

CDC Policies and Procedures

As an accredited center we support NAEYC guidelines for Developmentally Appropriate Practice in Early Childhood Programs and Accreditation Criteria. We believe that each child grows and develops in a sequential manner at his/her own pace and, with the support of peers and observant, caring adults; children are challenged to reach higher levels of competence. We believe that a child's intelligence is demonstrated in many ways and that each child has a uniquely different learning style and temperament.

According to NAEYC, developmentally appropriate practice provides children with opportunities to learn and practice newly acquired skills. It offers challenges just beyond the level of their present mastery and it takes place "in the context of a community where children are safe and valued, where secure" (Bredekamp & Copple, 1997, pp. 14-15). 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.

Our goals for you as a family are:

- Getting to know families-recognizing differences in families and making the most of initial contacts to learn about each family.
- Making families feel welcome-building trust, and reaching out to all members of a child's family.
- Communicating with families-taking advantage of informal daily exchanges and more formal methods of communication to share information and keep families up-to-date on our program.
- Partnering with families on children's learning-offering a variety of ways for families to contribute, and conducting conferences to discuss children's progress and to plan together.

Our curriculum rests on a foundation of more than 75 years of scientific research about child development and learning theory that leads to specific instructional strategies based on how young children learn best. The Creative Curriculum takes what has been learned from theorists such as Erik Erikson, Jean Piaget, Lev Vygotsky, and Howard Gardner, as well as recent research studies about language, literacy, and math development. For young children, meaningful and long-lasting learning requires active thinking and experimenting to find out how things work. This is best accomplished through purposeful play facilitated by highly intentional teaching practices.

Creative Curriculum's comprehensive approach to curriculum are based on an understanding of the complex, social/emotional, physical, and cognitive development of young children and the way children learn (Trister- Dodge, Berke, Bichart, Burts, Heroman, Rudick, n.d).

How Children Develop and Learn

The Creative Curriculum assesses four areas of development:

1. Social/Emotional Development

- Achieve a sense of self-knowing oneself and relating to other people-both children and adults.
- Behaving in a pro-social way-showing empathy and getting along in the world, for example, by sharing and taking turns.
- Taking responsibility for self and others-following rules and routines, respecting others, and taking initiative.

2. Physical Development

- Achieving gross motor control-moving the large muscles in the body, especially the arms and legs, consciously and deliberately.
- Achieving fine motor control-using and coordinating the small muscles in the hands and wrists with dexterity.

3. Cognitive Development

- Learning and problem solving-being purposeful about acquiring and using information, resources, and materials.
- Thinking logically-gathering and making sense of information by comparing, contrasting, sorting, classifying, counting, measuring, and recognizing patterns.
- Representing and thinking symbolically-using objects in a unique way, for instance, a cup to represent telephone

4. Language Development

- Understanding and communicating through words, verbally, non-verbally, and written.
- Language is the principal tool for establishing and maintaining relationships with adults and other children (Excerpt from the Foundation Chapter in The Creative Curriculum for Preschool, 5th Edition)