

## Meaningful Curriculum for Infants and Toddlers

Rhode Island College  
ECED 503  
November 9<sup>th</sup>, 2010

### Curriculum

- **Collaboration of two different curriculum models**
  - **Bank Street Approach**
    - Teachers choose topics that they know from research and practice will engage and challenge children in a particular range of development.
    - They decide what the organizing concepts, or big ideas, are, and then they design experiences that will lead children to make discoveries about those ideas.
    - In order for children to learn in school and to become lifelong learners, they must interact with their environment.
  - **High Scope**
    - Children learn best through direct, hands-on experiences with people, objects, events, and ideas.
    - During this active learning process, infants and toddlers are encouraged to discover the world around them by exploring and playing.
    - Learning and development are anchored by long-term, trusting relationships with caregivers.

### Center Lay Out

"Adults admire their environment; they can remember it and think about it—but a child absorbs it. The things he sees are not just remembered; they form part of his soul. He incarnates in himself all in the world about him that his eyes see and his ears hear." — Maria Montessori

[Center Layout](#)

- **A child-size environment:**
  - There are separate rooms for infants and toddlers
  - Tables and chairs are small and low.
  - Short shelves so children can see and reach toys.
  - Mirrors and pictures are at child-height.
  - Easels are at infants' eye level and 10"-14" off the ground for toddlers.
  - Steps are no more 4"-5" high.
  - There is some adult-size furniture, so caregivers can rock and cuddle children in comfort.

### Infant Room Layout

[Infant Room](#)

- **Safety:**
  - All provided materials are developmentally appropriate
  - equipment is made of non-toxic materials such as wood
  - non-slip floors
  - stable shelves, objects and fixtures with rounded corners
- **Health:**
  - Separate diapering areas from food preparation and feeding areas.
  - All areas are kept clean at all times.
  - Cribs/cots have 2 feet between them
- **Comfort:**
  - Soft and natural colors on walls and furnishings.
  - Natural light is used as much as possible

### Toddler Room Layout

[Toddler Room](#)

- **Safety:**
  - Materials are developmentally appropriate
  - Equipment made of non-toxic materials such as wood.
  - Non-slip floors.
  - Stable shelves, objects and fixtures with rounded corners.
  - Steps that toddlers can use to reach the changing table so that caregivers will not have to lift them.
- **Health:**
  - Separate diapering and toileting areas from food preparation and feeding areas.
  - All areas are kept clean and organized at all times.
  - There is sufficient plumbing to allow children and caregivers to wash hands regularly.
  - Make sure surfaces are easy to clean and suitable for the activities

### Philosophy of The Program

- **The main goal is to provide the highest quality childcare and early educational services in a safe, diverse and friendly environment designed to meet the needs of children and their families.**
  - The program's philosophy is based on the concept of Developmentally Appropriate Practice and the utilization of ideas from High Scope and The Bank Street Approach.
  - The program also provides experiences that aid in all cognitive, physical, social, emotional, and language development of each child.

## Goals for Each Child

- 1. Develop an sense of trust in their environment and those who care for them.
- 2. Develop a growing sense of autonomy and initiative.
- 3. Develop confidence and strong self-esteem.
- 4. Develop a love for learning and exploration.
- 5. Develop and demonstrate pro-social behaviors such as cooperation, a sense of diversity, and caring for their environment and those around them.
- 6. Acquire learning and problem solving skills.
- 7. Expand their logical thinking skills.
- 8. Expand their verbal communication skills.

## Family Involvement

- A significant aspect of the philosophy, is the importance of open communication between the center and family.
- Building a positive, communicative relationship with each family is of the utmost importance
- The program will work with parents and families to create a relationship with the best interests of your child at the heart of the relationship.

## Staffing Patterns

- **Infant**
  - Ratio is 1 teacher to 4 children (under 18 months)
  - Group size is 8 children
- **Toddler**
  - Ratio is 1 teacher to 6 children (18 months to 3 years)
  - Group size is 12 children

## Schedules

- Caregivers establish a daily schedule that is predictable yet flexible and that provides a balance of learning experiences.
- Each child's individual schedule is taken into account and is based on the child's individual temperament and assists with smooth transitions between the different parts of the day.
- **Arrivals and departures:**
  - Caregivers work with parents to ensure that arrivals and departures are pleasant and reassuring for children
- **Group times:**
  - In small groups of older infants and toddlers, caregivers provide a particular set of materials for children to explore in a common activity.

## Schedules

- **Choice time:**
  - During this part of the daily routine, caregivers are attentive and offer emotional and physical support to children as the children play and explore their environment at their own pace
- **Outside time:**
  - This part of the day allows infants and toddlers to explore the outdoor world.
- **Transitions:**
  - The timing of transitions is flexible, based on children's needs and engagement in their play, and the shift in events or activities should be kept low-key and comfortable

## Infant Schedule

6:30am - 9:00 am	Stimulating and Nurturing Playtime Personal Hygiene/Diapering
9:00am - 11:00am	Rest Time
11:00am - 12:00pm	Nutritious Lunch Personal Hygiene/Diapering
12:00pm - 2:00pm	Art Activity Outdoor Activity/Buggy Ride Music and Movement Story Time Personal Hygiene/ Diapering
2:00pm - 4:00pm	Rest Time
4:00pm - 4:30pm	Personal Hygiene/ Diapering Feeding As Needed
4:30pm - 6:00pm	Quiet Activities Story Time Stimulating Activities Prepare for Departure

## Toddler Schedule

6:30am – 8:30 am	Quiet Activities – Puzzles, Manipulatives, Coloring
8:30am – 9:00 am	Story Time Large/Small Motor Activities Personal Hygiene
9:00am – 10:15 am	Nutritious Breakfast provided by center. Activity Time Art/Discovery
10:15am – 11:30am	Outdoor Activities/Gross Motor Play Circle Time Music and Movement Personal Hygiene
11:30am – 12:00 pm	Nutritious Lunch provided by center
12:00pm – 2:00 pm	Rest Time
2:00pm – 2:45 pm	Nutritious Snack provided by center Quiet Activities - Books, Puzzles
2:45pm – 3:45 pm	Outdoor Activities- Gross Motor Play Story Time Sing-a-Long
3:45pm – 4:30 pm	Personal Hygiene
4:30pm – 6:00pm	Quiet Activities – Books, Manipulatives, Play dough Prepare for Departure

## Policies

- **Infant Feeding:**
  - Parent may supply their own formula/breast milk or use the center's formula.
  - Parent may supply their own baby cereal and jarred food or use the center's baby cereal and jarred food.
  - At 6 months the child can start finger food
  - At 8 months the child should be introduced to a sippy-cup.
- **Supervision:**
  - Children who attend the day care center will be supervised at all times.
  - This includes all indoor and outdoor activities.
- **Health:**
  - Only children who are in good health may be brought to the center.
  - When a child develops signs of illness during the day, parents will be called and will be expected to pick up their child as soon as possible.
    - In the meantime, the child will be made comfortable in a quiet, supervised location away from other children.

## Policies

- **Medication:**
  - If your child is taking medication that needs to be administered during the center's hours, a parent must sign a Medication Permission Form.
  - All medication must be handed directly to the staff member in charge.
    - Do not leave medication in your child's backpack.
  - All medication must be in the original bottle.
    - If the medication is prescription medication, the bottle must have the pharmacy's and physician's name clearly shown, as well as the child's name.
    - Inclusive dates on the bottle must be current.
  - Siblings cannot share medication.

## Policies

- **Behavior**
  - If there is an incident, the parent/guardian will be informed by the Director or teacher with an incident report. The Director or teacher will determine the cause and the solution.
  - If there are multiple incidents, a parent/child or guardian/child meeting will be held with the Director and/or Coach to discuss the inappropriate behavior.
  - For the safety of the children and staff, a one to two day suspension from the program may be warranted in order to de-escalate the situation. A behavior plan will be implemented for the child that has been agreed upon by the parent.
  - If the behavior cannot be appropriately modified within a reasonable amount of time, (as defined by the parent, Director and Coach) the child will be dismissed. There will be no refund. The Director, along with the Coach will be the professionals who decide what constitutes a reasonable length of time.

## Policies

- **Prohibited Discipline:**
  - Spanking and all other forms of corporal punishment are not used.
  - No child is subjected to severe punishment, such as humiliation, verbal or physical abuse, neglect or abusive treatment.
  - Food is not denied as a form of punishment or behavior control.
  - Children will not be force-fed.
  - Children are not punished for not using a toilet, for toileting accidents, or for wetting or soiling clothing.
  - Children will not be forced to remain in soiled clothing or forced to remain on the toilet for an unreasonable amount of time.

## Transition Policies

- **Prior to the child's first day, they should visit the program with their parent.** If it seems that extra time and help in making the transition are needed, a plan can be created that is in the best interest of the child.
- **Whether a child is starting child care for the first time or is familiar with a childcare center environment, parents are welcome and encouraged to spend time with their children in their new classroom.**
  - Parents are also welcome to call during the day to check in on their child.
- **The best way to prepare your child for this new experience is to:**
  - Talk about school/child care and new friends
  - Drive by the child care center and playground to familiarize your child to the surroundings.
  - Work together to organize items he/she will bring to child care (i.e. favorite backpack, rest item, etc.)
  - Display positive feelings about the upcoming experience
- **When you arrive at the center with your child, it is very important that you accompany him or her directly to the classroom.**
  - In addition, we request that you sign them in and out of the center each day, as this is required under their licensing regulations

## Primary Caregiver Approach

- The teachers are responsive professionals concerned about all aspects of children's development.
- It is important that caregivers to develop close, supportive relationships with the children in their care.
- The caregivers in this program creatively support children's natural desire to be active learners.
- Each staff member meets or exceeds the qualifications set by state laws and completes a full orientation program when hired.
  - Twenty hours of training and orientation are required per year and are documented in each employee's file.

## Age Groupings

- **Infants (6 weeks-18months)** are grouped by ability:
  - **Newborn**
    - 6 weeks until they begin to crawl
  - **Crawlers**
    - Crawlers until they begin to take steps
  - **Walkers**
    - Beginning to take steps until they are 18 months
- **Toddlers (18months-3 years):**
  - Children are not grouped by ability at this age group
  - There are 2 toddler rooms and they are split by group size (12 in each room)

## Providing for Developmental Domains

- **Social and emotional:**
  - provides security and companionship
- **Physical:**
  - they need nourishment, bodily care, rest, movement, and safety
- **Cognitive:**
  - provide opportunities for them to make choices, explore interesting materials, and try out a range of challenging experiences
- **Sociolinguistic:**
  - encourage them to communicate their desires and discoveries to responsive caregivers and peers

## Assessment

(High Scope)

- **The Infant-Toddler Child Observation Record (COR)**
  - Enables caregivers and administrators to assess each child's progress and plan educational experiences that will encourage further learning.
  - In cases where programs serve a mixed age group, both instruments are used.
  - Evaluates children's development in every learning area.
  - Each day, teachers or caregivers generate brief written descriptions, or anecdotes, that objectively describe these very young children's behavior.
  - They use these notes to evaluate children's development and then plan activities to help individual infants and toddlers and the center as a whole make progress.

## Culturally Appropriate Practice

- Provides quality educational services to children from infants through school age. We are firmly committed to the concepts and practices of equal opportunity and non-discrimination.
- It is a major effort to recruit and retain children, families, and faculty from diverse racial and ethnic backgrounds in order to reflect the diversity inherent in our multicultural society.
- It is important that the program represents any and all cultures seen within the community, in order to;
  - Support teachers in their need to provide culturally appropriate education to all children in their care
  - Teach children about their culture as well as all of the cultures seen in our society

The End!

## 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. <u>  </u>x<u>  </u> 1c that reflects a full mastery of relevant theory and research <u>  </u>x<u>  </u> 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. <u>  </u> 1c that reflects some mastery of relevant theory and research <u>  </u> 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. <u>  </u> 1c that reflects little mastery of relevant theory and research <u>  </u> 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. <u>  </u>x<u>  </u> 1c reflects a full mastery of relevant theory and research <u>  </u>x<u>  </u> 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. <u>  </u> 1c that reflects some mastery of relevant theory and research <u>  </u> 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. <u>  </u> 1c that reflects little mastery of relevant theory and research <u>  </u> 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) <u>  </u>x<u>  </u> and the multiple influences on development and learning (1b) <u>  </u>x<u>  </u> based on extensive research-based, in-depth knowledge of child development knowledge. <u>  </u>x<u>  </u> 1 and reflects cultural competence <u>  </u>x<u>  </u> Tool 1, and a Mastery of Relevant Theory and Research <u>  </u>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) <u>  </u> and the multiple influences on development and learning (1b) <u>  </u> based on some research-based, in-depth knowledge of child development knowledge. <u>  </u> 1 and reflects some cultural competence <u>  </u> Tool 1, and a Mastery of Relevant Theory and Research <u>  </u>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) <u>  </u> and does not recognize the multiple influences on development and learning (1b) <u>  </u> and does not include research-based, in-depth knowledge of child development knowledge with little cultural competence <u>  </u> Tool 1, or Mastery of Relevant Theory and Research <u>  </u>4.</p>

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<p><b>Knowledge and Application of Ethical Principles</b> of caring, justice, and equity are reflected throughout the curriculum for infants and toddlers <u>  x  </u> Tool 2 are communicated through a high level of oral, written, and technological communication skills <u>  x  </u> Tool 3, skills in identifying and using professional resources <u>  x  </u> Tool 5, and inquiry skills and knowledge of research methods to complete the curriculum <u>  x  </u> Tool 6, and demonstrate decisive leadership skills <u>  x  </u> Tool 9, and great advocacy skills in infant toddler care and development <u>  x  </u> Tool 8 in the presentation showing great skills in collaborating, teaching, and mentoring fellow graduate students in a meaningful curriculum for infants and toddlers <u>  x  </u> 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 <u>  </u> Tool 2, they are communicated through a good level of oral, written, and technological communication skills <u>  </u> Tool 3, some skills in identifying and using professional resources <u>  </u> Tool 5, and some inquiry skills and knowledge of research methods to complete the curriculum <u>  </u> Tool 6, and demonstrate leadership skills <u>  </u> Tool 9, and advocacy skills in infant toddler care and development <u>  </u> Tool 8 in the presentation showing skills in collaborating, teaching, and mentoring fellow graduate students in a meaningful curriculum for infants and toddlers <u>  </u> 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 <u>  </u> Tool 2, they are communicated through a limited level of oral, written, and technological communication skills <u>  </u> Tool 3, little skill in identifying and using professional resources <u>  </u> Tool 5, and limited inquiry skills and knowledge of research methods are used to complete the curriculum <u>  </u> Tool 6, and demonstrate little leadership skills <u>  </u> Tool 9, and few advocacy skills in infant toddler care and development <u>  </u> Tool 8 in the presentation showing little skill in collaborating, teaching, and mentoring fellow graduate students in a meaningful curriculum for infants and toddlers <u>  </u> Tool 7.</p>
<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 <u>  x  </u> 2a which are used for planning reciprocal, respectful relationships between families and staff, <u>  x  </u> 2b and an understanding of family and community characteristics, family</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 <u>  </u> 2a which are used for planning reciprocal, respectful relationships between families and staff, <u>  </u> 2b and an understanding of family and community characteristics, family</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 <u>  </u> 2a. It is not used for planning reciprocal, respectful relationships between families and staff, <u>  </u> 2b and an understanding of family and community characteristics, family</p>

## ECED 503 Meaningful Curriculum Rubric

<p>support and involvement in policies to build family and community relationships. -- _x_2c</p>	<p>support and involvement in policies to build family and community relationships. -- ___2c</p>	<p>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 ___x___Tool 4.</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 ___Tool 4.</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.</p>

**ECED 503 Meaningful Curriculum Rubric**

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<p><b>Age Groupings</b> are based on a comprehensive knowledge and understanding of infants and toddlers_x__1a, of multiple influences on development and learning __x_1b, to promote child development and learning __x_1, and create healthy, respectful, supportive , and challenging learning environments_x__1c.</p>	<p><b>Age Groupings</b> are based on a detailed knowledge and understanding of infants and toddlers__1a, of some influences on development and learning __1b, promote child development and learning __1, and create a healthy, respectful, supportive , and challenging learning environment__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>

Name \_\_\_\_\_ Grade 15 Date 12/6/10

**Well done! Well done curriculum project. Good integration of the needs and interests of infants, toddlers, and their families.**