
QUALITY EARLY LEARNING: IN THE CLASSROOM

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EARLY CHILDHOOD PROGRAMS

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OBJECTIVES

- QUALITY EARLY LEARNING IN THE CLASSROOM
- PHILOSOPHIES OF EARLY CHILDHOOD EDUCATION
- WORKFORCE DEVELOPMENT
- SUPPORT THE GROWING CAPACITY OF HIGH QUALITY CHILDCARE IN NEW MEXICO

QUALITY EARLY CHILDHOOD EDUCATION: IN THE CLASSROOM

- Early Learning occurs prenatal to age 8
- Brain Development – Windows of Opportunity
- Difference between ECED and ELEM education
- Philosophies of Early Childhood Education

RELATIONSHIPS



- Trust
- Safety and Security
- Attachment
- Caring
- Knowing your children and families

GROWTH & DEVELOPMENT

- Social/emotional
- Cognitive
- Language
- Physical

Multiple influences on Child Development

- Children's culture
- Language
- Social Relationships
- Socioeconomics



PARTNERSHIPS WITH FAMILIES



- Families are children's first teacher and most important factor in their lives
- Involvement of families
- Respect and reciprocal relationships empower and support families

ENVIRONMENT

- Healthy and Respectful
- Challenging
- Supportive
- Natural lighting
- Home-like environment
- Encourages exploration, curiosity, and wonder



CURRICULUM

- The Whole Child
- Through play
- Constructivism
- Emergent
- Content Areas



ASSESSMENT

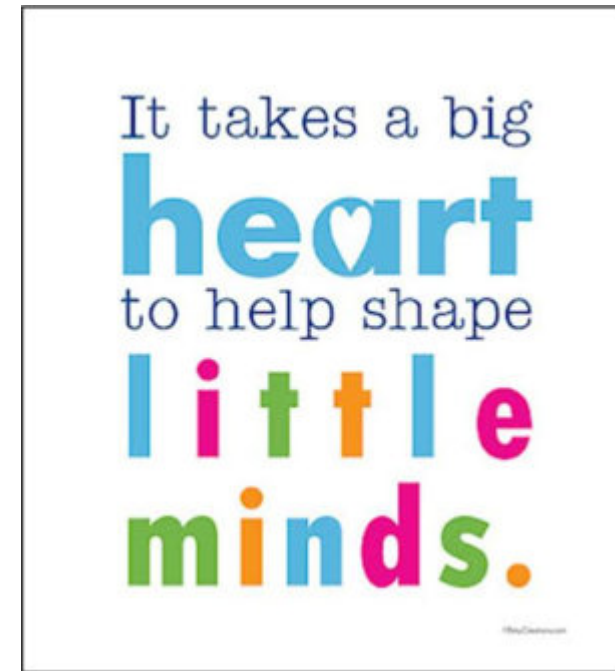


Process of collecting information about a child's:

- Development
- Learning
- Behavior
- Academic progress
- Need for Special Services
- Achievement for decisions

PROFESSIONALISM

- Engage in ethical practices
- Engage in continuous, lifelong learning and professional development
- Collaborate with colleagues, parents, families, and community partners
- Engage in reflective practice
- Advocate on behalf of children, families, and the profession



SUPPORT A GROWING CAPACITY OF QUALITY CHILDCARE

- Workforce Development
 - TEACH scholarships & INCENTIVE\$
- Streamlining services, funding, and regulations



QUESTIONS??

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