

As the More/Less chart is studied systemically, we can identify thirteen interlocking principles, assumptions, or theories that characterize this model of education.

STUDENT-CENTERED. The best starting point for schooling is young people's real interests; all across the curriculum, investigating students' own questions should take precedence over studying arbitrarily and distantly selected "content."

EXPERIMENTAL. Active, hands-on, concrete experience is the most powerful and natural form of learning. Students should be immersed in the most direct possible experience of the content of every subject.

HOLISTIC. Children learn best when they encounter whole ideas, events, and materials in purposeful contexts, not by studying sub-parts isolated from actual use.

AUTHENTIC. Real, rich, complex ideas and materials are at the heart of the curriculum. Lessons or textbooks that water-down, control, or oversimplify content ultimately disempower students.

EXPRESSIVE. To fully engage ideas, construct meaning, and remember information, students must regularly employ the whole range of communicative media-speech, writing, drawing, poetry, dance, drama, music, movement, and visual arts.

REFLECTIVE. Balancing the immersion in experience and expression must be opportunities for learners to reflect, debrief, abstract from their experiences what they have felt and thought and learned.

SOCIAL. Learning is always socially constructed and often interactional; teachers need to create classroom interactions that "scaffold" learning.

COLLABORATIVE. Cooperative learning activities tap the social power of learning better than competitive and individualistic approaches.

DEMOCRATIC. The classroom is a model community; students learn that they live as citizens of the school.

COGNITIVE. The most powerful learning comes when children develop true understanding of concepts through higher-order thinking associated with the various fields of inquiry and through self-monitoring of their thinking.

DEVELOPMENTAL. Children grow through a series of definable but not rigid stages, and schooling should fit its activities to the developmental level of students.

CONSTRUCTIVIST. Children do not just receive content; in a very real sense, they re-create and reinvent every cognitive system they encounter, including language, literacy, and mathematics.

CHALLENGING. Students learn best when faced with genuine challenges, choices, and responsibility in their own learning