

## Purpose

This describes the required foundational curricula and the role of families, teachers, home visitors, and the environment for each of the PSESD Early Learning Program models.

## Guidance

### For Center Based ECEAP, Head Start, Early Head Start and Home Based Early Head Start Socialization Groups

- ***The Creative Curriculum***

From the authors of *The Creative Curriculum*:

“In our application of developmentally appropriate practice, we have sought to highlight the important balance between applying a general knowledge of child development with the particular knowledge a teacher gains by forming a relationship with each child and family. We have also incorporated new information about the content in literacy, math, science, social studies, the arts and technology that preschool children can and should learn. The curriculum describes each subject area and shows how to teach it in ways that support children’s academic progress while respecting the way they grow and develop.”

### For Home Based Early Head Start Home Visiting

- ***Partners for a Healthy Baby***

From the authors of *Partners for a Healthy Baby*:

“The curriculum is unique in that it addresses issues of child health and development within the context of the multifaceted needs of expectant and parenting families. The research-based content in each book supports the home visitor’s ability to systematically plan home visits and address key topics that are essential in achieving both family and program outcomes.”

## Roles of Family, Teacher, Home Visitor and Home Environment

The family, teacher, home visitor and the environment each play a role in the implementation of the curriculum. The goal is to support the optimal development of the whole child (social, emotional, physical, cognitive, language, literacy, math, social studies, arts and technology).

### The role of the family

- Parents are their child’s first and primary teacher.
- Families are primary partners in their children’s learning.
- Families are a valuable source of information and have insights about their child’s interests, abilities, skills, developmental progress and family culture.
- Families collaborate with teachers and home visitors to create individual learning goals that are incorporated in the environment, materials, experiences and daily routines.

### The role of the teacher and Home Visitor

- Develop trusting relationships with parents.
- Support children fostering secure attachments with the important people in their lives.
- Develop supportive relationships with children, foster positive social and emotional development (attachment, affiliation, self-regulation, initiative, problem solving, and respect).

## General Curriculum Implementation Guidance

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- Respect children’s emerging interests and develop them into topics for discussion, exploration and studies.
- In collaboration with families:
  - plan, implement and individualize the curriculum for children in the classroom and home setting
  - plan meaningful experiences to engage children’s minds and bodies in learning experiences in interest areas, one-on-one interactions, small and large group times, daily routines and long term studies
  - use a wide range of instructional strategies during multiple opportunities for intentional teaching
  - use a range of strategies and tools to support and extend learning in each of the developmental domains

### **The role of the environment in center based and group socialization space**

- incorporates diverse materials to create environments that reflect and honor the cultures, languages and personalities of the children and families in each classroom and site/center
- incorporates meaningful indoor/outdoor experiences for active learning, creativity, social interactions and connection to the natural world
- evolves by design and arrangement in response to the changing interests and growth of the children and to stimulate on-going developments
- supports the development of life skills: attachment, affiliation, self-regulation, initiative, problem solving and respect

### **The role of the home environment**

- Learning materials are drawn from the home environment whenever possible to honor the diverse cultures, languages, values and personalities of the children and families.
- The materials and experiences chosen during home visits always promote parent and child interactions.