

About Presenter

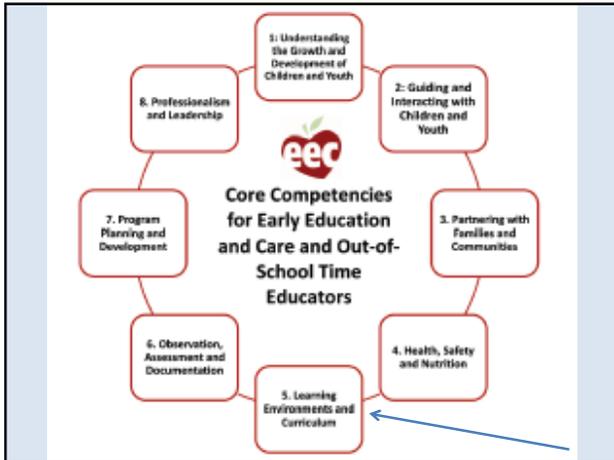
- This PowerPoint Presentation contains an audio track which you should be hearing through your speakers/headphones
- To read along with the spoke word click on the **Notes tab** to the right
- To advance through the slide click on **arrow** below the slide

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

5

Learning Environments and Implementing Curriculum

Massachusetts Department of Early Education and Care



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

- ### Links with Other Professional Documents
- Licensing Sections 7.06, 7.07,
 - [Code of Ethics](#)
 - NAEYC Accreditation:
 - #2 Curriculum,
 - #3 Teaching
 - #9 Physical Environment
 - NAFCC Accreditation:
 - #2 Environment,
 - #3 Developmental Learning Activities
 - DEC Recommended Practice *Child-Focused Practices & Technology Applications*

- ### More Links
- Guidelines for Preschool Learning Experiences
 - English Language Arts
 - Mathematics
 - Science and Technology /Engineering
 - History and Social Science
 - Health Education
 - Arts
 - Early Childhood Program Standards:
 - 2: Curriculum and Assessment
 - 3: Physical Environment
 - Common Core Standards for Preschoolers – English Language Arts and Mathematics
 - QRIS – Category 1: Curriculum and Learning
 - COA Accreditation:
 - ASP – PS #5 Programming and Activities,
 - ASP – PS #6 Indoor Environment,
 - ASP – PS #7 Outdoor Environment

Area 5: Learning Environments and Implementing Curriculum

- High quality environments and utilizing strategies
 - consistent schedules and routines,
 - transition activities
 - interesting materials and activities
 - arranging a classroom to enhance learning
- Understanding developmentally appropriate curriculum models that prepare children and youth for success in school

Video

- http://www.pitc.org/cs/pitclib/view/pitc_res/805
- minute video about development and learning

Subcategories of Learning Environment and Curriculum

- A. Creating the learning environment
- B. Curriculum

A. Creating the learning environment

- Environment wide range of abilities and interests
- Support: exploration, discovery, stimulation
- Rich materials:
 - Responsive to individuals
 - Related to culture and diversity

A Physical Environment

- | | |
|---|---|
| <ul style="list-style-type: none"> – Indoor space <ul style="list-style-type: none"> • The building • Classrooms • Learning centers within classrooms/homes – Outdoor space <ul style="list-style-type: none"> • Defined playground or outdoor play area • Community resources | <ul style="list-style-type: none"> – Links <ul style="list-style-type: none"> • Between the indoor and outdoor places where children learn • Between the classroom and other places within the building • Between the classroom and “real world” settings |
|---|---|

A Environmental Needs

- An environment that
- Encourages movement
 - Supports comfort
 - Fosters competence
 - Offers novelty and variety
 - Fosters a sense of control through orientation, predictability, and privacy
- (Olds, 2001)

A

Preschool Learning Centers

- Sand and water play
- Large-muscle activities and movement
- Art/easel
- Writing area
- Music
- Socio-dramatic: make-believe, role playing
- Library, with books, listening to stories
- Manipulatives, puzzles, construction toys
- Blocks
- Science - nature
- Mathematics



A

Elements that May Influence Stress



- Light
- Color
- Line
- Texture (especially softness)
- Sound

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B

Curriculum

5. Schedule
6. Learning experiences
7. IEP's and IFSP
8. All domains of learning
9. Language and literacy development
10. Promote physical, mental, nutritional , and oral health



B

Daily Schedule

- Support transitions to and from program
- For infants/toddlers the day follows their individual routines and needs
- Preschool children typically follow a schedule that includes:
 - Learning activities, including book readings
 - Outdoor play
 - Meals, snacks
 - Quiet time/naps



B

Pacing

- Time to warm up
- Time to engage
- Time to be active
- Time to slow down from activity
- To shift focus
- Time to respond



B

Learning Experiences

Occur throughout the day, including:

- Meals, routines, transitions
- Play is primary
 - Dramatic
 - Materials
 - Physical
 - Creative
- Problem solving
- Reading books
- Direct instruction



B

Including all children

- Inclusion of children with disabilities
 - Accommodation
 - Universal design
- IFSP
- Transition
- IEP



B

DAP and Standards

- Concepts and skills must be developmentally and individually appropriate
- Instructional techniques must be developmentally appropriate and meet the needs of individual and group
- Standards and on-going assessment must guide instruction



B

Infant-Toddler curriculum

- Daily routines
- Relationship with responsive adults, who talk about what the child is doing and noticing
- Interactive book reading
- Provide appropriate toys and materials to support developing skills



B

Language Rich Environment

- Opportunities to experience oral and written communication
- Communicate needs, thoughts and experiences
- Describes things and events
- Respond to questions
- Build vocabulary – through rich experiences
- Non-verbal communication strategies



B

Communication

	Receptive	Expressive
Oral language	Listening	Talking
Print	Reading	Writing



B

Language Development

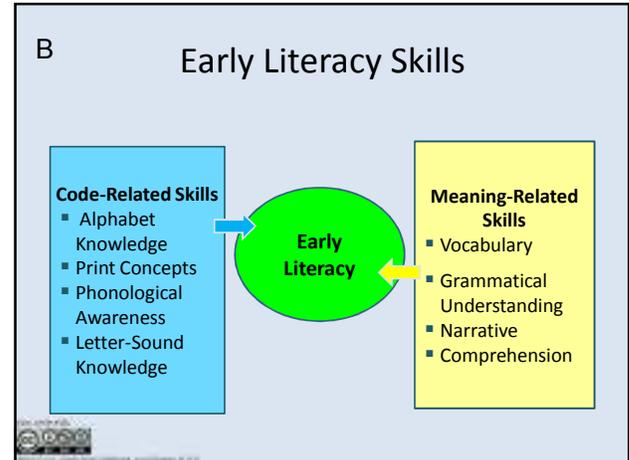
- **Phonology**, or the sounds of language
- **Vocabulary**, or the words of language
- **Grammar**, or how the words are put together to make sentences in the language
- **Discourse**, or how sentences are put together, for example to tell stories, make arguments, or explain how something works
- **Pragmatics**, or the rules about how to use language.
Tabor 2008



B

Sequence for second language learning

- Use home language
- Non-verbal period
- Simple words and formulaic phrases
- Productively use second language
 - Social language
 - Academic language

Watch a video

- <http://www.cde.state.co.us/resultsmatter/RMVideoSeries.htm#04>
- Watch 3 minute video: *So many ways to learn*
- Continue on to Part 2 of presentation