

## Meaningful Curriculum

11/9/10

## Program Philosophy

- For my curriculum, the philosophy is developed through constructivist thought and modeling of High Scope Principles
  - I Believe young children learned best through hands on tasks and engaging with the environment around them
  - Every Interaction is a means to learn new skills
  - Through play and active participation in the environment around them, Infants/Toddlers enhance language, cognition, social, problem solving and self help abilities.
  - Teachers serve as the child's guide Teachers should step back and allow child to play, interact and problem solve on his or her own. Not only does this model build self efficacy, but children become independent thinkers.
    - Teachers should observe and scaffold learning when necessary Observation allows teachers to identify skills that children already obtain Scaffolding and guided teacher/child play and learning helps build upon emerging skills
    - Ex When a child is playing with blocks, the teacher can begin playing as well and beginning stacking structures for the child to model
    - The teacher must recognize all children as individuals and that different children require different supports

## Program Philosophy

- Through interaction with people, objects, materials and events, children actively engage and guide their own learning
- Children should form trusting relationships with adult caregivers in order to feel safe and secure in exploring their environment as well as taking on new challenges
- Children should not be discriminated based on race, ethnicity, language or special needs. All are welcome and will have access to a diverse array of materials

## Program Philosophy

- Citing Constructivist Theory, I believe:
- Children learn best through inquiry and hands on experience
- Knowledge is best internalized when connected to meaningful real life experiences
- The goal of learning is for each child to construct his or her own meaning, developing initiative and positive self concept

## The Curriculum

- The NAYEC states:
- "Teacher's plan curriculum experiences to draw on children's own interests and introduce children to things likely to interest them".
- "In the care of Infants and Toddlers practitioners plan curriculum-they develop plans for the important routines and experiences that will promote children's learning and development and enable them to obtain desired goals".
- These standards relate back to constructivist theory that children learn through experience, inquiry and interaction with their surroundings. Through use of these principles, curriculum is implemented that is DEVELOPMENTALLY APPROPRIATE:
  - The teacher allows the child's development to unfold rather than promoting high unreachable goals.

## The Curriculum Overview

- My Curriculum focuses on Infants/Toddlers between 18 and 36 months-Developmentally these children engage in *Exploration (8-18months)* and thus begin to form their *Identity (16-36months)*
- As well as forming a sense of self- Children are encouraged to interact with peers, form trusting bonds with adults and learn to appropriately express feelings and emotions
- Children explore creativity through using sensory and art materials, building and constructing with blocks, taking things apart and putting together, experiencing cause and effect and responding and listening to music
- Sensory experience and play allows for development of fine and gross motor skills
- Through social interaction, listening and engaging with literature-children are exposed to a rich language environment.
- Predictable schedules and routines allow children to develop concepts of time intervals (beginning and end)anticipation of familiar events.

## The Sensory Environment

- The play area has a large array of objects for the child to touch, manipulate, observe and construct.
  - The floor contains different textures for a child to feel and learn to differentiate carpeting, rugs, linoleum. Rugs should also be a variety of shapes and colors.
- Most Materials, toys, objects are assessable to child's reach. (Some should be higher to encourage problem solving skills how to reach object? Learning to request help)
- There are plenty of play materials but the room is uncluttered and not overwhelming
- The room contains a variety of visually pleasing colors.

## The Sensory Environment

- Children's artwork and other creations are hung up around the room, not only to decorate but to offer sense of ownership and pride.
- Soft soothing music should be offered for children to listen or to begin to move/dance to the rhythms.
- Sensory and art play is widely available examples include, sandbox, water play, bubbles, easel with non toxic finger paints, easily manipulated musical instruments (keyboards, drums).
- Children should have a quiet area for naps (if need be) away from active play and snack area each child should have his/her own designated spot.

## Play-Environment and Exploration

- The play areas are comfortable and have soft surfaces to avoid injury (beanbag chairs, vinyl under swings/slides).
- All play equipment is sized for infants/toddlers-not for preschool children!
- Children have ample free space to explore both independently as well as interact with peers.
  - Children should have access to private spaces (from peers) but still be open to adult supervision.
- Children are provided with both indoor and outdoor play to encourage fine and gross motor skills
- Outdoor play includes swings, small scale climbing equipment, slides and soft areas to walk and run-
- Other motor activities include throwing, rolling, catching balls.

## The Play Curriculum

- Between 18 and 36 months, play is crucial to enhance development in all domains (social, language, cognition and motor skills).
- Children should be allowed to explore on their own through play and sensory experience however caregivers join play to form bonds, model, scaffold, and expand emerging skills.

## The Play Curriculum

- Examples of how play relates to learning throughout all domains:
- **Social/Emotional** Children learn to interact with others (adult and peers), children learn turn taking, sharing and emotional regulation when conflict occurs over toys.
- **Language** Play is a language rich environment teachers can label objects and actions for children, children use language in play interaction as well as to request toys. Looking and listening to books is a great way to provide oral and symbolic language as well as introduce appreciation for literature.

## The Play Curriculum

- **Motor** Art and sensory activities use fine motor skills (painting, stringing beads, stacking, building with blocks), Outdoor activity provides opportunity for walking, running, climbing and swinging.
- **Cognition** Through play children gain skills. They can learn to follow directions, "roll me the ball", identify colors through painting, problem solve when stacking blocks or putting together puzzles, and realize actions have results (cause/effect) "if I put the shape through this slot, it will fit in the sorter"
- **Self Help/Adaptive skills** Children learn to follow directions, clean up, realize the importance of washing hands after using art supplies.

## Development of Play

- Caregivers allow for equal time of teacher guided play, solitary play, parallel play and emergence of pretend play.
  - Teacher modeling of appropriate play is important for children to gain ground in developing emerging skills
  - Playing with children allows for attachment and bonding with the caregiver

## Play Materials

- The play curriculum must be supplemented with developmentally appropriate materials that children can explore and interact with
  - Large crayons and markers
  - Large easel child can reach
  - Nontoxic art materials
  - Large blocks
  - Sturdy picture books
  - Balls
  - Play dough, sand
  - Puzzles with large easily manipulated pieces
  - Buckets to fill and empty
  - Push/Move toys
  - Musical Toys
  - Cause and Effect toys (if you hit this button, this action will occur)

## Routines

- Along with play, daily routines must occur within the curriculum:
- **morning circle** children learn group participation, responding to music, identifying their picture in regard to attendance
- **Snack** Feeding skills, use of language through requesting, using napkins
- **Diapering/Toileting** Daily living Hygiene skills hand washing, dressing, identifying how and when to use a toilet

## Assessment

- “Research tells us that the best programs constantly measure how well caregivers do their jobs and whether children are developing as they should” ([highscope.org](http://highscope.org))
  - Assessment allows caregivers/teachers to know if the curriculum, schedule and policies are working and what needs improvement
  - Allows for detection of abnormal development and early intervention referral.
  - Children should be assessed every three months, using validated infant/toddler assessment tools (The Brigance, The HELP, Infant/Toddler early learning standards)

## Daily Schedule

Schedules should be *predictable* offers a safe and secure environment

- **Arrival 8-9am:** children transition from being with parents to caregivers, early arrivals have snack/breakfast, parents are permitted to spend some time playing with child and talking with caregivers, children are allowed free play
- **Morning Group 9-9:15am:** Children sit in a circle and listen to music and good morning song, practice attending to teacher and following simple directions. Children identify themselves from pictures for attendance.

Schedules should be *flexible* provides catering to children's specific needs and pace, allows for a variety of activities

- **Snack 9:15-9:30am:** feeding, being with a group, requesting, trying new healthy food choice
- **Free Play 9:30-10:00:** children are allowed to explore, interact and play in the environment. Caregivers step in and guide as needed
- **Group Time 10:00-10:30:** Children meet in small groups with caregiver (3:1 ratio) and explore common activity such as art, sensory, story or music

## Daily Schedule/Staffing

### Schedule

- **Outdoor Free Play 10:30-10:45:** Children explore the outdoor environment to aide gross motor development
- **Departure/Free Play 10:45-11:15:** Children transition from school back to parents. Teachers can meet with parents about any concerns, upcoming events while child has more free play time

### Staffing

- Daily care routines (toileting, hand washing, napping) worked on throughout the day as needed
- As the children are **18-36 months**, a maximum of 12 children are allowed in the program.
- The program consists of a director, assistant director, Head teacher, and 3 teacher aides.
- Children are always supervised 3:1, except when special needs are present that require 1:1 supervision. Children should also be supervised 1:1 during diapering/toileting.

## Relationships with Families

- Professionals should always try to build strong, trusting, collaborative relationships with guardians/parents
- Parental concerns should always be listened to and given respect as well as sensitivity
- Frequent two-way communication between caregivers and families
- Parents should be invited into center and welcomed to observe child in the environment
- Caregivers should provide frequent home visits
- Caregivers provide families with a range of services and resources for cultural or special needs
- Caregivers should understand and accept cultural background of each family

## Policies

- All Professionals must practice in accordance to early learning standards, developmentally appropriate practice and abide by state licensure laws.
- The center can provide for a maximum of 12 toddlers at one time
- Children are always supervised 3:1 unless special needs require 1:1 supervision
- Children are provided with safe non-toxic play materials
- The snack, feeding areas provided away from bathroom, toilet area
- All caregivers are CPR/First Aid certified
- All employees must pass BCI checks
- Director must hold Master's degree in early childhood education, Head Teacher must hold Bachelor's in early childhood education, Teacher Aide positions require Associate's Degree
- Staff receive frequent training and support according to NAEYC and state standards
- All staff are culturally responsive to families

## Primary Caregiver Approach

- Caregivers must form strong bonds with the children they work with- helps foster attachment, trust and security
- Each child in the program is cared for by the head teacher and one or 2 of the teacher aides, toddler stays with these staff for at least 6 months- 1 year
- Caregivers are responsive to child's needs. The caregiver must use a warm, pleasant and calm tone
- The Caregiver learns the unique cues of each child and responds consistently in the same manner
- The caregiver uses soothing tone and manner to help transition child from parent to participate in the center group
- The caregiver respects each child, knows the child's toy and food preferences, plays with the child and allows child to explore on his/her own
- The caregiver must have appropriate knowledge of typical child development, is aware of potential delays/ lack of development

## Transition Policy

- Caregivers and parents meet at least 6 months prior to child leaving the program and hopefully graduating on to preschool
- Caregiver and parent map out transition plan based on the unique needs of the child
- Caregiver provides parent with resources on area preschools, assists parent in setting up visit
- Final assessments of child are documented in file and a copy is sent to preschool
- Caregiver can provide child with social stories about saying goodbye, going to preschool, meeting new teachers/peers

## Cultural Adaptations

- Caregivers must be responsive to the backgrounds and beliefs of all families
- The center must make accommodations according to cultural practices, diets and special needs
- Materials should not be culturally biased
  - Books should picture children of all races and ethnicities
  - Toy dolls should not only be white
  - Printed language should represent those of English Language Learners
  - Spanish (or other specific language) translators should be provided

## Classroom layout



## ECED 503 Meaningful Curriculum Rubric

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<p><b>Center Lay-Out</b> promotes child development and learning using developmental knowledge to create a healthy, respectful, supportive, and challenging environment. ___x_ 1c that reflects a full mastery of relevant theory and research ___x_ Tool 4.</p>	<p><b>Center Lay-Out</b> promotes child development and learning using some developmental knowledge to create a healthy, respectful, supportive, and challenging environment. ___ 1c that reflects some mastery of relevant theory and research ___ Tool 4.</p>	<p><b>Center Lay-Out</b> does not promote child development and learning. It does not use developmental knowledge to create a healthy, respectful, supportive, and challenging environment. ___ 1c that reflects little mastery of relevant theory and research ___ Tool 4.</p>
<p><b>Room Arrangement</b> promotes child development and learning using developmental knowledge to create a healthy, respectful, supportive, and challenging environment. ___x_ 1c reflects a full mastery of relevant theory and research _x_ Tool 4.</p>	<p><b>Room Arrangement</b> promotes child development and learning using some developmental knowledge to create a healthy, respectful, supportive, and challenging environment. _____ 1c that reflects some mastery of relevant theory and research ___ Tool 4.</p>	<p><b>Room Arrangement</b> does not promote child development and learning. It lacks developmental knowledge to create a healthy, respectful, supportive, and challenging environment. _____ 1c that reflects little mastery of relevant theory and research ___ Tool 4.</p>
<p><b>Philosophy of Program</b> promotes child development and learning through extensive knowledge and understanding of infants and toddlers characteristics and needs (1a) _x_ and the multiple influences on development and learning (1b) ___x_ based on extensive research-based, in-depth knowledge of child development knowledge. ___ 1 and reflects cultural competence _x_ Tool 1, and a Mastery of Relevant Theory and Research ___x_ 4.</p>	<p><b>Philosophy of Program</b> promotes child development and learning through some knowledge and understanding of infants and toddlers characteristics and needs (1a) ___ and the multiple influences on development and learning (1b) ___ based on some research-based, in-depth knowledge of child development knowledge. _x_ 1 and reflects some cultural competence ___ Tool 1, and a Mastery of Relevant Theory and Research ___ 4.</p>	<p><b>Philosophy of Program</b> does not promote child development and learning through knowledge and understanding of infants and toddlers characteristics and needs (1a) ___ and does not recognize the multiple influences on development and learning (1b) ___ and does not include research-based, in-depth knowledge of child development knowledge with little cultural competence ___ Tool 1, or Mastery of Relevant Theory and Research ___ 4.</p>

## ECED 503 Meaningful Curriculum Rubric

<p><b>Knowledge and Application of Ethical Principles</b> of caring, justice, and equity are reflected throughout the curriculum for infants and toddlers ___ Tool 2 are communicated through a high level of oral, written, and technological communication skills ___ Tool 3, skills in identifying and using professional resources ___ Tool 5, and inquiry skills and knowledge of research methods to complete the curriculum ___ Tool 6, and demonstrate decisive leadership skills ___ Tool 9, and great advocacy skills in infant toddler care and development ___ Tool 8 in the presentation showing great skills in collaborating, teaching, and mentoring fellow graduate students in a meaningful curriculum for infants and toddlers ___ Tool 7.</p>	<p><b>Knowledge and Application of Ethical Principles</b> of caring, justice, and equity are somewhat reflected throughout the curriculum for infants and toddlers _x_ Tool 2, they are communicated through a good level of oral, written, and technological communication skills _x_ Tool 3, some skills in identifying and using professional resources _x_ Tool 5, and some inquiry skills and knowledge of research methods to complete the curriculum _x_ Tool 6, and demonstrate leadership skills _x_ Tool 9, and advocacy skills in infant toddler care and development _x_ Tool 8 in the presentation showing skills in collaborating, teaching, and mentoring fellow graduate students in a meaningful curriculum for infants and toddlers _x_ Tool 7.</p>	<p><b>Knowledge and Application of Ethical Principles</b> of caring, justice, and equity are reflected little throughout the curriculum for infants and toddlers ___ Tool 2, they are communicated through a limited level of oral, written, and technological communication skills ___ Tool 3, little skill in identifying and using professional resources ___ Tool 5, and limited inquiry skills and knowledge of research methods are used to complete the curriculum ___ Tool 6, and demonstrate little leadership skills ___ Tool 9, and few advocacy skills in infant toddler care and development ___ Tool 8 in the presentation showing little skill in collaborating, teaching, and mentoring fellow graduate students in a meaningful curriculum for infants and toddlers ___ Tool 7.</p>
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## ECED 503 Meaningful Curriculum Rubric

<p><b>Family Involvement</b> is well understood and valued based on research-based in-depth knowledge of children's development and learning, family and community contexts ___x_2a which are used for planning reciprocal, respectful relationships between families and staff, x___2b and an understanding of family and community characteristics, family support and involvement in policies to build family and community relationships. -- ___x_2c</p>	<p><b>Family Involvement</b> is somewhat understood and valued based on research-based knowledge of children's development and learning, family and community contexts ___2a which are used for planning reciprocal, respectful relationships between families and staff, ___2b and an understanding of family and community characteristics, family support and involvement in policies to build family and community relationships. -- ___2c</p>	<p><b>Family Involvement</b> is not understood and valued and not based on research-based knowledge of children's development and learning, family and community contexts ___2a. It is not used for planning reciprocal, respectful relationships between families and staff, ___2b and an understanding of family and community characteristics, family support and involvement in policies to build family and community relationships. -- ___2c</p>
<p><b>Staffing Patterns and Policies</b> promote teaching and learning through strong understanding and knowledge of positive relationships with children and families_x_4a, use highly developmentally effective approaches _x_4b, and understand and reflect deep infant-toddler content knowledge_x_4c, and help build highly meaningful curriculum with extensive knowledge of infant-toddler development including a knowledge of attachment relationships and primary caregiver approaches _x_4d.</p>	<p><b>Staffing Patterns and Policies</b> promote teaching and learning through an understanding and knowledge of positive relationships with children and families___4a, use some developmentally effective approaches ___4b, and understand and reflect infant-toddler content knowledge___4c, and help build meaningful curriculum using knowledge of infant-toddler development including a knowledge of attachment relationships and primary caregiver approaches ___4d.</p>	<p><b>Staffing Patterns and Policies</b> promote teaching and learning through a limited understanding and knowledge of positive relationships with children and families___4a, use limited developmentally effective approaches __4b, and do not understand and reflect infant-toddler content knowledge___4c, and do not build meaningful curriculum using knowledge of infant-toddler development with no knowledge of attachment relationships and primary caregiver approaches ___4d.</p>

## ECED 503 Meaningful Curriculum Rubric

<p><b>Schedule</b> promotes staffing and interactions that foster an in-depth understanding and knowledge of infant-toddler development and learning __x__4c, promotes strong connections with children and families __x_4a, promotes many developmentally effective infant-toddler approaches sensitive and responsive to each child's needs and interests __x_4b. Schedule supports building meaningful curriculum based on extensive knowledge and resources, promoting comprehensive learning outcomes for infants and toddlers __x__4d.</p> <p><b>Exceeds Expectations</b></p>	<p><b>Schedule</b> promotes staffing and interactions that foster an understanding and knowledge of infant-toddler development and learning ___4c, promotes some connections with children and families ___4a, promotes some developmentally effective infant-toddler approaches sensitive and responsive to each child's needs and interests ___4b. Schedule supports building meaningful curriculum based on knowledge and resources, promoting positive learning outcomes for infants and toddlers ___4d.</p> <p><b>Meets Expectations</b></p>	<p><b>Schedule</b> does not promote staffing and interactions that foster an understanding and knowledge of infant-toddler development and learning ___4c, does not promote connections with children and families ___4a, does not promote developmentally effective infant-toddler approaches sensitive and responsive to each child's needs and interests ___4b. Schedule does not support building meaningful curriculum or promote learning outcomes for infants and toddlers ___4d.</p> <p><b>Does Not Meet Expectations</b></p>
<p><b>Policies</b> promote child development and learning using strong developmental knowledge to create a healthy, respectful, supportive, and challenging environment. __x_1c</p>	<p><b>Policies</b> promote child development and learning using some developmental knowledge to create a healthy, respectful, supportive, and challenging environment. __1c</p>	<p><b>Policies</b> do not promote child development and learning not using developmental knowledge to create a healthy, respectful, supportive, and challenging environment. __1c</p>

## ECED 503 Meaningful Curriculum Rubric

<p><b>Transition Policies</b> for children coming into and leaving the program reflect a deep understanding of young children's characteristics and needs ___x_1a, individualize for multiple influences on development and learning ___x_1b and deep knowledge and provide understanding and support of family involvement in their children's development and learning during transition___x_2c.</p>	<p><b>Transition Policies</b> for children coming into and leaving the program reflect an understanding of young children's characteristics and needs ___1a, allow for multiple influences on development and learning ___1b and reflect some knowledge and understanding and support of family involvement in their children's development and learning during transition___2c.</p>	<p><b>Transition Policies</b> for children coming into and leaving the program reflect little understanding of young children's characteristics and needs ___1a, and do not allow for individual multiple influences on development and learning ___1b and contain little knowledge and understanding and support of family involvement in their children's development and learning___2c.</p>
<p><b>Primary Caregiver Approach</b> uses developmentally effective approaches and strategies to positively influence young children's development and learning ___x_4a, an understanding of early childhood content knowledge and essential concepts and theories regarding bonding and attachment x___4b, to design and implement meaningful curriculum that promotes comprehensive developmental and learning outcomes for infants and toddlers _x_4d based on a mastery of relevant theory and research ___Tool 4. <b>Exceeds Expectations</b></p>	<p><b>Primary Caregiver Approach</b> uses developmentally effective approaches and strategies to positively influence young children's development and learning ___4a, an understanding of early childhood content knowledge and essential concepts and theories regarding bonding and attachment ___4b, to design and implement meaningful curriculum that promotes developmental and learning outcomes for infants and toddlers ___4d and is based on relevant theory and research ___x_Tool 4. <b>Meets Expectations</b></p>	<p><b>Primary Caregiver Approach</b> uses limited developmentally effective approaches and strategies to positively influence young children's development and learning ___4a, lacks an understanding of early childhood content knowledge, concepts, and theories regarding bonding and attachment ___4b, curriculum does not promote developmental and learning outcomes for infants and toddlers ___4d and is not based on a mastery of relevant theory and research ___Tool 4. <b>Does Not Meet Expectations</b></p>

## ECED 503 Meaningful Curriculum Rubric

<p><b>Age Groupings</b> are based on a comprehensive knowledge and understanding of infants and toddlers___1a, of multiple influences on development and learning ___1b, to promote child development and learning ___1, and create healthy, respectful, supportive , and challenging learning environments___1c.</p>	<p><b>Age Groupings</b> are based on a detailed knowledge and understanding of infants and toddlers__x_1a, of some influences on development and learning __x_1b, promote child development and learning _x_1, and create a healthy, respectful, supportive , and challenging learning environment_x_1c.</p>	<p><b>Age Groupings</b> are based on limited knowledge and understanding of infants and toddlers___1a, few influences on development and learning ___1b, promote limited child development and learning ___1, and do not create healthy, respectful, supportive , and challenging learning environment___1c.</p>
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Name \_\_\_\_\_ Grade 13.5 Date 12/6/10

**Well done curriculum project. Your curriculum is comprehensive. More references would add to your presentation.**