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Soaring Eagles: Programs Where Children Lead



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Objectives

- **Rethink the way programs plan, use curriculum, use the classroom environment to stimulate children’s curiosity, and honor children’s innate motivation and excitement for learning.**
- **Recognize temperament, self-regulation, interests, and learning styles as important considerations for approaches to learning in the HSELOF, NAEYC DAP, and HS performance standards.**
- **Identify ways to support teachers through innovative, intentional, and integrated planning while improving CLASS scores.**



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Pair and Share

- **What concerns/obstacles/challenges do you face in lesson planning?**





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HS performance Standards

- (c) Child development and education approach for preschoolers.
- (1) Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum (**see 45 CFR 1304.3(a)(5)**) that:
 - (i) Supports each child's individual pattern of development and learning;
 - (ii) Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success;



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HS performance Standards

- (iii) Integrates all educational aspects of the health, nutrition, and mental health services into program activities;
- (iv) Ensures that the program environment helps children develop emotional security and facility in social relationships;
- (v) Enhances each child's understanding of self as an individual and as a member of a group;
- (vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and
- (vii) Provides individual and small group experiences both indoors and outdoors.



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**HOUSE
FRAMEWORK FOR
EFFECTIVE
EVERYDAY
PRACTICE**
Supporting School
Readiness for All Children
(NCQTL)



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WHAT IS A CURRICULUM?

- A written plan that is based on sound child development principles, is consistent with Program Performance Standards overall... (NCQTL)



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- **G**oals for children's development and learning;
- **E**xperiences through which children will achieve the goals;
- **R**oles for staff and parents to help children to achieve these goals; and
- **M**aterials needed to support the implementation of a curriculum.
- **S**ound Child Development Principles



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Goals

- **G**oals for children's development and learning;
- **Where do your goals come from?**



● Domain: Approaches to Learning

SUB-DOMAIN: INITIATIVE AND CURIOSITY

● **Goal P-ATL 10.** Child demonstrates initiative and independence.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.	Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.	<ul style="list-style-type: none"> Engages in independent activities. Makes choices and communicates these to adults and other children. Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity. Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.



● **Goal P-ATL 11.** Child shows interest in and curiosity about the world around them.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	<p>By 60 Months</p> <ul style="list-style-type: none"> • Asks questions and seeks new information. • Is willing to participate in new activities or experiences even if they are perceived as challenging. • Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.
Seeks out new information and explores new play and tasks with adult support.	Seeks out new information and explores new play and tasks both independently and with adult support.	



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Experiences

- Experiences through which children will achieve the goals;
- **What kinds of experiences?**
- **Where do those come from?**
- **Are they comprehensive?**



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Roles

- **R**oles for staff and parents to help children to achieve these goals; and
- **Who decides what will be studied?**
How are those decisions made?
- **Who plans what you will do?**
- **When will we do it?**
- **Who prepares the experiences?**



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Materials

- **M**aterials needed to support the implementation of a curriculum.
- **Are they provocative?**
- **Do they enhance the study topic?**
- **Do they encourage executive functioning skills?**



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Sound Principles

➤ Sound Child Development Principles

- (i) Supports each child's **individual** pattern of development and learning;
- (ii) Provides for the development of cognitive skills by encouraging each child to **organize** his or her experiences, to **understand** concepts, and to **develop** age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success;
- (iii) **Integrates** all educational aspects of **the health, nutrition, and mental health services** into program activities;



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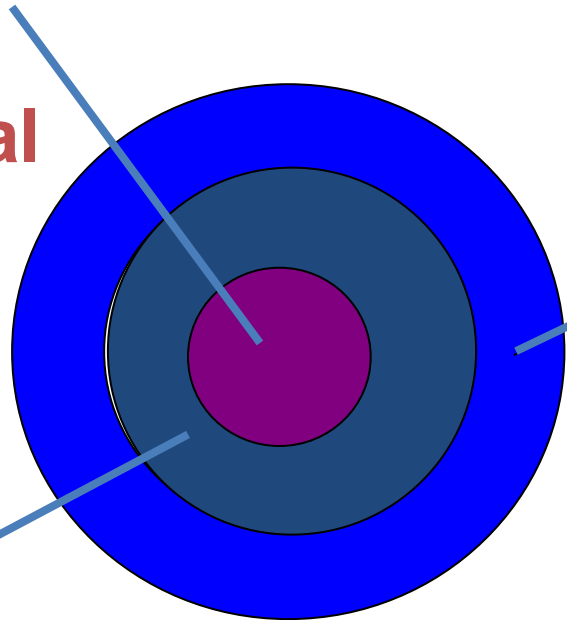
Sound Principles

➤ Sound Child Development Principles

- (iv) Ensures that the program environment helps children develop **emotional security and facility in social relationships;**
- (v) Enhances each child's **understanding of self** as an individual and as a member of a group;
- (vi) Provides each child with opportunities for success to help develop **feelings of competence, self-esteem, and positive attitudes toward learning;** and
- (vii) Provides **individual and small group experiences both indoors and outdoors.**



**What we know
about the
individual
child**



**What we know about
How children develop
and learn**

**What we know
about
social/cultural
context of the
child**



Appropriate for how children learn and grow and develop

- Is there choice?
- Is it interesting to children?
- Is it hands-on? concrete?
- Is it PLAY based? Is play the vehicle for learning?
- Does it follow developmental sequences of development?
- Does it consider the many ways of learning?
- Is the activity based on nurturing relationship? warm interactions?



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Sound Principles

Is it culturally appropriate?

- Is it culturally appropriate?
- respectful and meaningful?
- relevant to their lives and experiences





Appropriate for what we know about each child

- Can all children be successful? Can children at various levels be successful? Why?
- In other words, is it **INDIVIDUALLY APPROPRIATE?**
- **HOW?**
- Is it something that they can do yet just challenging to enough to be motivating and intriguing?
- Is it open-ended enough that there are several answers or ways to find the answer?



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Sound Principles

What happens if I don't provide Sound Developmental Principles?

- Self-Esteem damaged by rote learning and when any learning is not meaningful
- Children do not internalize self-control
- Stress occurs through hurrying children
- Later academic patterns of helplessness and natural motivation to learn is destroyed.



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Sound Principles

Planning DAP curriculum— NAEYC guidelines

- Provides for all areas of development
- Broad range of content across disciplines that is meaningful/relevant
- Builds on what children know and able to do
- Integrated across subjects for rich meaningful learning
- Promotes the processes and dispositions of learning



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Sound Principles

Planning DAP curriculum— NAEYC guidelines

- Intellectual integrity: based on key concepts that are achievable for yc
- Goals are realistic and attainable for age range





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Sound Principles

Curriculum is thoughtfully planned

- Goals focus on development as they learn about themselves and others, as well as ways to communicate, think and use their muscles
- Goals for preschoolers address exploration, independence, choice, need for control, discovery and social interaction.



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Sound Principles

Curriculum is challenging and engaging

- Children use their whole bodies and their senses as they manipulate toys and other safe objects and engage in play alone, with others
- Children's enthusiasm for exploring is supported by matching interests with challenging curricula



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Sound Principles

Curriculum is developmentally appropriate and culturally and linguistically responsive

- Addresses the wide variations in children's interests, temperaments, and patterns of growth & development
- Emphasize understanding of and respect for home culture...and discussion w/ families about differences between their expectations and those of the program
- Supports home culture and language while developing abilities to participate in shared culture.



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Sound Principles

Curriculum is Comprehensive

- Teachers use their knowledge about each child to plan opportunities for learning across domains



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Sound Principles

Curriculum promotes positive outcomes

- Promotes experiences that lead to documented evidence that children are learning about themselves and others, communicating their needs to responsive adults, gaining understandings of basic concepts, and developing motor and coordination skills



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Where does it come from?

- What will we study?



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Activity:

- **Experiences**
 - (WEB or KWL)
 - Plan Experiences across domains
 - How will you integrate experiences into the study topic?
- **Roles**
- **Materials**
 - Plan Environment

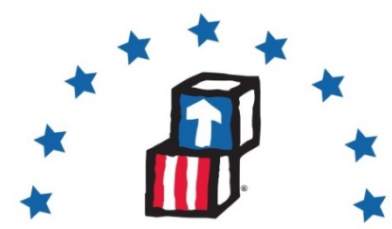


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WHAT IS A CURRICULUM?

- A written plan that is based on sound child development principles, is consistent with Program Performance Standards overall...
- **What HAPPENS in the Classroom**



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“Let us put our
minds together to
see what life we can
make for our
children”



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How will you allow to children to lead in your program?





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