Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8

- Third Edition 2009
- Carole Copple and Sue Bredekamp, editors
Editor’s Preface

- DAP - describe complex/rewarding work
- Motivation for DAP
  - Push down of kinder curriculum
  - Go on record with specific guidance to educators
- Goals
  - Teacher/decision maker
  - Goals: challenging and achievable
  - Include social & cultural considerations
  - Identify developmentally appropriate practices
Editor’s Preface (continued)

DAP emphasizes related themes:

- Excellence and equity
- Intentionality and effectiveness
- Continuity and change
- Joy and Learning
About this Book

- Consensus document
- Product of three years of discussions
- Adopted by NAEYC Governing Board
- Statement backed by world’s largest organization of ECE’s
- Chapters:
  - Development and learning by age
  - Charts of practice Examples
Key Messages of the Position Statement

- Reflects continuity and change in field
- Commitment to excellence and equity
- What is Developmentally Appropriate Practice?
  - Understanding growth and development help children reach goals
  - Practices appropriate to age & developmental status
  - Goals/experiences are interesting, challenging, allow child to progress
  - Best practice-based on knowledge-not assumptions
    - Based how children learn/develop; improving teaching effectiveness; curriculum
NAEYC Position Statement

- National Association for the Education of Young Children (NAEYC)
- Statement - promote excellence
- Quality care and education
- Struggle - develop/maintain qualified teaching force (degrees)
- More children with special needs
Statement highlights three challenges:

1. Reducing learning gaps and increasing achievement of all children
   - Goal lead satisfying and productive lives
   - Some children lag behind same age peers; mismatch between school culture and home culture
NAEYC Position Statement (continued)

Statement highlights three challenges:

2. Creating improved, better connected education for preschool and elementary children

- Currently separate—preschool not thought of as public education; Head Start serves 900,000; fear of testing being brought into preschool
- Alignment with public education; not for preschoolers to learn primary grade skills but to learn in appropriate ways and develop
- Widely varying delivery systems, variety of teaching qualifications (12 units to degree)
- Different purposes: care for working parents to care and education for children
NAEYC Position Statement (continued)

- Statement highlights three challenges:
  3. Recognizing teacher knowledge and decision making as vital to educational effectiveness
    - Controversy - teacher autonomy vs. policy makers/administrators selecting curriculum
    - Policy makers/administrators lack ECE background but so do many teachers
    - Children benefit from teachers possess skills, knowledge, judgment make effective decisions while conferring/collaborating with others
    - Valuable to provide validated curriculum framework
NAEYC Position Statement (continued)

- Applying new knowledge to critical issues
  - Children receive early intervention services (ot)
  - Predictors for later school success
    - Literacy, mathematics, social/emotional competencies
    - Self-regulation of behaviors and emotional responses
    - Teacher interactions with children-greatest impact
NAEYC Position Statement (continued)

- Core considerations in developmentally appropriate practice
  - Students read pages 9-10 (Knowledge to consider in making decisions):
    1. What is known about child development . . .
    2. What is known about each child . . .
    3. What is known about social . . .
NAEYC Position Statement (continued)

- Principles of child development and learning that inform practice:
  - Students read pages 11-15 (12 principles in green)
  - Summary – comprehensive but not all-inclusive – complex!
NAEYC Position Statement (continued)

Guidelines to Developmentally Appropriate Practice

- Grounded in research on child development and learning and in knowledge base regarding educational effectiveness in early care and education

1. Creating a caring community of learners
   - Teachers foster: All valued, clear reasonable limits/expectations

2. Teaching to enhance development and learning
   - Adult guided and child-guided experiences; teachers scaffold learning to perform at next skill level

3. Planning curriculum to achieve important goals
   - Yields outcomes/clearly defined goals;

4. Assessing children’s development and learning
   - Essential to plan, implement, evaluate effectiveness classroom experiences; assessment focused on child’s progress toward goals including input from families

5. Establishing reciprocal relationships with families
   - Younger the child, the more necessary relationship with family
NAEYC Position Statement (continued)

- **Policy Considerations**
  - Teachers/administrators-key role in shaping future
  - Collaborate with those in charge of public policies and funding
  - Role in educating families, the public, and policy makers about quality programs for young children
To Be an Excellent Teacher – Chapter 1

- Chapter describes what excellent teachers decide to do in their classrooms to promote developmentally appropriate practice
  - Being intentional
  - Creating a caring community of learners
  - Teaching to enhance development and learning
  - Planning curriculum to achieve important goals
  - Assessing children’s development and learning
  - Establishing reciprocal relationships with families
  - It’s both what you teach and how you each
  - It’s both teacher-guided and child-guided experiences
  - It’s both joy and learning
  - Class discussion-pq, 46-bridging cultural