

(WHAT WE DO)

Developmentally Appropriate Practices

Active learning: Children have access to a wide variety of interesting materials that they are encouraged to freely choose from and manipulate. Teachers support children by joining in their play, helping them to learn to solve problems, and extending upon ideas.

Role of the teacher: Teachers act as facilitators by creating a learning environment based on knowledge of what is appropriate for young children and of their individual needs and interests. Teachers build on children's strengths, focusing on what the child can do as opposed to what he/she cannot do. Teachers encourage children to think through problems and assist children in discovering solutions.

Process vs. product: Teachers help children discover how they arrived at a conclusion, which will facilitate problem solving later in life more effectively than simply being given the correct response without any knowledge of how or why the solution was reached.

Knowledge of child development: Teachers promote learning by applying a variety of child development theories. For example, teachers apply behaviorist (Bandura), psychoanalytic (Erikson), humanistic (Maslow), constructivist (Piaget), contextual (Bronfenbrenner), and other theorists to cater to the child's personality, learning style, interests, and needs.

Play as a learning tool: Children develop basic skills each time they interact with materials. These are examples how children develop key learning experiences:

- Creative representation by pretending and role-playing.
- Language and literacy by drawing.
- Initiative and social relations by making and expressing choices.
- Movement by feeling and expressing steady beats.
- Music by developing melody.
- Classification by using and describing something in several ways.
- Seriation by fitting on ordered set of objects to another through trial and error.
- Numbers by counting objects.
- Space by filling and emptying.
- Time by anticipating, remembering and describing sequences of events.

Focus on the whole child: Children develop in many ways. Some schools focus on the "thinking" or cognitive portion of the child. Our curriculum encompasses all areas of child's development: cognitive, social/emotional, creative, and physical.

Shared control: We provide a clear sense of limits through physical boundaries, practice of appropriate behavior and discussion of school rules. We help children understand their actions and help them share control in terms of guiding their behavior. Control of one's actions is an internal process young children will develop in our safe and nurturing environment.