

BIG SANDY AREA HEAD START PROGRAM
CHILD DEVELOPMENT AND EDUCATION

Goal Statement – Children receive a developmentally appropriate education curriculum.

A. Child Development and Education for All Children

Objective 1: To help children gain the skills and confidence necessary to become school ready by:

1. Implementing a curriculum which is developmentally and linguistically appropriate, recognizing Head Start children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds and learning styles.
2. Children with special needs/disabilities will have an Individual Education Plan (IEP) with specific interventions to meet their needs.
3. Providing an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition.
4. Developing and implementing a daily schedule to allow opportunities for child initiated and adult directed activities and include individual and small group activities.
5. Allowing and enabling children to independently use toilet facilities when it is developmentally appropriate and when **attempts** to encourage toilet training are supported by the parents.
6. **Ensuring appropriate, effective and nurturing teacher-child interactions in a classroom setting.**

Objective 2: To ensure that parents are actively involved in their child's education, they will be:

1. Invited to become involved in the development of the program's curriculum and approach to child development and education.
2. Provided opportunities to increase their observation skills and to share assessments with staff that will help plan the learning experiences.
3. Encouraged to participate in teacher-parent conferences and home visits to discuss their child's development and education.

Objective 3: Big Sandy Area Head Start and delegate agencies will support each child's social and emotional development to promote school readiness through the following:

1. Teaching staff will implement developmentally appropriate practices which will encourage and **strengthen** children's social and emotional development through play. Staff will provide an atmosphere where a child can learn trust, develop confidence in themselves, others and the environment.
2. Fostering concepts of self worth, understanding of feelings and the expression of those feelings. They are setting clear limits to minimize stress and tension. The uses of positive techniques offer encouragement of positive behavior and ultimate respect.
3. Supporting and respecting each child's home language, culture and family composition.
4. Establishing a consistent daily routine to ensure smooth transitions by familiarizing children with the routine and preparing them for what comes next.

Objective 4: Big Sandy Area Head Start and delegate agencies will promote school readiness by providing for the development of each child's cognitive and language skills by:

1. Allowing children not only to explore, but also manipulate and discover materials that are age appropriate.
2. Providing an environment that will support the learning process of children and help them in becoming school ready.
3. Providing opportunities for children to express creativity through developmentally appropriate activities (i.e. music, art, dancing, interactive storytelling, etc.).
4. Encouraging verbal communication and interaction among children with adults during mealtimes, indoor and outdoor play, circle time, and work time during the school day.
5. Providing activities that will encourage numeracy and literacy development that are age appropriate through sorting, matching, classifying and a **print-rich** environment.

Objective 5: The Big Sandy Area Head Start and delegate agencies will promote school readiness through enhancement of each child's physical development in center based settings by:

1. Providing sufficient time, indoor and outdoor space, equipment, materials, and adult guidance for active play and movement which

- support the development of gross motor skills (i.e. jumping, running, hopping, skipping, etc.)
2. Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child's developmental level (i.e. cutting, stirring, drawing, pounding, rolling, etc.).
 3. In accordance with the American Disabilities Act, an appropriate environment and adult guidance will be provided for the participation of children with special needs/disabilities following their Individual Education Plan (I.E.P.).

B. Child Development and Education Approach for Preschoolers

Objective 1: To promote school readiness, BSACAP-Head Start will implement a curriculum in collaboration with the parents:

1. Teaching staff will implement, with assistance from parents, a curriculum that will support each child's individual learning process. We provide hands on opportunities for children to develop cognitive skills, number concepts, social, emotional, and physical development, language, literacy, decision making and problem solving skills.
2. Health, nutrition and mental health will be integrated throughout the daily schedule of activities.
3. Teaching staff will create an environment to help children develop emotional security, a positive attitude toward learning as well as building social relationships. This will be acquired by use of child-size furniture, adult/child interactions, and sharing/cooperative activities.
4. Each child's understanding of self as an individual and as a member of a group will be enhanced to promote school readiness by providing experiences that will lead to the development of trust, autonomy and initiative rather than mistrust, shame and doubt.
5. In a supportive setting, each child will be provided opportunities to develop their abilities and interest and to have opportunities to experience success.
6. Teaching staff will provide a daily routine which will consist of specific time segments allotted to certain activities. Individual, small group, indoor and outdoor will be included.

Objective 2: In order to enhance school readiness skills, staff will use a variety of strategies to promote and support children's learning and developmental progress:

1. Teaching staff will individualize the curriculum and adapt the environment to promote and support children's developmental progress based on regular observations and the ongoing assessment (TS GOLD) of each child.
2. Parents will be provided opportunities to become involved in their child's ongoing assessment process (i.e. home visits, parent/teacher conferences, classroom observations, etc.).

Approved by the Policy Council – May 2017