

Area:	Child Development
Subject:	CD01 – Child Development and Education Approach for Preschoolers
Reference:	1304.21 (a)(1, 3-5)(2) (v2)(C)(1-2)
Policy:	The program will implement an enriched learning atmosphere to help children gain the skills, knowledge, and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life through responsive caregiving practices.

Procedure:

1. Educators will fully implement the SCOE School Readiness Plan, Curriculum Plan, Dual Language Learner (DLL) Position Statement, and the Transition Plan. Educators will also utilize the Office of Head Start (OHS) Early Learning Outcomes Framework, and the California Preschool Early Learning Framework/ Foundations through the use of responsive caregiving techniques and developmentally appropriate practices.
2. Teaching staff will include children with special needs within program activities, while following the child's Individualized Family Services Plan (IFSP) or Individualized Education Plan (IEP) as outlined by the multidisciplinary team.
3. All staff will demonstrate through their actions an acceptance and respect for all children regardless of race, gender, ethnicity, culture, language or family make-up. Celebrations, including cultural holiday "themes," should be limited to the cultures represented in the classroom community. Learning experiences related to holiday activities should reflect the context of people's daily life and beliefs by connecting them to specific children and families in your community. Holiday celebrations should be limited in focus/theme and the OHS multicultural principles and anti-biased approach based on child's interest are included in all learning experiences.
4. Staff will partner with parents to individualize curriculum strategies; staff will honor the parents' knowledge and understanding of their child's developmental levels, strengths and areas of needed support.
5. Staff will include parents in the planning and implementing of the curriculum by encouraging and providing them opportunities to give input into the curriculum and weekly activity plans during Center Parent Committee meetings and individual discussions with teaching staff. Specific meetings or trainings on child development, educational activities, and transition are provided to further support parents in their role as their child's primary teacher. Parents are also encouraged to volunteer in the classroom, to fully participate in the curriculum and have opportunities to observe their child within the educational setting to further increase their knowledge and understanding of child development.
6. Teaching staff will provide a program that incorporates all areas of child development through the use of responsive caregiving and developmentally appropriate practices. Teaching staff will use opportunities throughout the day to further enhance the development of children's social and emotional competencies while supporting the acquisition of school readiness skills.
Daily schedules will include:
 - a. Balanced activities for each child to participate in child- initiated and staff- initiated activities, large group, small groups, make individual choices, active and quiet activities.

- b. Opportunities to play, explore, and experiment, helping children to extend thinking skills and processes, and engage their interests.
 - c. Creative activities such as art, music, movement and verbal dialogue.
 - d. Conversations and interactions with adults as well as other children, which extend vocabulary, speaking and listening skills.
 - e. Developmentally appropriate literacy and numeracy activities.
 - f. Indoor and outdoor activities which will support the development of both gross motor and fine motor skills.
7. Throughout the program, teaching staff will use naturally occurring opportunities to teach social and emotional skills and provide opportunities for children to work together. The environment will also be one which will support the child:
 - a. Build trust through consistency and responsiveness in relationships with adults.
 - b. Develop independence and self-help skills such as toileting, feeding, hand-washing, and tooth brushing.
 - c. Build language skills by expanding the home language while learning English through the use of books and other materials that reflect the home languages and cultures of enrolled families.
 - d. Develop and expand problem-solving skills through exploration, experimentation, and interactions with others.
 - e. Develop positive social and emotional competencies such as learning to respect the feelings and rights of others.
8. Teachers will provide physical environments that are organized, reflective of the cultures of the children and families being served, inclusive of children's interests and materials that support children's acquisition of school readiness skills.
9. Teachers plan a well-balanced daily schedule to include unhurried, predictable routines and transitions.
10. Teachers acknowledge and support each child's individual strengths, feelings, and sense of community within the classroom.
11. Teachers provide experiences to help children develop confidence in their own abilities, self-esteem, positive attitudes and feelings of competence.
12. The program is flexible to allow for individual learning at each child's developmental level. Teachers are aware of each child's developmental level, interests, strengths, learning styles and use the information to plan and implement appropriate activities that support children individually through responsive caregiving practices.
13. Technology use (e.g. TV, computers, Smart Boards) will adhere to the National Association for the Education of Young Children (NAEYC) guidelines. Use of videos must further enhance the theme/study and be documented on the Activity Plan. Teaching staff and/or families should preview all content before showing in the classroom to prevent videos that are depicting violence; racial/sexual stereotypes, and expletive language which are inappropriate. Children must have other options/choices for activities when videos are shown.
14. Year End Celebrations should include planning meaningful experiences for children and families to actively participate in. There should be no distinction between children moving to kindergarten and those staying another year.

Celebrations may include activities such as:

 - Asking parents if they would like to lead the planning of the celebration.
 - Asking children how they would like to celebrate their year.
 - A children's fair to display examples of children's involvement in activities focusing on the process rather than the product; dictated descriptions attached

to art work, photos, videos, etc.

- Original book of drawings, children's quotes, recipes, photos, DVD of children in action, etc. that children share with parents.
- Family picnic on the last day of class with organized games, storytelling, and songs.

Caps and gowns should not be used and attention should be focused on the celebration of the year instead of "graduation." Head Start Certificate of Completion is an appropriate form of acknowledgement.

Supervised by:	Master Teacher or Designated Staff
Performed by:	Teachers, Associate Teachers, Family Service Workers, or FCCH Specialist
Forms needed:	Refer to specific procedures
COPA Procedure:	Refer to specific procedures
COPA Report:	Refer to specific procedures
Frequency:	Ongoing throughout the program year