

WELCOME

Early Childhood Conference & Carnival 2015
Saturday 26 September Concurrent Workshop C

CRAFTING INFANT AND TODDLERS CURRICULUM

Presenter:

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Getting To Know..



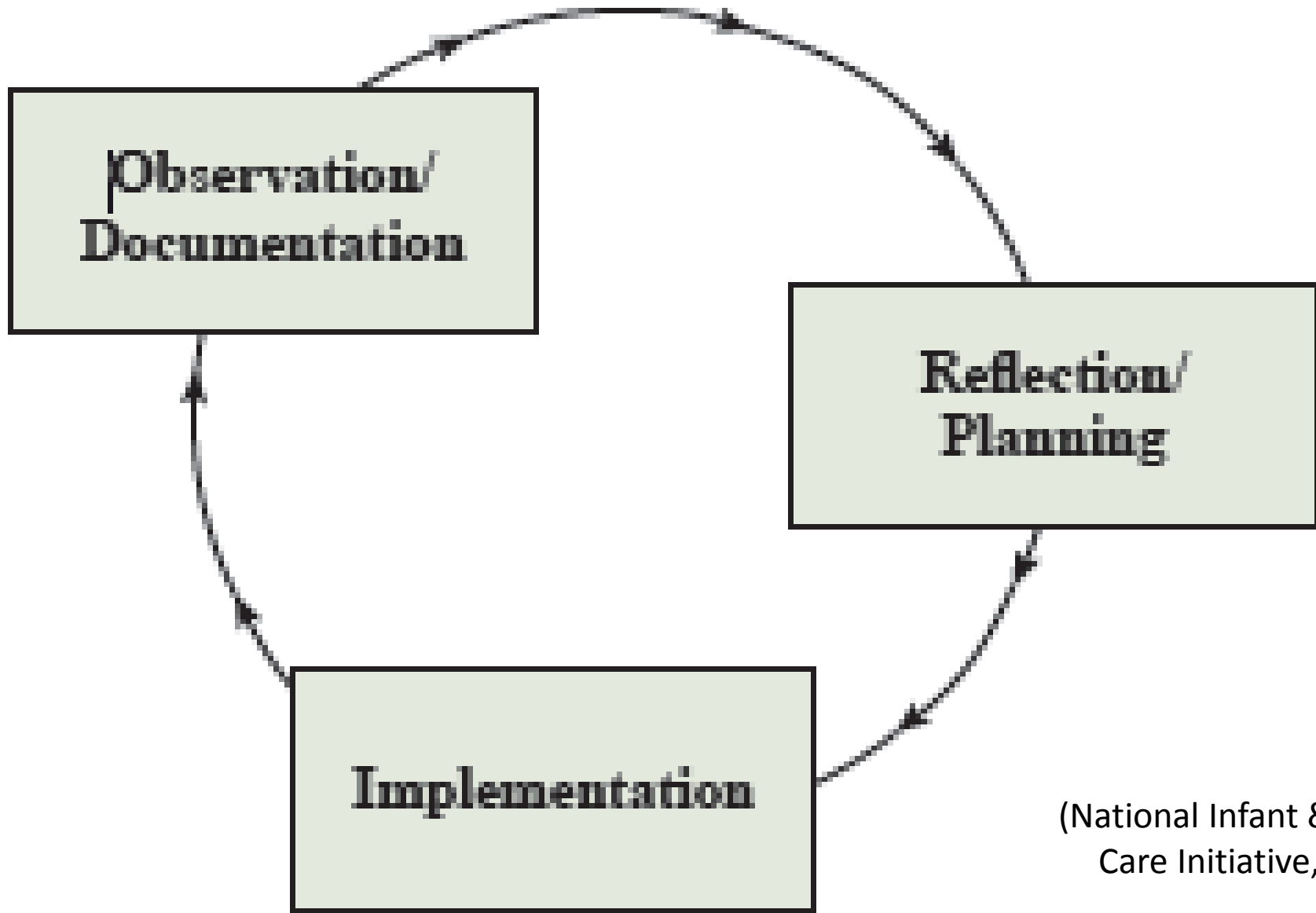
INTRODUCTION

“Curriculum for babies?” The answer is “Yes.” The development that occurs from birth to 3 years lays the foundation for all later learning.

(National Research Council and Institute of Medicine, 2000).

To ensure an effective foundation for later development and success, infant/toddler experiences should be designed to meet the individual needs of each child.

Planning Process-Simplistic View



(National Infant & Toddler
Care Initiative, 2010)

Observation/Documentation

- What skills has this child mastered in:
 - ✓ Communication or language?
 - ✓ Cognition?
 - ✓ Motor development?
 - ✓ Social skills?
 - ✓ Emotional development/self regulation?
- What skills or activities appear to lead to frustration or challenge?
- What interactions, objects, or activities engage his attention?

Observation/Documentation

Given the fact that observation is an ongoing process for the adult, including both spontaneous as well as planned observations, effective documentation can take many forms.

Reflection

- What developmental skill or activity does she appear to be working on?
- What activities or objects hold his interest? Which ones do not?
- What is she trying to do with that object?
- What strategies is he using to play with that toy?
- Is she engaging with (objects or people) differently than she did a month ago? What is different? What has not changed?
- How did my action affect the outcome of the child's experience?
- What else do I need to know?
- What questions do I have for the family about this?



Handout 1



Practice Session

Watch Video



Fill up the observation Form

Sample

(National Infant & Toddler Care Initiative, 2010)

Child's Name: Allie Pearson Date: 02/10/2010 Time: 10 am

Domain/s: Fine motor, language, cognitive

Observation: Allie has just gotten up from her nap and I am just beginning to change her diaper. I hand her a plastic cube to play with as I change her diaper. She holds the cube in both hands and brings it to her mouth. She then moves the cube from her right hand to her left. I say, "Allie, look at you, you can move that cube from one hand to the other."

When I finish changing her and wash my hands I sit on the floor and hand her another object — while still holding the first object she reaches for the second one — then bangs both objects together.

Reflection: This is the first time I noticed Allie moving an object from one hand to the other. I think I will offer her a variety of objects and see if when I offer her one she will let go of the other one.

Goals and Objectives

Goal: To assist Allie in furthering her fine motor skills of holding and letting go.

Objective: To observe Allie with a variety of objects and see how she manipulates them using two hands.

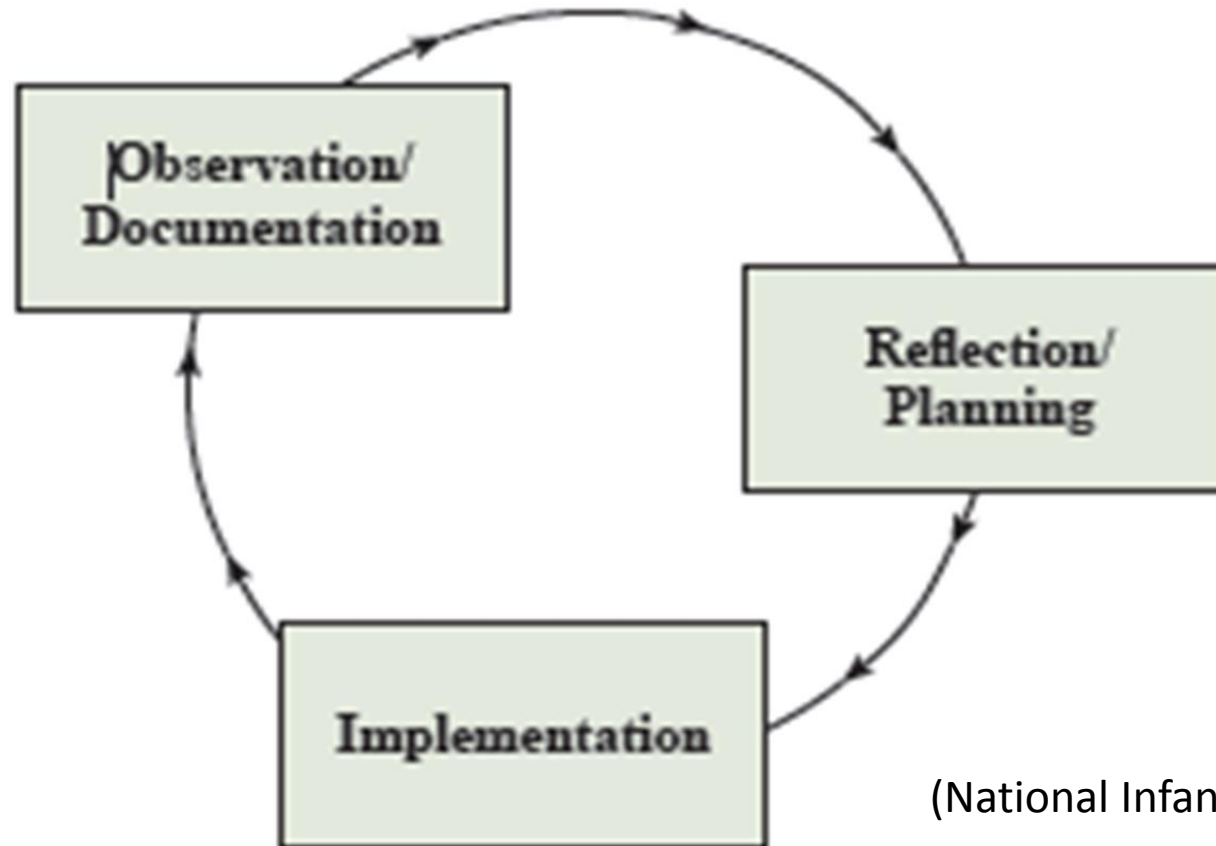
Individualized Curriculum Plan for Next Week: Be sure to incorporate these strategies into Allie's routines, like feeding and diapering. Offer Allie a variety of objects to manipulate. Interact with her by offering her different shapes and asking her to hand them back to me. Also to observe how else she uses these objects.

Changes to the Environment: Make available space for Allie to sit with objects she can pick up and manipulate.



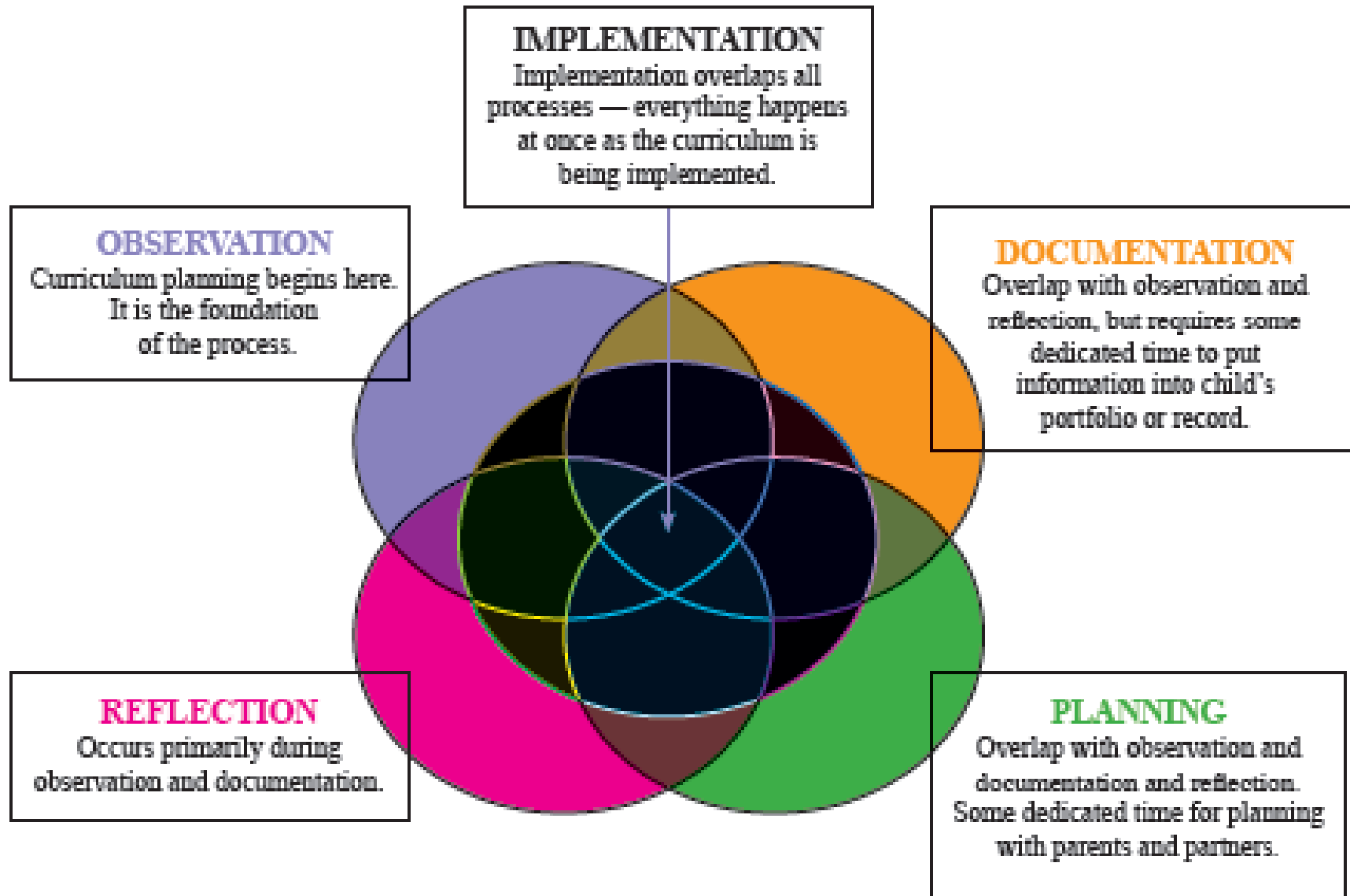
After Observing and Documenting... What Next?

Simplistic View



(National Infant & Toddler Care Initiative, 2010)

The Realistic View



(National Infant & Toddler Care Initiative, 2010)

Conceptual overview of the EYDF

(EYDF 2010)

ENVISIONING QUALITY FOR EARLY YEARS

Children being
Secure, Confident,
Safe and Healthy

Children being Involved,
Engaged and Enquiring

Centre, Families and the
Community Connecting
and Relating

PILLARS AND GUIDING PRINCIPLES

The Developing Child

Developing secure attachments and confidence in children with nurturing adults

The Intentional Programme

Generating culturally and developmentally appropriate opportunities for children's holistic development and learning in a safe and healthy environment

The Professional Educator

Committing to professional standards and ethics in working with children, families and educators' best professional development

The Involved Family

Involving families as partners in the care, development and education of children

The Engaged Community

Engaging the community as support and resources for home and centre

DESIRED OUTCOMES

Children are secure and confident

Programmes are holistic and provide optimal support and experiences for growth, development and learning

Educators are professional and engage in reflective practices

Educators develop strong partnership and relationship with families

Community provides a network of resources and support for home and centre

SUB-OUTCOMES

1.1 Children are secure and emotionally connected
1.2 Children demonstrate increasing confidence and autonomy
1.3 Multicultural interactions are respectful, responsive and reciprocal

2.1 Educators use routine care for learning and development
2.2 Educators foster a disposition for learning
2.3 Curriculum offers holistic experiences for learning
2.4 Educators provide access to a variety of spaces with natural and man-made materials
2.5 The environment is safe and healthy

3.1 Educators adhere to professional standards and ethics
3.2 Educators engage in reflective practices
3.3 Educators are committed to continuing professional development

4.1 Families and educators engage in regular communication and feedback
4.2 Families are involved in various ways in the centre

5.1 Centres have updated information and access to community resources
5.2 Community serves as resources to enrich children's learning and provides support for families



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5.2 Centers have a variety of resources



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Involving Families in Curriculum Development and Implementation

Handout 4- Case Study Discussion

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- What strengths does Melissa exhibit?
 - What opportunities for growth are evident in this brief example?
 - What are the key points you might address with Melissa?
 - What might you say to Melissa?
 - Discuss challenges and barriers, as well as suggestions for overcoming them.



Handout 2

The Planning





Handout 3

The Planning





Handout 4

Evaluating The Curriculum

Conclusion

- The developmental foundation built during this period has lifelong implications, the responsibility for children's learning while in out-of-home care is too significant to be left to chance.
- An individualized curriculum provides a way for teacher-caregivers to be intentional about the way they support development and learning in children under 3 and ensures that all aspects of development are being monitored and appropriately supported in a variety of ways.



*Thank
You*

