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Naeyc standards for initial early childhood professional preparation

© 1313 L St. NW, Suite 500, Washington, D.C. 20005 | (202)232-8777 | (800)424-2460 | help@naeyc.org © 1313 L St. NW, Suite 500, Washington, D.C. 20005 | (202)232-8777 | (800)424-2460 | help@naeyc.org NAEYC has set 10 standards for early childhood programs that can help families make the right choice when looking for a childcare center, preschool or kindergarten. Standards and criteria are also the cornerstone of naeyc's accreditation system for early childhood programs. To earn accreditation, programs must meet all 10 standards. Based on research on the development and education of young children, the standards were created with input from experts and teachers from across the country. The standards define what NAEYC - the world's largest early childhood expert organisation - believes all early childhood programmes should provide. Review this guide to identify programs that meet NAEYC standards for high-quality programs. Standard Standard 1: Relationships Program promotes positive relationships among all children and adults. It fosters a sense of individual value and belonging to each child as part of the community and encourages the ability of each child to contribute as a responsible member of the community. Warm, sensitive and responsive relationships help children feel safe. Safe and secure environments built with positive relationships help children to progress physically, benefit from learning experiences, and collaborate and agree with others. What to look for in the program: Children and adults feel welcome when they visit the program. Teachers help new children adapt to the environment program and shout with other children. Teaching staff engage in warm, friendly conversations with children and encourage and recognize children's work and achievements. Children are encouraged to play and work together. Teachers help children resolve conflicts by identifying feelings, describing problems, and trying alternative solutions. Teaching staff never physically punish children. Return to the top standard 2: Curriculum Program implements a curriculum that is in line with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language and cognitive. A well-planned written curriculum provides a guide for teachers and administrators. It helps them work together and balance different activities and approaches to maximize children's learning and development. The curriculum includes goals for the content children are learning, planned activities related to these goals, daily schedules and routines, and materials to be used. NAEYC and the NAEYC accreditation system do not prescribe a specific curriculum; programs can design your own or select a commercially available curriculum that meets NAEYC guidelines. What to look for in the program: Ask about the curriculum and how it deals with all aspects of a child's development. The curriculum should not focus on just one area of development. Children are given learning and development opportunities through research and play, and teachers have the opportunity to work with individual children and small groups on specific skills. Materials and equipment stimulate children's interest and encourage them to experiment and learn. The activities are designed to help children get better at reasoning, problem solving, getting along with others, using languages and developing other skills. Infants and toddler children play with toys and art materials that do something based on children's procedures, such as jack-in-the-box, cups that fit into each other, and eduk. Return to the top standard 3: Teaching Program uses developmentally, culturally and linguistically appropriate and effective teaching approaches that improve the learning and development of each child in the context of curriculum objectives. Children have different learning styles, needs, capacities, interests and backgrounds. By identifying these differences and using teaching approaches that are appropriate for every child, teachers and staff help all children learn. What to look for in the program: Teachers carefully supervise all children. Teachers provide time for indoor and outdoor activities every day (weather permitting) and organize time and space so that children have the opportunity to work or play individually and in groups. Recent work by children (for example, art and writing in the created) has been shown in the classroom to help children think and prolong their learning. Teachers change strategies and materials to respond to the needs and interests of individual children, engaging each child and improving learning. Return to the Top Standard 4: Assessing Children's Progress The Programme is informed by continuous systematic, formal and informal assessment approaches to provide information on children's learning and development. These assessments occur in the context of reciprocal communication with families and with a sensitivity to the cultural contexts in which children develop. The results of the assessment benefit children by informing about healthy decisions, teaching and improving the program. The assessments help teachers plan the appropriate challenging curriculum and adapt classes that respond to each child's strengths and needs. Assessments can also help teachers identify children with disabilities and ensure they get the services they need. What to look for in the program: The program supports children's learning using different assessment methods, such as observations, checklists, and rating scales. Assessment methods are appropriate for the age and level of each child and cover all areas of development, including mathematics, science and other cognitive skills; languages; social-emotional; and physically. Teachers use assessment methods and information to devise goals for individual children and monitor their progress, as well as improve the program and its teaching strategies. Families regularly receive information about their child's development and learning, including through meetings or conferences. Return to the top standard 5: Health Program promotes nutrition and health of children and protects children and staff from illness and injury. Children need to be healthy and safe in order to learn and grow. Programs need to be healthy and safe to support children's healthy development. What to look for in the program: Teaching staff have training in pediatric first aid. Infants are put on their backs to sleep. The program has rules regarding regular hand washing and routinely cleans and repairs all surfaces in the facility. There is a clear plan to respond to the disease, including how to decide whether a child should go home and how families will be notified. Snacks and meals are nutritious, and food is prepared and stored safely. Return to the top Standard 6: Staff competences, preparation and support The Programme employs and supports teaching staff with the educational qualifications, knowledge and professional commitment necessary to promote the learning and development of children and to support the diverse needs and interests of families. Teachers who have specific preparation, knowledge and skills in child development and early childhood education are more likely to provide positive interactions, richer language experiences and quality learning environments. What to look for in the program: Teaching staff have educational qualifications and specialized knowledge of few children and early childhood development. For example, ask how many teachers have child development associate (CDA) credentials, associate degrees, or higher degrees. The programme adopts provisions for the continued development of staff, including orientations for new staff and opportunities for continued education. The teaching staff has curriculum training and works as a teaching team. Return to the top standard 7: Family Program establishes and maintains collaborative relationships with the family of each child to encourage the development of children in all environments. These relationships are sensitive to family composition, language and culture. To support optimal child learning and development, programmes should establish relationships with families based on mutual trust and respect, involve families in their children's educational growth and encourage families to participate fully in the programme. What to look for in the program: All families are welcome and encouraged to be involved in all aspects Teachers and staff talk to families about their family structure and their views on child rearing and use this information to tailor the curriculum and teaching methods to the families who served. The program uses a variety of strategies to communicate with families, including family conferences, new family orientations, and individual conversations. Information about the programme, including rules and operational procedures, is provided in a language that families can understand. Return to the top standard 8: Community Relations Program establishes relationships with children's communities and uses them to support the achievement of program goals. Relationships with agencies and community institutions can help the program achieve its goals and connect families with resources that support children's healthy development and learning. What to look for in the program: The program connects and uses museums, parks, libraries, zoos and other resources in the community. Representatives from community programs, such as music performers and domestic artists, are invited to share their interests and talents with children. Staff develop professional relationships with community agencies and organisations that move away from the capacity of programmes to meet the needs and interests of children and families. Return to the top of Standard 9: The Physical Environment Program has a safe and health environment that provides an adequate and well-maintained indoor and outdoor physical environment. The environment includes facilities, equipment and materials to facilitate the learning and development of children and staff. An organized, properly equipped and well-maintained programming environment facilitates the learning, comfort, health and safety of children and adults using the program. What to look for in the program: The property is designed so that staff can monitor all children with sight and sound. The program has essential furniture, such as hand washbasins, child-sized chairs and tables, and cots, cots or sleeping pads. Various materials and equipment suitable for children's age, skills and abilities are available and are kept clean, safe and in good repair. Outdoor playgrounds have fences or natural barriers that prevent access to streets and other dangers. First aid kits, fire extinguishers, fire alarms and other safety equipment are also installed. Return to the top standard 10: Leadership and management The Programme effectively implements policies, procedures and systems that support stable staff and strong staff, and fiscal and program management so that all children, families and staff have high-quality experiences. Effective management and operations, educated leaders and sensible policies and procedures are key to building a quality program and maintaining quality over time. What to look for in The program administrator has the necessary educational qualifications, including a four-year college degree and specialized courses in early childhood education, child development or related fields. The program is licensed and/or regulated by the applicable government agency. The written policies and procedures of the programme are shared with families and address issues such as programme philosophy and curriculum objectives, guidance and discipline policies and health and safety procedures. Appropriate group sizes and ratios of teaching staff to children are maintained (for example, infants - no more than 8 children in the group, with 2 teaching staff; young children - no more than 12 children in the group, with 2 teaching staff, and 4-year-olds - no more than 20 children in the group, with 2 teaching staff). Returning to the top of the family on NAEYC-accredited programs Esteemed teachers lead to valued children... Accredited programs typically attract employees who not only see themselves as educators, they consider themselves advocates for children. - Kate in San Antonio, Texas. Her child attends the Accredited at NAEYC program. Choosing preschool for my first child was a bit overwhelming, so when you find a NAEYC accredited program, it adds peace of mind that you make a good choice for your child. - Jen in Torrance, California. Her child attends the Accredited at NAEYC program. NAEYC is an organization that can be entrusted with the future of my child's education ... That's why I chose a NAEYC-accredited center - nothing but the best. - Jennifer in Newark, New Jersey. Her child attends the Accredited at NAEYC program. Program.

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