educational materials and activities in the comparison stage**

Neighborhood criteria	Classification of neighborhood criteria	Extracting the comparison of patterns
Cognitive knowledge	sensory communication; Tongue; spoken word; Science; Familiarity with numbers, pictures; research skills; environmental literacy; Vocabulary; concepts of numbers; patterns and relationships; geometry and spatial perception; natural sciences in mathematics; History geography;	Romantic and humanistic program emphasizes the nature and stages of child development. Imagination, Montessori and Reggio emphasize more on science and mathematics. Green emphasizes natural sciences, history, geography and environmental literacy in general.

	Technology in connection with science;	
Psychomotor knowledge	education of organs and senses; Eurythmia; Getting to know the tools and how they work and their main use.	Waldorf emphasizes on the education of body and senses and eurythmic skill. Reggio, Montessori and Imagination emphasize familiarity with tools and their main working methods.
Social studies	introduction of jobs; Ethnology; Introducing different cultures.	Humanist, Reggio Emilia and imagination emphasized this area more.
Artistic knowledge	creative display; technology in connection with art; Familiarity with images; Music; Art activities; Dramatic game.	Waldorf and Imagination place more emphasis on art.
Moral knowledge	Strengthening human style and moral character.	Humanistic and green emphasizes this area.
Life Skills	listening skills speaking skills; Creating and developing critical thinking; development of ethics based on compassion; strengthening personal responsibility; Environmental Protection; Environmental regulations and laws.	Montessori, Reggio Emilia and Sabz emphasize more on life skills.

Cognitive criteria, psychomotor knowledge, social studies, artistic knowledge, moral knowledge, and life skills were all taken into consideration when examining and comparing educational materials and activities. artistic knowledge, moral knowledge and life skills. In contrast, the

scientific, romantic, and humanistic standards place more emphasis on the child development stages and the natural program.

Green places a strong emphasis on environmental literacy in general, history, geography, and the natural sciences.

More emphasis is placed on science and mathematics in Imagination, Montessori, and Reggio. Green places higher emphasis on natural sciences, history, geography, and environmental literacy in general when assessing psychomotor knowledge. The humanities, the familiar, and imagination were given higher weight in this area in the social studies criteria. Waldorf and imagination place a greater emphasis on art when measuring one's understanding of the arts. It places emphasis on this area in the norm of ethical, humanistic, and green knowledge. Montessori, Reggio Emilia, and Sabze all place more emphasis on life skills than other educational approaches.

**Findings about techniques for child-teacher interaction**

According to Table No. 3, the local standards of the teacher-child interaction techniques were contrasted.

**Table 3- The results of the comparative study of the child-teacher interaction method component in the comparison phase**

• Neighborhood criteria	• Classification of neighborhood criteria	• Extracting the comparison of patterns
• Active method	<ul style="list-style-type: none"> <li>• Self-study method;</li> <li>• the child's following the inner guidance of nature for physical development;</li> <li>• Attention to self-concept;</li> <li>• Using active teaching method.</li> </ul>	<ul style="list-style-type: none"> <li>• Romanticism emphasizes more on the child following nature's inner guidance for physical development.</li> <li>• The humanist emphasizes the importance of self-concept in using the model of active teaching method.</li> <li>• Montessori goes to the self-learning method along with the game and the individual method to meet the goals of different aspects of the child's development.</li> </ul>

<ul style="list-style-type: none"> <li>• exploratory method</li> </ul>	<ul style="list-style-type: none"> <li>• project method;</li> <li>• Applying the principle of simple observation;</li> <li>• problem solving theory;</li> <li>• Creating active spontaneity in activities;</li> <li>• Educator as researcher and researcher;</li> <li>• nature tourism</li> </ul>	<ul style="list-style-type: none"> <li>• Reggio Emilia emphasizes the exploratory method.</li> <li>• Montessori, Imagination and Green emphasizes the project-oriented method.</li> </ul>
<ul style="list-style-type: none"> <li>• Play</li> </ul>	<ul style="list-style-type: none"> <li>• applying the elements of coordination, repetition and respect for the child;</li> <li>• creating a platform for children's mental thinking;</li> <li>• use of art;</li> <li>• The method of teaching creativity.</li> </ul>	<ul style="list-style-type: none"> <li>• Montessori goes to the method of self-learning with play and individual method to meet the goals of different dimensions of child development.</li> <li>• Waldorf emphasizes the elements of harmony, repetition and respect for the child.</li> <li>• Imagination emphasizes the methods of teaching creativity and participating in creative performance activities.</li> </ul>
<ul style="list-style-type: none"> <li>• Collaborative method</li> </ul>	<ul style="list-style-type: none"> <li>• Applying cooperative learning model;</li> <li>• creating an open and trusting atmosphere in the classroom;</li> <li>• Apply the loop approach.</li> </ul>	<ul style="list-style-type: none"> <li>• The humanist emphasizes the importance of interpersonal skills in using the collaborative learning model.</li> <li>• Sabz gives importance to teaching in open space and collaborative method between groups.</li> <li>• Waldorf emphasizes the application of the circle approach.</li> </ul>

According to the criteria of the active method, exploratory method, game, and cooperative method, the key ideas of teacher-child interaction approaches were examined and contrasted. Romanticism places greater emphasis on the kid listening to the inner guidance of

nature for physical development than the standards of the active approach. When employing the active teaching approach model, the humanist highlights the value of self-concept. For the purposes of achieving the objectives of many areas of the child's development, Montessori uses the self-learning technique in addition to the game and the individual method. Reggio Emilia's model highlights the exploratory method in the exploratory method criterion. The project-oriented method is valued by Montessori, Imagination, and Green. In order to achieve the objectives of various areas of the child's development, Montessori uses the method of self-learning in addition to the game and the individual method. Harmony, repetition, and respect for the kid are all key concepts in Waldorf education. The focus of imagination is on creative performance exercises and approaches for teaching creativity. The humanist highlights the value of interpersonal skills when describing the cooperative method criterion for applying the cooperative learning model. Sabz emphasizes group collaboration and education in an open environment. Waldorf places a strong emphasis on using the loop strategy.

**Findings related to space architecture and environmental facilities**

According to Table No. 4, the proximity requirements of the environmental facilities and the space architectural component were compared.

**Table 4- The results of the comparative study of the architectural component of space and environmental facilities in the comparison stage**

• Neighborhood criteria	• Classification of neighborhood criteria	• Extracting the comparison of patterns
• Ready and predefined environment	<ul style="list-style-type: none"> <li>• Preparing the environment for observation;</li> <li>• Preparing the environment for exploration;</li> <li>• Preparing the environment to enhance the senses;</li> <li>• Preparing the environment for children's interests;</li> <li>• A pleasant atmosphere that facilitates communication, interaction, exploration and research;</li> <li>• Having a suitable open space.</li> </ul>	<ul style="list-style-type: none"> <li>• Montessori, Reggio Emilia and Imagination place more emphasis on the pre-determined environment.</li> <li>• Waldorf is between predetermined and nature-oriented environment and tries to use natural materials in the child's educational environment.</li> <li>• Humanist also emphasizes on creating collaborative learning environment (between educational environment and family, family and local community, individuality and individual creativity in social life.)</li> </ul>



- actively confronting the environment;
- Encouraging self-discovery in the environment;
- coordination of the trainer with nature;
- The educational space in romantic and green is nature-oriented and the natural space is used for education.
- nature oriented
- adapting the learning environment to the needs of children;
- the richness of the environment;
- dynamic, collaborative and active;
- Teaching ecology in parks.

According to the standards of the planned, predefined, and nature-focused environment, the architecture of the area and the amenities of the setting were studied and contrasted. Reggio Emilia and Imagination place a greater emphasis on the pre-determined environment when compared to Montessori's pre-determined and prepared environment criterion. Waldorf strives to employ more natural materials in the learning environment for the kid and is somewhere between a predetermined and a nature-oriented environment. The creation of a collaborative learning environment is another priority for humanists (between educational environment and family, family and local community, individuality and individual creativity in social life).

The educational environment in the nature-oriented criterion is romantic and green, and the natural environment is employed for education.

**Findings related to feedback and correction practices**

According to Table No. 5, the neighborhood criteria for the component of feedback and correction methods were compared to one another.

**Table 5- The results of the comparative study of feedback and correction methods in the comparison stage**

• Neighborhood criteria	• Classification of neighborhood criteria	• Extracting the comparison of patterns
• self-correcting	• judgment by the child himself;	• Romanticism encourages the child to express thoughts and actions arising

- strengthening the child's ability to identify and even overcome his weaknesses;
  - gathering facts;
  - Analysis and evaluation of the facts collected by the child himself.
- from the institution and nature, and at the end, the judgment is made by the child himself.
- Humanist on helping the child to discover the differences between himself and children, without being in the atmosphere of competition, and strengthening the child's ability to identify and even fix his weaknesses.
  - Waldorf focuses on providing descriptive information about how children attend classes, the type and amount of activities and their participation, and recording children's progress.
  - In order to find talent and identify the skills and abilities of children in the field of getting to know the green environment and nature, evaluation is done, that is, the child is compared with himself.

- 
- Providing feedback by the instructor
    - The coach does not judge and does not test them;
    - providing honest feedback based on the child's effort rather than his ability;
    - Using everyday natural situations to evaluate children;
    - Measuring the growth and progress of the child in relation to the goals of the program
    - Knowledge of children's learning and
  - Montessori is based on the principle of self-improvement and based on observation and making a checklist.
  - Reggio Emilia emphasizes on documentation through observation and recording of conversation in the form of photography, filming, taking notes, etc.
  - Imagination is based on collecting facts and analyzing and evaluating them.

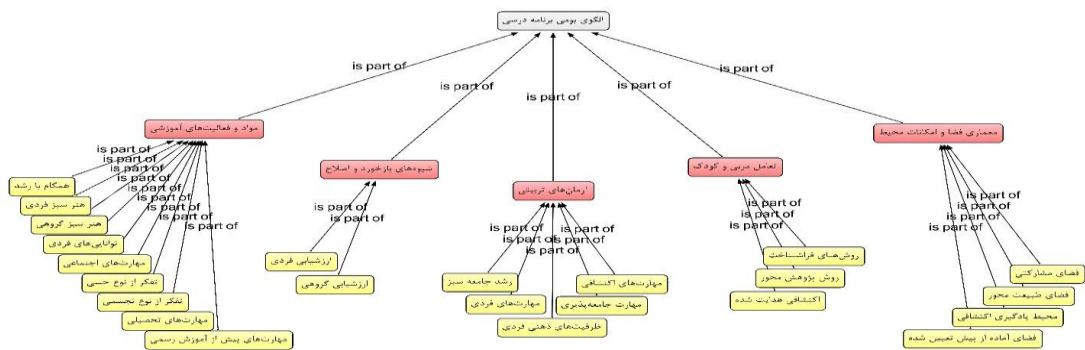
achievement of set goals;

- evaluating both the learning process and learning outcomes;
- Talent acquisition, identifying skills and abilities of children.

According to the standards of self-correction, the techniques of feedback and correction were assessed and contrasted by the instructor.

Romanticism allows the kid to express ideas and behaviors that are inspired by institutions and nature, in contrast to the self-corrective criterion, and in the end, the child makes the final decision. Humanistic approaches focus on fostering a child's capacity to recognize and even address his flaws while also assisting him in learning the differences between himself and other kids without creating a competitive environment.

Waldorf places a strong emphasis on giving detailed information about students' attendance patterns, the kinds and levels of their participation, and tracking students' development. Evaluation, or comparing the child to himself, is done in order to locate talent and identify the talents and abilities of children in the area of learning about the natural world and the green environment. Montessori is centered on the idea of self-correction and is based on observation and the creation of a checklist when it comes to giving feedback by the teacher. Reggio Emilia places a strong emphasis on documentation through observation and the recording of speech using various media, including photography, filmmaking, note-taking, etc. The foundation of imagination is the gathering, examination, and evaluation of data. The researcher uses the Atlas software to propose a local pattern and analysis after applying the inductive content analysis approach to evaluate the categories connected to the components, inductively categorize them, and then finally extract the themes (Figure 1).



**Figure 1- Suggested native model of the curriculum**

The native model of the curriculum was created by inductive content analysis with the help of specialists and consists of 641 main concepts, 70 tags, 34 subcategories, and 23 categories. The validity of these concepts was then evaluated through focus groups.

**Table 6- The status of the components of the native model of the curriculum in terms of the number of key concepts, tags, subcategories and categories**

• category	• subcategory	• Educational ideals	• Key concept	• Component
• 5	• 7	• 12	• 172	• Educational ideals
• 9	• 13	• 32	• 151	• Educational materials and activities
• 3	• 5	• 10	• 133	• Child-teacher interaction methods
• 4	• 5	• 9	• 132	• Space architecture and environment facilities
• 2	• 4	• 7	• 53	• Feedback and correction methods
• 23	• 34	• 70	• 641	• Total

The focus group technique was employed by the researcher to address the third query. According to Morgan (2014), the focus group is essentially a group interview, but not in the sense that it incorporates the interviewer's questions and the study participants' responses.

The researcher chooses managers and trainers for the third section at this stage who have relevant experience in their field as well as sound knowledge of educational approaches. Before conducting the group interview, the researcher supplied the native template to the target group so that they could take part in the meetings with a prior study. The researcher then chose a group of six to seven participants. In three group meetings, the researcher discussed the native model's components and invited the participants to take the lead by sharing their thoughts on how the native model's components might be modified, adjusted, or changed. The elements of educational principles, educational resources, and educational activities were discussed in the first session. The elements of child-teacher interaction techniques, space architecture, and environmental

facilities were discussed in the second session. The components of educational ideals had an overall percentage of 87.5%, educational materials and activities had an average of 87%, child-teacher interaction techniques had an average of 90.5%, space architecture and environmental facilities had an average of 90.1%, and feedback and correction techniques had an average of 92.17%. They received the crucial intrinsic validity. The proposed native model has a total internal validity of 90.43%, which was required.

## Conclusion and Discussion

These educational ideals—romantic to green—are explained: Romantic attempts to retain the child's unadulterated essence by treating them as free beings and treating nature as a teacher.

Additionally, the youngster develops admirable moral qualities like self-control and self-education before entering society (Hosseinikhah, A. 2018; Ramezani, 2016; Russell, 2014; Copleston, 2015; Rousseau, 1964; Quoted from Ramoz, 2019, Weiss, 1964; Sadeghi, 2019). Humanist education is founded on humanity and generality, and it promotes the child's overall development while paying particular attention to their autonomy, authority, and choice. The focus of this paradigm is more on perception than knowledge acquisition; in other words, feeling, thinking, reasoning, expressing one's opinions, and solving issues are given far greater priority than amassing knowledge that may never be applicable to humans (Lyubov, 2018). In addition, Montessori incorporates the ideas and theories of Rousseau (the child's activity and freedom in activities), Froebel (social development and a child's requirements), Vygotsky (the flowering of talent via education), and other developmentalists. There are three main tenets that make up Maria Montessori's educational philosophy: First, human development does not follow a predetermined, lengthy course. In relation to the environment, a human being can fully develop. This interaction between the environment and the kid is based on the child's own, voluntarily expressed preferences and interests. It directly affects the stages and nature of growth (Lupata et al., 2005; Pickering, 2003; Hashemi and Jafarpour, 2018). Waldorf education places more emphasis on the balance of a child's spirit, body, and mind. Since anthroposophy is the foundation of this model, paying attention to individual skills and abilities is a crucial topic that has received considerable attention in this model.

Regardless of race or nationality, it views people as beings with a higher power that may connect them to the spiritual flow of the planet. (Kris, 2016) (Gronlis, 2014). The educational theories and viewpoints of thinkers like Rousseau, Froebel, and Froebel (who focused on play, creativity, and social development), are combined in Reggio Emilia (teacher as an observer and guide) Vygotsky (emphasizing the importance of thinking as the main output of development), Bruner (emphasizing thinking as the main output of development), Piaget (cognitive development and understanding of reality resulting from the child's experiences with the environment), and Dewey (emphasizing the role of thinking and language to build theory and practice) (experience and

experimentation). This paradigm views children as clever, capable, deserving, curious, and creative individuals. It also considers the setting in which a kid is born, grows up, and is educated, such as their family, community, and social environment. Additionally, it pays close attention to how the educational center interacts with both internal and external organizations (Habibi and Ahmadi, 2020, Soltani, 2016). The kid's emotions are regarded seriously in education according to the imagination model, and it is thought that by connecting to what he can envision, a child can learn. And in order to accomplish sustainable development, he strives to foster positive personality traits like self-assurance, independence of thinking, originality, etc. through the creative upbringing of the child. To help the world progress toward a better and cleaner future, one of the goals of green education is to teach environmental principles and environmental protection techniques. The objectives addressed by this model include preserving natural resources, maximizing energy use, reducing waste and waste, attaining sustainable development goals, etc (Shelter, 2013). Mirzaei (2016), Talai and Barzag (2014), Armand Ghasemi Rad (2013), and Shahin et al. (2013) are only a few examples of scientific studies and research that have amply shown the value of educational principles in both preschool and general education. These studies' primary objectives include building love for one's family, friends, and neighbors, as well as practices that will lead to a healthy life and physical improvements, balance, ability development, and the development of daily habits. Following are explanations of how educational resources and activities are arranged in designs ranging from romantic to green:

According to the humanist, materials and activities in romanticism are chosen according on the child's nature and their fit for his or her developmental period (Rousseau, 1964; Hosseinikhah, A., 2018; Freud, Danai, 2015). The finest learning is accomplished through unrestricted self-expression, activities designed to meet the child's interests and needs, and lessons based on actual, sensory-based experiences. Additionally, individual differences in adaptability, learning potential, and teaching aptitude must be taken into consideration. As a result, this approach has taken into account materials and activities including sensory movement, creativity, play, and unstructured activities for children (Hosseinikhah, B., 2018). Given that each child learns differently and at his or her own pace, Montessori focuses on two criteria: the meaningfulness of the materials and activities for the child and their proportionality to the child's stage of development. He created a holistic strategy, which was totally personalized and particular to each child and took into account all of the child's needs as a whole. The belief that a child's activities should be carried out in accordance with his or her interests and preferences rather than the teacher's wishes makes Montessori classes extremely permissive and child-centered (Baboli, 2019). Waldorf education emphasizes creative endeavors rather than teaching preset subjects. More than any other arts, music and eurythmy are covered since it is thought that art comes from within the child and that doing so helps the child learn about themselves (Garner, 2012). In imagination, the focus is mostly on the child and his interests, and the author claims that the topics covered are drawn from children's speech, events in the community or family, and children's fascinations with things like

mud and soil, shadows, dinosaurs, etc. The child's level of creativity is meaningfully fulfilled during education since the subjects are interesting to them (Hun and Cheng, 2018). By learning about environmental concepts in Sabz, the child tries to build a relationship of peace and friendship with nature and his living environment. In this way, he tries to protect and preserve it more than before, and in a sense, he feels a sense of personal and social responsibility towards the environment. grows (Shelter, 2013).

A number of academic studies and research projects, including those by Hedayati (2018), Ahmadzadeh (2016), Gramipour (2016), Saadatmand (2012), and Glaser (2003), have examined the effects of educational resources and activities on children's overall development. Health and safety, language proficiency, civics, the arts, physical education, and religious education are given priority in the materials and activities that follow. Exposing others to the value of environmental awareness, music, self-awareness, empathy, morals, and an implicit focus on social and interpersonal communication skills, decision-making, The importance of problem-solving abilities, the neglect of creative and critical thinking abilities, and the lack of a link between the content of religious education and children's religious attitudes have all been brought up. Following are explanations of the ways that the teacher and student interact in the patterns from romantic to green:

In romance, the coach's function is to lead and guide, thus in Emil's case, the coach is mostly a playmate and buddy. In Emil's youth, he served as his confidant and travel companion rather than a teacher who enforces ideas. All naturalists forbid the instructor from engaging in any sort of participatory teaching or learning with the child; instead, they advise that they merely act as an observer and refrain from placing any demands on the youngster (quoted from Visser, 2004, Danaei, 2015, Rousseau, 1964). In humanistic, the contact between the student and the teacher is generated during the game in accordance with the materials and activities, which are more than the type of game. The child's inner nature is revealed during the game, and at the same time, his sociability area expands. Playing is a serious and essential activity as a result, and the coach makes an effort to provide a conducive environment for the child's personal and social growth while playing. Joyce (2015), Zare, Berwick (2011), and McNeil (2009). In Montessori, the teacher acts as a guide and, while respecting the child's autonomy during the activity, tries to provide the framework for learning experiences tailored to the needs of the child. By providing educational tools, he also develops self-exploration skills in addition to problem-solving abilities. Children should be strengthened (Yousfi, 2012; Ahmedvand, 2017); Iman (2017). In Waldorf education, the teacher gives special attention to the child's soul and spirit in addition to their physical development and works to acquaint them with the spiritual realm through artistic endeavors. This method placed emphasis on the development of the student's creativity, which the instructor must safeguard in accordance with the student's disposition toward creative learning. The interaction between the teacher and the student is not restricted to a brief period of one year or



six months; rather, they have been working together for at least two years. In this situation, the teacher has developed a deep understanding of the student, making it easier to identify the student's talents and guide them toward personal and social development. accomplished (Park, 2018; Gardner, 2012); (Rawson, 2018). The exploratory technique is the foundation for the child and teacher's interactions in Reggio Emilia, and the child learns by selecting a topic of interest and in a project-oriented manner. This project can be done individually or in a group, so the child's social and individualized abilities can both develop (Biroli, 2018). In terms of interaction between the student and the teacher, it employs the active method. A two-way contact is developed between the kid and the instructor using this method, which emphasizes the child's activity and their active participation in the learning process. The teacher also serves as a guide and mentor (Gulikson, 2018; Mansour, 2018). Sabz combines active, exploratory, and problem-focused interactive approaches. In addition, it employs a collaborative strategy to foster connection with the environment outside the center, such as family, community, and society, in order to fulfill some objectives with the aid of these groups. 2009; Lee; Barnett (2011). Samadi and Najafi (2017), Mirak Ozar (2012), Jana Pijuka (2010), Melika Kenyal and Linda Cooper (2010), among others, have emphasized the significance of the relationship between the student and the instructor and have demonstrated how crucial the teacher's role is in a student's upbringing. The use of constructivism theory, the teacher's role in using active interactive ways to stimulate creativity and develop a child's active mental structure, the development of pleasant preschool experiences, etc. Following are explanations of the environment's facilities and architecture, which range from romantic to green:

The teacher, in accordance with the ideals, provides a natural platform for educational materials and activities, and in the role of a guide and facilitator, leads the child to learn with the aid of the discovery method (quoted from Ryan, 1976; Ramoz, 2018). The romantic setting and amenities of the educational environment are nature-oriented. Cooperative learning environments are addressed in humanism. That is, it considers the family and the community as the child's educational environments as well as the educational center, and on the basis of this, it strives to expand the child's educational process through cooperation and involvement. chosen and outfitted, with the child's only choice being between them. On the other hand, the environment is enhanced by a variety of visual, sensory, etc. stimuli, and for the first time, the educational environment was designed according to the size of the child. In this way, it somewhat prioritizes the child's independence development as well as the maintenance of their health and hygiene. Yousefi (2012); Zare (2013). In Waldorf, the architecture of the space and the facilities of the environment are designed with the need to pay attention to the importance of good nutrition, appropriate exercise, various games in both the indoor and outdoor spaces of the center, and any activity that It is considered as a valuable activity to be able to help the child's physique become stronger. This is done in accordance with the importance of physical development in the desired

period (2 to 7 years old). When a child wants to sleep or even just be alone, the teachers at Waldorf schools make an effort to make him feel at ease and set aside a space in the class for him to rest.

To the extent that even the school table and chairs are created with the help of the carpentry teacher and the environment is decorated with natural materials to the greatest extent feasible, the educational environment is outfitted with the assistance of the student and the teacher. Like Montessori, the Reggio Emilia style has a preset setting. However, the architecture of the space can be seen as a result of the extremely rich environmental stimuli and all the individual and group interactions of children with one another, children and teachers, teachers with one another, teachers with families, centers with society, etc. This is because it is thought that the learning environment serves as a third teacher. It is extremely important for a child's learning (Talib and Tafarji) (2018). He indicated that the child sees a secure place in his imagination and feels a sense of belonging there. Only in such a setting does a child's creativity flourish. Of course, the importance of the family and the role of the teacher in this cannot be overstated. The teacher fosters the creative process and uses imaginative teaching strategies to stimulate the child's imagination. The learning environment is created with the kid's requirements in mind and is divided into several areas so that the youngster can be directed there based on his interests. The environment in this model is cooperative and active, unlike the nature-focused romantic model, which is akin to green and in achieving aspirations and connecting with children, family and society play important roles (Engdal, 2015). The educational setting of preschool centers was examined in scientific investigations and research by Enders (2012) and Graymore (2001).

There hasn't been any independent research on the architecture of preschools, and the majority of studies have focused on the primary school's teaching environment and how important it is to kids' education.

The following is an explanation of feedback and correction techniques in patterns ranging from romantic to green:

Romanticism places emphasis on the teacher's lack of criticism of the pupil. In this paradigm, the kid can make decisions for himself because he's independent, free, and doesn't rely on anyone else (Moogo, 1990, Danaei, 2015). The humanist educator does not pass judgment and works to foster social interactions while keeping in mind that one of the goals of education is to prepare students to be free and self-sufficient citizens. It also increases the likelihood of cooperation, empathy, patience, understanding of others and differences, and engagement of each individual with others through fostering interaction between the kid and others. Additionally, the youngster supports his own development without being subjected to a competitive environment by understanding the differences between himself and other kids. The teaching materials used in the Montessori method are created so that the child develops their independence, capacity for self-evaluation, and capacity for self-improvement. The child's learning rate is based on the

accomplishment of predetermined goals, and the instructor evaluates the student by observing and creating a checklist. Ziadbakhsh (2015), Aral (2015). Waldorf education involves constant observation and feedback from the instructor, who also engages with the families of the students and informs them of their development by hosting an exhibition of the students' accomplishments (Dali) (2017). In Reggio Emilia, documentation is carried out in a very specialized and professional manner, and the teacher carefully and methodically monitors the children's actions. The paperwork is then examined, shared, and discussed with other educators during weekly sessions, and the outcomes of these meetings are subsequently shared with the parents of the children. Because Soltani Azghan (2016) views society and the family as playing an important and effective role in the development and raising of children, this model forges close ties with both. In their minds, teachers assess each student by having them complete workbooks and observe them in action and evaluates each person according to his own aptitude rather than in comparison to others. Chambers (2010) In Sabz, as in other child-centered approaches, evaluation is done through observation and the creation of checklists rather than an official test and grades (2018). The preschool curriculum and its teaching evaluation have been covered in scientific investigations and research by Tony Bertram and Chris Pascal (2016) and Reynolds (2009). According to this study, children's social and motivating skills are positively correlated with school performance test scores. After compiling the categories, subcategories, and labels of the chosen approaches to preschool education and analyzing them in the Atlas software, the researcher arrived at the native proposed model for their curriculum.

Studies and research from the scientific community, including those by Aslani, 2018, Nadi and Iftikhari, 2018, Amini Golestani and Noorabadi, 2018, Baboli Bahmai, 2018, Maliji, 2018, Akash, 2017, Almasi, 2018, Ghorbani, 2010, Adib and Piri, 2009, Fathi Vajargah, 2009, Arabi, 2008, Ahmadi Karacheh. Due to the absence of a native model for the preschool period, no specific research has been done to date to design this model. Instead, research has only focused on the entrepreneurship curriculum and the comprehensive physical education curriculum, or it has compared the design of the model to other well-known models like Montessori, Reggio, and Ontario, or educational theories like Pestalozzi. Some research has also mentioned the preschool curriculum for biliary development. A comparison with several industrialized nations, such as the United States, Germany, and England, has revealed that Iran's pre-primary education system has flaws in the areas of macromanagement, curriculum, human resources, legal status, and harm to the family and parental environments. The authorities must pay particular attention to removing the flaws and weaknesses because of the significance and function that this time plays in the development of the child's personality, mind, and body. The model created by the curriculum experts has improved the standard of preschool education even more, and the research also revealed that it can be used by the target audience, which includes managers, educators, planners, and kindergarten staff. This dissertation has limits, just like all other research. The researcher was conducting research from the collection of documents and documents to the validation of the

suggested local model, to the point where the researcher had to change his validation method from quantitative Changed qualitatively. Considering the novelty of the subject under study, facing the outbreak of the newly emerging disease of covid-19 (Delphi to group focus. Other limitations include the closure of colleges and early childhood education facilities, the inability to access some databases owing to penalties, the difficulties in preparing current books and papers, etc., all of which occupied a lot of the researcher's time. A comparative study should be conducted in relation to the educational needs, professional and personal traits of pre-primary teachers, and the involvement and presence of parents in the pre-primary period in the leading countries of the style based on the research's findings and the need for ongoing comparative research. It is also recommended that the model that results from this research be used as a trial in the early stages of subsequent studies, until its flaws are discovered, and then it be introduced and put into practice as a recognized plan across the nation. Additionally, a study should be carried out to find out the predominant strategy used in pre-primary education in Iran, and its findings should be assessed using the aspects and parts of the suggested model .

And finally, it is suggested to use quantitative and qualitative methods simultaneously to validate the internal validity of the proposed model.

## References

- Abbasi, A., (2003). Designing the optimal curriculum model for the kindergarten course, reviewing the status of this course compared to that model, Master's Degree, Tarbiat Modares University, [in Persian]
- Aghazadeh, A. (2016). Comparative education. Tehran: Samt
- Ahmadi Qaracheh, A. M. (2006). A comparative study of curriculum p)20atterns in preschool, M.A. Thesis, Tehran: Allameh Tabatabai University, [in Persian]
- Ahmadvand, M. A. & Sheikh Kolahdooz, F. (2017). Effectiveness of Montessori teaching method on increasing social skills and creativity of preschool children, 8th International Conference on Psychology and Social Sciences, July, 22th, 2017, Iran, Tehran, [in Persian]
- Ahmadzadeh, S. & Salehi, K. (2016). Analysis of the place of life skills development in the Iranian preschool curriculum : A study based on multiple approaches, First International Conference and the Second National Conference of the Third Millennium and Humanities, May, 11th, 2016, Iran, Shiraz , [in Persian]
- Akshsh, S. (2017). Design and accreditation of Iranian preschool curriculum, PhD Disertation, Tehran: Faculty of Psychology and Educational Sciences, Curriculum Planning, Kharazmi University, [in Persian]

- [Almasi, L. , \(2015\). Providing a quality model for early childhood care and education, a comparative study, Master's Degree, Tehran: Kharazmi University - Research Institute of Physical Education and Sports Sciences, , \[in Persian\]](#)
- Amini Golestani, R & Noorabadi, S. (2018). Designing a preschool curriculum model based on the educational theory of bodybuilding & mind of Pestalozzi emotion, Second International Conference on Psychology, Counseling, Education, November, 22th, 2018, Iran, Mashhad [in Persian]
- Anders ,Y., Rossbach, H.G., Weinert, S., Ebert,S., Kuger,S. Lehl, S., and von Maurice, J.(2012). Home and Preschool learning environments and their relations to the development of early numeracy skills. *Early Childhood Research Quarterly*, 27 (2), 231-244
- Arabi, M. (2008). Preschool curriculum design for students from bilingual areas entering to primary school, M.A. Thesis, Tehran: Payame Noor University, [in Persian]
- Aral, Neriman., Yıldız Bıçakçı, Müdriye, Yurteri Tiryaki, Aybüke, Çetin Sultanoğlu, Salih., & Şahin, Sultan.(2015). Investigation of the Effects of Montessori Education on Children's Development. 1(1)
- Armand, M& Ghasemi Rad, M. (2013). Preschool education in South Korea, *Journal of Growth of Preschool Education*, 18, 12-15, [in Persian]
- Arseven, A . 2014. The Reggio Emilia approach and curriculum development process. *International Journal of Academic Research Part B*;6(1), 166-171. DOI: 10.7813/2075-4124./6-1/B.23
- Aslani, Shilan and Karagozlu, Samiyeh and Gholami Pol Basra, Ali, 2017, Examining the effect of preschool lesson planning on the learning and academic progress of elementary school students in Bukan city, the fifth national conference of modern researches in the field of educational sciences and psychology of Iran (with Collaborative culture approach), Tehran, [in Persian]
- Avari, Suleiman, Hosseinkhah, Ali, and Asgari, Majid Ali. (2019). Explanation and analysis of learning elements and the position of children and facilitators in nature schools. *Journal of School administration*, 8(1), 1-23. , [in Persian]
- Babolli Bahmaei, A; Saadatmand, Z; Yarmohammadian, M. H & Youzbashi, Z. (2019). Main elements of the curriculum in the Montessori preschool model, First national conference on new findings in the field of teaching and learning, February, 21th, 2019, Iran, Hormozgan. [in Persian]

- Bennett, J.(2006). New policy conclusions from starting strong II an update on the OECD early childhood policy. *European Early Childhood Education Research Journal*. Vol. 14, No. 2.
- Baqershahi, S. (2021). Presenting a model of preschool growth curriculum with Reggio Emilia approach, *Quarterly Journal of a New Approach in Educational Sciences*, 3(4), 27-37, [in Persian]
- Barnett, J. (2011). Dangerous climate change in the Pacific Islands: Food production and food security. *Reg. Environ. Change*, 11: 229-237.
- Bertram, T.Pascal,C.(2016). *Early Years Education: an International Perspective*. London: QCA.
- Biroli, Pietro., Daniela, Del Boca., James J.Heckmana., Lynne Pettler., Heckman•Yu., KyungKoh., Sylvi, Kuperman., Sidharth Moktan., Chiara D.PronzatocAnna L.Ziffd .(2018). Evaluation of the Reggio approach to early education. *Research in Economics* Volume 72• Issue 1• March 2018• Pages 1-32.
- Borovik, L. K.(2011). Analysis of professional competencies and the development of modular educational programs based on competencies: methodological recommendations. St. Petersburg: Hippocrates.
- Camilli G, Vargas S, Ryan S, Barnett WS.(2010). Meta-analysis of the effects of early education interventions on cognitive and social development. *Teacher College Record*, 112(3) 579-620
- Chambers, B.• Cheung, A., Slavin• R., Smith, D., Laurenzano, M.(2010). Effective early childhood education programs: A systematic review (p. 17-16) Retrieved.
- Cole, V. (2017). *Preschool education program*, Translated by Farkhondeh Mofidi, Tehran: Samat, [in Persian]
- Copelston, F. C. (2015). *History of Philosophy: From Wolff to Kant*. Tehran: [Scientific and Cultural Publishing Company](#) , [Soroush](#), [in Persian].
- Dali, K. (2017). The way of WalDorF: fostering creativity in LIS programs, *Journal of Documentation*, Vol. 73 No. 3, pp: 431-407.
- Danaei, Roshanak, & sadrzadeh ardebili, mandana. (2017). JEAN-JACQUES ROUSSEAU INITIATOR OF CONTEMPORARY PEDAGOGY. *RESEARCH IN CONTEMPORARY WORD LITERATURE (PAZHUHESH-E ZABANHA-YE KHAREJI)*, 21(2 ), 221-244. , [in Persian]
- Economist Intelligence Unit. EIU.(2012). Starting well benchmarking early education across the world. Commissioned by Lien foundation

- Egan.(1997). *The educational mind: how cognitive tools our understanding*. Chicago:the university of chicago press.
- Engdahl, I.(2015). *Childhood Education for Sustainability: The OMEP World Project*. *International Journal of Early Childhood*, 47 (3), 347-366.
- Fathi Vajargah, K; Arefi, M & Tarqijah, A. (2009). *A Study of how to form a Reggio Emilia inspired curriculum for children 6 to 8 years old*, *Journal of Educational Studies & Psychology*,10 (37), 41-64, [in Persian]
- Fattahi, S. (2012). *A Comparative Study of the Preschool Education System in Iran, Germany & South Korea*, M.A. Thesis, Tehran: Allameh Tabatabai University, [in Persian]
- Garner, Richard.(2012).*Who was Rudolf Steiner and what were his revolutionary teaching ideas*, Education Editor, the Independent. Pp. 1-8.
- Ghorbani, Z. (2010). *Analytical and comparative study of the evolution of preschool education reforms in Iran in comparison with the United States, Germany and the United Kingdom*. M.A. Thesis, Tehran: Allameh Tabatabai University, [in Persian]
- Glazer J.(2003). *Preschool early education: Issues and problems*. *Childhood Education*, 62: 13-18.
- Gramipour, M; Kian, M & Kikhahi, M. (2016). *Relationship between quality of religious education curriculum and the religious attitude of preschool children*, *Islamic Humanities*, 1 (12) , [in Persian]
- Grunelius, Elizabeth.(2014). *Early Childhood Education and the Waldorf School Plan*, Rudolf Steiner College Press.
- Gullickson, Hannah; Cameron, Raelynn; Marose, Lucy; Tiefenthaler, Irene; and Van Nice, Tasha .(2018). *Critique of the Creative Curriculum for Preschool*. *University of Montana Journal of Early Childhood Scholarship and Innovative Practice*: 2(1): 21-34.
- Habibi, P& Ahmadi Qaracheh, A.M. (2020). *Global patterns of preschool education*. Tehran: Soroush, [in Persian]
- Hashemi, S. A. & Jafarpour, M. (2018). *A study of Montessori teaching methods and its application in current education in Iran*, Sixth Scientific Research Congress on Development and Promotion of Educational Sciences and Psychology.March, 16th, 2019, Iran, , [in Persian]
- Hedayati, M; Borjali, A & Bazargan, S. (2018). *Effectiveness of physical education and art activities with emphasis on music on health and reducing anxiety in preschool children*, First international congress and Fifth national congress on education and health of preschool children, June, 19th – 20th, 2018, Iran, Tehran , [in Persian]



- Hosseiniyakhkha, A. (2018a). Romantic approach to education. *Journal of Growth of primary education*, 22 (1) .19, [in Persian]
- Hosseiniyakhkha, A (2018b). Humanistic approach to education, *Growth of primary education*.22 (2), 40- , [in Persian]
- Hun, Rebecca. Cheung, Ping .(2018). Play-based creativity-fostering practices: the effects of different pedagogical approaches on the development of children's creative thinking behaviors in a Chinese preschool classroom. *Journal Pedagogy, Culture & Society*. 26 (4):.527-511.
- Iman. Esra D, Danishman. Shahin, Demircan & Yaya. Dilara.(2017). The effect of the Montessori education method on pre-school children's social competence – behaviour and emotion regulation skills. *Early child Development and care*. 1-15. 10.1080/03004430.2017.1392943.
- Jakubson, L.(2008). Preschool Program Focused on Executive – Function Skills Provokes Schary Debate. *Education Week*.
- Javadi, Samad and Javadi, Muhaddeh, 2017, The expansion of green schools is a suitable platform for environmental education and a strategic action to save the biosphere, the third international conference on applied research in science and engineering, , [in Persian]
- Joyce, B & Calhoun, E. (2015). *Teaching patterns*, Translated by Behrang, Tehran: Kharazmi, [in Persian]
- Kanyal, M., and Cooper, L.(2010). Young Children's perceptions of their school experience: a comparative study between England and India. *Procedia Social and Behavioural Sciences* 2,22, pp: 605-613.
- Kreis, Haager., Circle , Hague.(2016). Key Characteristics of Waldorf education. *International Forum for Steiner/Waldorf Education* Pp 1-8.
- Lee, JK.(2009). Green Primary Schools in Hong Kong. In: Williams M., Lee JK. (eds) *Schooling for Sustainable Development in Chinese Communities*. *Schooling for Sustainable Development*, vol 1. Springer, Dordrecht. Pp. 195-212.
- Lopata, C. Wallace, N. V., & Finn, K. V.(2005). Comparison of academic achievement between Montessori and traditional education programs. *Journal of research in childhood education*
- Lyubov, V. Kochneva, Teymur E. Zulfugarzade, Natalia S. Aleksandrova, Tatiana I. Shulga, Ludmila Yu. Grudtsina, Yulia V. Nikolaeva .(2018). Humanitarian component of professional training as factor of increasing student cultural level. *Education*. 39(17): -1 .23

- Lillard, A. S.(2012). Preschool children's development in classic Montessori, supplemented Montessori, and conventional programs. *Journal of School Psychology*, 50(3), 379-401.
- Mansour, M., (2000). *Developmental Psychology*, tehran: Samt , [in Persian]
- Manteghi, M., (2011). Investigating the effect of creativity education on preschool and elementary school students. *Curriculum Research*, 2(1), 1-28. [in Persian]
- Maliji, M., ALIASGARI, M., AGHAEI, N., & Javadipoor, M. (2018). Comparative Study of Preschool Curriculum in Iran and Several Selected Countries in Terms of Physical Education. *RESEARCH ON EDUCATIONAL SPORT*, 6(14 ), 277-300.. [in Persian]
- Marshall, J.(2010). Thinking outside and on the box: Creativity and inquiry in art practice. *Art Education*, 63 (2): 16-23.
- McCree, M., Cutting, R., & Sherwin, D.(2018). The Hare and the Tortoise go to Forest School: taking the scenic route to academic attainment via emotional wellbeing outdoors. *Early Child Development and Care*, 188(7), 980-996. doi:10.1080/03004430.2018.1446430.
- McKay,H.,Primary .(1995). *School Progress After Preschool Experience*, International Development Research Center , Ottawa: pp.25-27.
- McNeil, J. D.(2009). *Contemporary curriculum: In thought and action* (7th ed.).
- Mehrjoo M; Nourian, M; Nakhaei, N & Nowruzi, D. (2021). A Study of patterns and methods of empowerment of preschool children to deal with social harms, *Research in Curriculum Planning*, 18(41), 142-162, [in Persian]
- Mehr Mohammadi, M. (2010). Recognize the concept and explain the place of imagination in curricula and education with emphasis on elementary school, *Journal of Educational Studies & Psychology*, Ferdowsi University of Mashhad,11 (1),1-15, [in Persian]
- Mehrvarz, B; Haghghi, M & Mohammadzadeh, M. (2018). Investigating the role of preschool curriculum in developing boys 'and girls' language skills, *Sixth National Conference on Sustainable Development in Educational Sciences & Psychology, Social & Cultural Studies*,April, 12th, 2018, Iran, Tehran. [in Persian]
- Mirzaei, M; Ahmadi, P & Naraghizadeh, A. (2016). Comparison of the objectives and content of the implemented curriculum with the intended curriculum in preschool centers of Kerman, *Quarterly Journal of New Educational Thoughts*, (12), 4- , [in Persian]
- Mohammadi Farsani, F. (2017). Describe the preschool education curriculum in the world along with the evolution and challenges, *Encyclopedia of Curriculum*,1-7. [in Persian]

- Moore, G .(2001). Designed Environments for Young children: Empirical Finding and Implications for planning and Design, Designed Environments for Young Children, Chapter 5, pp.53-63.
- Morgan, D., (2014), Group focus as qualitative research, tehran: Ney, [in Persian]
- Nadi, M, A. & Eftekhari, Z. (2018). Preschool Entrepreneurship Curriculum Model, First national conference of entrepreneurial schools. July, 18th, 2018, Irm, Esfahan. [in Persian]
- OECD .(2009) . Education Today: The OECD Perspective. Paris: OECD.
- Ozar, Mirac .(2012). Curriculum of Preschool Education: Swedish Approach, International Journal of Business and Social Science. Vol.3. no.22.
- Park, Yong Joon .(2018). The Waldorf School Movement in the US Midwest. Asia-Pacific Journal of Research in Early Childhood Education. Vol.12. Issue 3, pp:121-142.
- Pejoska, J .(2010). Design Principles of educational virtual worlds for Preschool children. A Case Study of JumpStart World Kindergarten's pedagogical methods, Master's thesis Digital Culture, University of Art and Culture, Faculty of Humanities.
- Pickering, J. S .(2003). Montessori and learning differences: children with disabilities. Montessori Life 17 (1 ,) 19
- Piri, R & Adib, Y. (2009). Optimal model of the preschool curriculum, Training & Evaluation, 2 (5), 53-82, [in Persian]
- Ramooz, M., & Sharifzadegan, H. (2019). A Comparative Study of the Pedagogical Basis of Children from the Viewpoint of Rousseau and Kant. PHILOSOPHICAL INVESTIGATIONS, 15(35 ), [in Persian]
- Ramezani Parsa, D., (2016), a semantic therapeutic reading of the romantic naturalism of Jean-Jacques Rousseau, [in Persian]
- Rawson, Martyn .(2018). Learning to become a subject: A hermeneutic phenomenological study of students in a Waldorf (Steiner) school in Germany. M.A Thesis. University of Plymouth.
- Reynolds, a, J, ou, s-r.(2009). Preschool education educational Attainment, and crime prevention. Journal social. 32(8). 1054-1063.
- Riggall, a, Sharp, c.(2008). The Structure of Preschool Education: ENGLAND AND OTHER COUNTRIES, Review, university of Cambridge Faculty of Education. 184 Hills Road, Cambridge, CB 208 PQ, UK.
- Russell, B. (2014). History of western philosophy, Tehran: Flight Book, , [in Persian]

- Saadatmand, Z; and Srlak, N. (2014). Curriculum of preschool education, Andisheh Goya, Islamic Azad University, Khorasgan branch,
- Saadatmand, Z; Liaghatdar, M. J. & Sadeghian, Z. (2012). Needs assessment of preschool curriculum under the supervision of education from the perspective of Isfahan principals and educators, *Quarterly Journal of Research in Curriculum Planning*, (2) 8- 132-145, [in Persian]
- Sadeghi, A & Sarmadi, M. R. (2019). Comparing the educational foundations of Ibn Sina and Rousseau with emphasis on preschool education, *Third International Conference on New Research Achievements in Social Sciences, Educational Sciences & Psychology*, March, 9th, 2019, Iran, Karaj. [in Persian]
- Safari, Sajjad, Hassanvand, Bagher, Fayaz, Irandokht, and Bazargan, Simin. (2014). The effect of preschool education based on multidimensional planning on the development of preschool children's social skills. *Educational Psychology (Psychology and Educational Sciences)*, 11(37), 119-138. . [in Persian]
- Samadi, Parveen and Najafi, Fahima, 2017, an examination of the compatibility of the official preschool curriculum with methods of fostering creativity from the perspective of educators, the fifth international conference on psychology, educational sciences and lifestyle, Qazvin, [in Persian]
- Sandstorm, H .(2012). The characteristics and quality of Preschool education in Spain, *International Journal of Early Years Education* Vol.20, Issue2.
- Shahin BK, Sak R, Shahin.(2013). Parents views about preschool education. *Procedia- social and behavioral sciences*, 89: 288-292.
- Sheridam S, Giota J, Mehan Y, Yoonwon J.(2009). Across-cultural study of preschool quality in south Korea and Sweden: ecers evaluations early.
- Shelter, M .(2013). The Center for Green Schools at USGBC Announces. Greenest School on Earth Recipients.
- Soltani Azghan, M & Oblasi, A. (2016). Effect of Reggio Emilia education on the creativity of preschool children in Tabriz, *Second international conference on behavioral sciences & social studies*, March, 18th, 2016, Turkey, Istanbul [in Persian]
- Swope, S.(2000). The little liar. *Teacher And Writers*. 31 (5): 1-8.
- Talaei, E & Bozorg, H. (2015). Explain the necessity of early childhood education based on the synthesis of contemporary empirical evidence, *Education*.122.177-91, [in Persian]
- Talib, Z & Tafraji, Z. (2018). Analytical review of the basic elements of the curriculum based on the Reggio Emilia approach, *Fourth National Conference on Modern Studies and*

- Research in the Field of Educational Sciences & Psychology, March, 14th, 2018, Iran, Ghom. [in Persian]
- Torabi Milani, F; Yazdanoust, R; Qasemzadeh, F; Rahpima, S; Kayhani, F; Yousefi, S; Fathullah, B & Mohammadia Aria, A. (2012). Teaching-learning methods based on growth-oriented approach. Tehran: Iran Technical Publications, [in Persian]
- UNICEF .(2019). A World Ready To Learn: prioritizing quality early childhood education
- URBAN, M.(2009). Early Childhood Education in Europe: Achievements, Challenges and Possibilities Brussels: Education International.
- Yousefi, N. (2012). Educational approaches. Tehran: Children's workshop, [in Persian]
- Zare, H., (2013). Creativity, Problem solving and strategic thinking (psychology), Tehran: Payam Noor University, , [in Persian]
- Zare, M., (2013). The effect of Montessori education on the creativity of preschool children in Marvdasht city , Master's Degree, Islamic Azad University Maroodasht Branch - Faculty of Educational Sciences and Psychology, , [in Persian]
- Ziadbakhsh, M; Farghdani, A & Shaterian Mohammadi, F. (2015). Comparison of the effect of Waldorf, Montessori and traditional education systems on aggression in preschool children, First scientific research conference on psychology, educational sciences and pathology of society, Septamber, 1th, 2015 [in Persian]
- Ziaei, G., and Rezaei, A., and Vahedi, M., (2017), the effect of the curriculum integrated with art on the creativity of the third grade students of Silvana elementary school, the fifth international conference on psychology, educational sciences and lifestyle, Qazvin, [in Persian]
- Zirkzadeh, G. H. (2019). Emil: A treatise on education, Tehran: Nahid, [in Persian]