



What you will learn about Developmentally Appropriate Practice and Intentionality with Infants, Toddlers, and Preschoolers

QRIS Indicator for Step 4 Child Growth, Development, and Learning: Schedule and lesson plan for each classroom are posted.

A Child Growth, Development, and Learning classroom assessment is completed annually.

ESSENTIAL KNOWLEDGE: INTENTIONAL CHILD CARE PROVIDERS SUPPORT CHILD-GUIDED LEARNING EXPERIENCES

Engage children in open-ended activities for learning including play around dramatic themes, artistic creations, and sensory play. Encourage children to expand and elaborate their experiences. (Idaho Early Learning eGuidelines, ELeG Essential Practices, Interaction and Activities)

Provide a range of experiences to all children even though their responses may differ and some children may need adaptations. (ELeG Essential Practices, Cultural Context)

What does this look like in practice?

- Provide a predictable sequence to each day, focusing on daily routines as the main learning format for infants and toddlers.
- Include both sounds and quiet moments into the classroom routines and activities based on children's cues and reactions.
- Observe what infants and toddlers focus on during play, comment on the play, and provide opportunities for continued exploration.
- Provide materials for toddlers to explore without the expectation that they create a finished product.
- Include a number of learning formats into the daily routine, such as larger groups, small groups, learning centers, daily routines, etc. that best suit learning goals.
- Provide at least 60 minutes in play centers so that children can become deeply involved in an activity and sustain play.
- Adjust daily routines to children's individual feeding, toileting/diapering and sleeping schedules.
- Provide child-guided learning experiences to allow for active exploration, to support relationship building, to apply and extend existing knowledge, etc.
- Acknowledge what children do or say by commenting or by sitting nearby to observe.

ESSENTIAL KNOWLEDGE: INTENTIONAL CHILD CARE PROVIDERS INCLUDE ADULT GUIDED LEARNING EXPERIENCES

Engage and play with children; supporting and encouraging their exploration. (ELeG, Essential Practices, Interaction and Activities)

Provide a range of experiences to all children even though their responses may differ and some children may need adaptations.

Individualize experiences, activities, interactions, and instructions to meet the needs of each child.

Incorporate teaching and learning strategies from children's cultural background (e.g., use culturally and linguistically appropriate song games, stories, changes, music, dance, and movement; and culturally specific knowledge in coordination with cognitive development. (ELeG Essential Practices, Cultural Context)

What does this look like in practice?

- Include a number of learning formats into the daily routine such as large groups, small groups, learning centers, daily routines etc. that best suit learning goals.
- Provide adult-guided learning experiences to introduce new materials or experiences, to provide information or help when requested, to encourage safety, etc.
- Plan and use a written curriculum that addresses all areas of development.
- Give children specific feedback.
- Model tasks such as problem solving for children.
- Provide toddlers opportunities to help with tasks and daily routines (i.e. setting the table for a meal, or helping to clean up).

ESSENTIAL KNOWLEDGE: DEVELOPMENTALLY APPROPRIATE LEARNING FORMATS INCLUDE: LARGE GROUPS, SMALL GROUPS, PLAY AND ENGAGEMENT IN LEARNING CENTERS, AND DAILY ROUTINES

Children are active learners who learn through play. Play is fundamental to a child's learning. Children learn through experiences and relationships with the people and objects in their world. Experience through play, shared knowledge, curiosity, and sense of wonder are foundations for children's learning.

Each child learns in unique ways. Children have unique characteristics that influence learning. The rate of development and learning varies for individuals and is not the same for every child of the same age. Learning may be uneven or occur in spurts. An individual's learning is impacted by genetics, culture, environment and experiences, interests, motivation, and approaches to learning.

Children receive learning opportunities that support their unique needs in inclusive environments. All children, who are both typically and atypically developing are supported with opportunities to grow and learn in inclusive settings in child care, school, and community activities.

Learning is most meaningful when it is integrated across all areas of development. Children construct knowledge and integrate new ideas and concepts into their existing understanding. Their achievements in language and learning are influenced by the social and emotional aspects of their development. Communication influences mathematical and scientific understanding. There are no clear lines between the domains of development or areas of learning.

Learning is continuous and sequential. Children's understanding grows from simple to complex and from concrete to abstract. New knowledge is built on previous experience and understanding. Young children learn best in safe, content-rich environments with supportive adults. Successful programs, teachers, and caregivers base decisions and plans on accepted child development principles, research, and best practices to support and enhance children's growth.

(ELeG, Guiding Principles)

What does this look like in practice?

- Include a number of learning formats into the daily routine such as large groups, small groups, learning centers, daily routines etc. that best suit learning goals.
- Provide a predictable sequence to each day, focusing on daily routines as the main learning format for infants and toddlers.
- Organize daily schedules to include alternating quiet and active times.
- Determine learning goals based on children's developmental level, interests and social/cultural contexts.
- Provide adult-guided learning experiences to introduce new materials or experiences, to provide information or help when requested, to encourage safety, etc.
- Plan and use a written curriculum that addresses all areas of development.

ESSENTIAL KNOWLEDGE: INTENTIONAL TEACHERS SCAFFOLD CHILDREN'S LEARNING. DEVELOPMENTALLY APPROPRIATE GOALS ARE BOTH CHALLENGING AND ACHIEVABLE.

Observe, recognize, and support children's unique ways of approaching new information and expressing themselves; taking into consideration their temperaments, inclinations, and attitudes.

Individualize experiences, activities, interactions, and instructions to meet the needs of each child.

Provide continued acknowledgements in ways that reflect children's cultural beliefs and traditions so that all children feel valued. Support a sense of competence.

(ELeG, Essential Practices, Cultural Context)

- Determine learning goals based on children’s developmental level, interests and social/cultural contexts.
- Provide adult-guided learning experiences to introduce new materials or experiences, to provide information or help when requested, to encourage safety, etc.
- Plan and use a written curriculum that addresses all areas of development.
- Align curriculum with high quality, achievable early learning standards (i.e. Idaho Early Learning eGuidelines).
- Model tasks such as problem solving for children.
- Ask children questions to provoke thinking.

ESSENTIAL KNOWLEDGE: INTENTIONALITY IS NECESSARY TO HIGH QUALITY EARLY CHILDHOOD SETTINGS

Learning is continuous and sequential. Children’s understanding grows from simple to complex and from concrete to abstract. New knowledge is built on previous experience and understanding. Young children learn best in safe, content-rich environments with supportive adults. Successful programs, teachers, and caregivers base decisions and plans on accepted child development principles, research, and best practices to support and enhance children’s growth. (ELeG, Guiding Principle)

What does this look like in practice?

- Assign a primary caregiver to individual children to support a positive relationship and to provide continuity of care.
- Use planning time to discuss the needs of individual children with co-teachers and supervisors.
- Observe what infants and toddlers focus on during play, comment on the play, and provide opportunities for continued exploration.
- Include a number of learning formats into the daily routine such as large groups, small groups, learning centers, daily routines etc. that best suit learning goals.
- Tell others (parents, directors, co-teachers, etc.) what you are teaching, how you are teaching it and why.

ESSENTIAL KNOWLEDGE: THERE ARE MANY DIFFERENT WAYS TO ACHIEVE DEVELOPMENTALLY APPROPRIATE PRACTICE

Observe, recognize, and support children’s unique ways of approaching new information and expressing themselves; taking into consideration their temperaments, inclinations, and attitudes.

Provide a range of experiences to all children even through their responses may differ and some children may need adaptations.

Strive for an environment that respects all people and is free of bias.

Take time to learn about children's everyday experiences at home and in their community. Incorporate traditional (or long-standing) effective strategies used by children's home cultures to support learning and development.

Provide continued acknowledgements in ways that reflect children's cultural beliefs and traditions so that all children feel valued. Support a sense of competence.

Incorporate teaching and learning strategies from children's cultural background (e.g. use culturally and linguistically appropriate song games, stories, changes, music, dance, movement, and culturally specific knowledge in coordination with cognitive development.

(ELeG, Essential Practices, Cultural Context)

Build strong relationships with and among families, teachers, caregivers, and community members.

(ELeG, Essential Practices, Family Support)

What does this look like in practice?

- Include a number of learning formats into the daily routine such as large groups, small groups, learning centers, daily routines etc. that best suit learning goals.
- Include both sounds and quiet moments into the classroom routines and activities based on children's cues and reactions.
- Determine learning goals based on children's developmental level, interests and social/cultural contexts.
- Include parents in selecting materials that reflect the family's culture inside the classroom.
- Plan and use a written curriculum that addresses all areas of development.

Copple, C. & Bredekamp, S. (Eds.). (2009). Developmentally appropriate practice in early childhood programs: Serving children from birth to age 8. Washington, DC: National Association for the Education of Young Children.