

Early Childhood Programs Goals 2.A.03

The goals of the Early Childhood Programs involve children, parents, students and the community. Each year, the program staff members create specific yearly goals and objectives for each program, and to identify Strategic Goals to be included in Individualized Professional Development Plans.

Child:

To utilize well-designed environments and appropriate planned curriculum to expand and develop:

- relationships with other children and adults
- positive self-image and self-esteem
- appreciation of variations in age, gender, and culture
- thinking and problem solving abilities
- creativity and curiosity
- concepts and ideas about the world
- language and literacy skills
- numeracy and scientific concepts
- appreciation for art, music and nature

Families:

- To provide high-quality experiences and care for the child while the parent pursues his/her own studies or interests
- To provide opportunities to grow in the understanding of child development through planned educational programs and interactions with the program
- To support and integrate the parent's academic process through:
 - ongoing communication
 - campus referrals
 - community referrals
 - increase and enhance personal growth and mental health support through the services of the Family Counseling Center

Staff:

- To create an environment that reflects mutual, respect, confidentiality, collaboration, cooperation, and support for each other.
- To support ongoing professional growth and development.
- To support staff in setting attainable objectives for children based on assessments that will reflect the program's philosophy and goals.

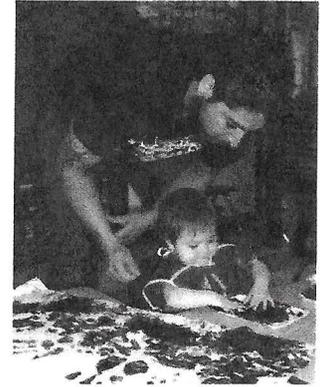
Student:

- To provide laboratory opportunities for students to observe and participate in a model early childhood education program

- To provide opportunities for students to apply theoretical material into practice in the classroom

Community:

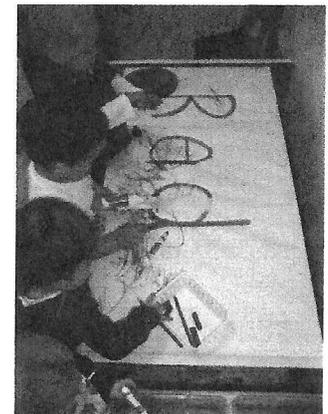
- To provide a model for early education and child-care services
- To provide leadership in the field of early education through programs that reflect current theoretical views and research
- To educate the community about the importance of high-quality child care and appropriate early childhood practices



Curriculum Philosophy 2.A.01-04,08 3.F.01, 03

Children's play is an essential component of a developmentally appropriate curriculum. Children need years of play with real objects and situations before they are ready to understand the meaning of symbols such as letters and numbers. Learning takes place as young children touch, manipulate, and interact with objects and people, which are relevant to their young lives.

Early childhood curriculum respects the way children learn by actively involving them in the learning process. Teaching strategies emerge from children's interests and ideas, with the arrangement of the environment as a major component of the curriculum. "Emergent" curriculum provides concrete hands-on activities, experiences, active exploration and interaction with adults, peers, materials and the environment. Appropriate curriculum emphasizes the process of learning rather than the product, and is based on the understanding that children must first master one stage of development before moving on to the next stage.



Curriculum Process 2.A.02-06, 4.B.05

The information gained through authentic, observational assessment related to the NM Early Learning Guidelines (ELG's) is used to inform parents and plan individualized curriculum activities and strategies to help **each child** grow and develop. A cycle of **observation, reflection, planning, and implementation** is the basis for all curricular planning. Teachers implement strategies and modify activities to better meet the needs of each child based on documented observations of each one's successes and challenges. (NM Early Learning Guidelines, p16). Family home values, beliefs, experiences and language inform the curriculum process. To support the curriculum process, teachers participate in weekly mentoring and coaching sessions with the administrative team during center hours.

Curriculum Plans 2.A.07, 11, 3.F.02

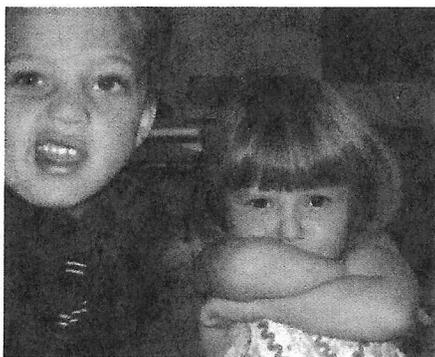
Individual classrooms develop specific *indoor and outdoor* curricula that are developmentally age-appropriate. The curriculum goals are based on the New Mexico Early Learning Guidelines, and integrates the areas of; Physical Development, Health and Wellbeing (fine motor), Numeracy, Self, Family and Community, Literacy, Scientific Conceptual Understandings, Aesthetic Creativity, and Approaches to Learning for preschool and Pre-K. For infants and toddlers, the ELG's include Beginning to Know About Ourselves and Others, Beginning to Move and Do, Beginning to Communicate, Beginning to Build Concepts, and Approaches Toward Learning.

The physical environment and daily schedule are the foundations of the curriculum planning process. Time is allotted in the daily schedule for children to engage in free play experiences in both the indoor and outdoor environments. The role of the teacher in supporting children's play is to intentionally create environments where children may initiate activities that are of interest to them. Teachers scaffold learning and facilitate play by posing thought provoking questions, supporting interactions, individually engaging children, and planning age appropriate activities. The daily schedule includes opportunities for children to experience self-initiated learning, creative

expression, large group, and small group activities. The daily schedule also provides time and supports for transitions, includes indoor and outdoor experiences, and responds to a child's need for rest and to be active.

Curriculum Areas 2.A.10, 12

- Pre-reading/reading readiness
- Math/numbers
- Science/nature
- Writing skills
- Language development
- Community
- Field trips
- Social & Self Help skills
- Physical skills
- Technology



Developmental Areas



- E*
- Self control
 - Attention span
 - Completing a task
 - Smooth transitions
 - Delayed gratification

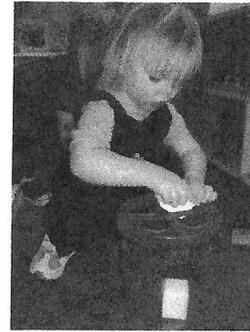
Senses:

- Music appreciation
- Visual memory
- Auditory memory
- Color discrimination
- Music involvement
- Creative expression
- Tasting and smelling
- Tactile awareness



Social:

- Parallel play
- Cooperative play
- Dramatic play
- Role playing
- Communication with adults/peers
- Listening to adults/peers
- Cleanliness/health/safety
- Sense of community
- Cultural awareness
- Responsible use of materials
- Etiquette
- Sharing/taking turns



Cognitive:

- Nature appreciation
- Numbers concepts
- Special concepts
- Conception of time
- Visual discrimination
- Auditory discrimination
- Language development
- Following directions

Physical:

- Body awareness
- Gross motor coordination
- Fine motor coordination
- Eye-hand coordination
- Eye-foot coordination