

About Presenter

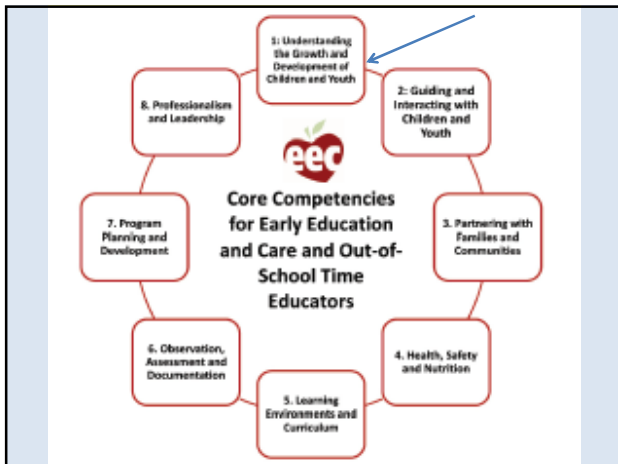
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Core Competencies for Early Education and Care and Out of School Time Educators:

1

Understanding the Growth and Development of Children and Youth

Massachusetts Department of Early Education and Care



Core Competencies

- Define professional levels in terms of knowledge and skills needed
- Help individuals with a framework for professional development
- Widen awareness in public of the skilled profession

Indicator and levels

Should know and be able to do:

Initial	Mid	Advance
Educator : • With supervision • No administrative responsibilities	Educator: • Works directly with children and youth • May have administrative or supervisory responsibilities	Educator, leader, mentor: • Administrative, supervisory, mentoring or training role

Area 1: Understanding Growth and Development

- Understanding how children and youth learn, supporting individual growth and development, early brain development, applying research/development theories.
- Creating a safe, nurturing, and challenging environment that encompasses developmentally appropriate practices, establishes foundations for future growth, and engages young people in building social skills and knowledge

Links with Other Professional Documents

- [NAEYC Code of ethical behavior](#)

Subcategories of Growth and Development

- General principles of child and youth development
- Physical development
- Sensory development
- Language development
- Cognitive development
- Social-emotional development
- Individual differences in development

A. General principles of child and youth development

- Explain & recognize stages & milestones birth to age 14, (16 with special needs):
 - Physical, Social, Emotional, Sensory, Linguistic, and Cognitive development
- Recognize and explain influence on growth and development of:
 - Culture, nutrition, health socio-economic status, experience and family styles

A Developmental Stages

Infants



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Toddlers



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Preschoolers



Image courtesy of cafemama
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Elementary-school children



Image courtesy of U.S. Army - Susan Huseman
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A Developmental Theories

- B. F. Skinner – operant conditioning
- Jean Paul Piaget – theory of cognitive development
- Albert Bandura- social learning theory
- Len Vygotsky – sociocultural theory
- Erik Erikson – psychosocial theory
- Howard Gardner - multiple intelligences
- Abraham Maslow – hierarchy of needs
- Benjamin Bloom – taxonomy of education objectives

A Development

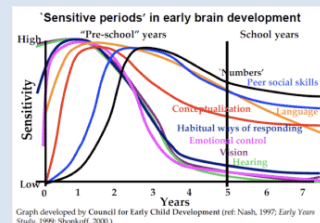
- Dynamic interaction of
 - Biological maturation
 - Experience
- Nature and nurture

A Factors: Influence Development

- Genetics, including genetically transmitted diseases
- Accidents
- Environment
- Developmental stages
- Nutrition
- Attachment
- Family dynamics
- Culture

A Brain Development

- http://www.youtube.com/watch_popup?v=iN6wpwZpzE&vq=medium#t=108
- Watch video about young infant brain development



B. Physical Development



Image courtesy of rudocatus.com
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B Materials/equipment: large & small motor development

For Infants:

- balls
- grasping toys
- stacking and nesting toys
- toys to look at, feel & chew on

For toddlers:

- equipment for climbing
- riding toys
- balls
- Large interlocking blocks & puzzles
- Water and sand for sensory play

For preschoolers:

Toddler equipment plus

- Peg boards
- Blocks
- Sewing materials
- Dancing music & Props

For school-agers:

Preschool equipment plus:

- Other sports equipment and games
- Board games, etc.

NARCC Accreditation Standards

Continue on to Part 2