

SCHOOL READINESS GOALS

School Readiness Philosophy:

At Southern Oregon Head Start our philosophy is based on the belief that babies are born ready to learn. “Adults encourage this capacity by providing very young children with the experiences and nurturing relationships they need. This ensures that they will develop the skills that are related to their later success in school and in life.” (Zero to Three, 2003) The following goals guide us in providing parents and children with the support and resources they need to ensure children’s early needs are met, thus supporting future school readiness.

Developmental Domains & Content Areas	Goals
Social & Emotional Development	<p>“Learning for infants and toddlers happens in the context of relationships.” (Zero to Three, 2003)</p> <ul style="list-style-type: none"> • Infants and toddlers will establish a close, nurturing bond with parents and develop meaningful relationships with teachers and home visitors. • Infants and toddlers will begin to acquire an understanding of their emotions and the ability to express emotions in socially acceptable ways. • Through secure, predictable, responsive, and sensitive relationships, infants and toddlers will begin to develop the ability to regulate their behavior. • Infants and toddlers will have opportunities to play and interact with other children and to be guided by teachers as they practice and learn emerging social skills. • Infants and toddlers will experience relationships in which they are supported to become competent and capable individuals.
Language & Literacy	<p>“Language development provides the foundation for the development of literacy skills. Speaking, reading aloud, and singing all stimulate children’s understanding and use of language.” (Zero to Three,2003)</p> <ul style="list-style-type: none"> • Infants and toddlers will show interest and engagement in learning to communicate through their early cues, gestures, words and participation in mutually enjoyable conversations with both adults and peers. • Infants and Toddlers will develop an interest in reading through reciprocal interactions with adults and other children and opportunities to play with books and literacy materials in their own way.

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	<ul style="list-style-type: none"> • Infants and toddlers will become increasingly engaged with the content of books that are read to them. • Infants and toddlers will have frequent opportunities to explore and use writing implements and materials. <p>Dual Language Learners:</p> <ul style="list-style-type: none"> • Infants' and toddlers' home language skill will be supported through intentional teaching practices in partnership with parents. • Infants and toddlers dual language skills will be intentionally supported in the context of a language and literacy rich environment.
Approaches to Learning	<p>“Infants and Toddlers learn best when they feel competent and the people around them reinforce their worth.” (Zero to Three, 2003)</p> <ul style="list-style-type: none"> • Infants and toddlers will approach the world around them with interest and curiosity. • Infants and toddlers will engage in play to explore people and objects in the environment.
Cognitive Development	<p>“The work of our infants and toddlers is to start processing, sorting and putting into action a vast amount of information.” (The Creative Curriculum, 2006)</p> <ul style="list-style-type: none"> • Infants and toddlers will have opportunities to engage in self-selected activities and increase their ability to persist. • Infants and toddlers will explore objects using all their senses and find ways to make things happen. • Infants and toddlers will use problem solving behaviors to increase their understanding of their world. • Infants and toddlers will begin to acquire general knowledge and understanding of basic concepts through exploration and interactions with others.
Physical Development and Health	<p>“Physical play helps a child to develop connections between the nerve cells and the brain. As these connections develop a child's fine and gross motor skills, socialization, personal awareness, language, creativity and problem solving are improved.” (Child Development Institute, 2001)</p> <ul style="list-style-type: none"> • Infants and toddlers will gain control of simple movements and progress towards more complex fine and gross motor skills. • Infants and toddlers are active learners; they will have opportunities to move and to use all of their senses to understand their world. • Infants and toddlers will learn basic hygiene and self-help skills through child-centered routines.

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	<ul style="list-style-type: none"> • Infants and toddler’s health, wellness and nutrition will be supported in partnership with families.
Science & Math	<p>“All children can learn science and all children should have the opportunity to become scientifically literate. In order for this learning to happen, the effort to introduce children to the essential experiences of scientific inquiry and explorations must begin at an early age. <i>National Science Education Standards (NSES)</i> (National Research Council 1996) and <i>Benchmarks for Science Literacy (Benchmarks)</i> (American Association for the Advancement of Science 1993)</p> <ul style="list-style-type: none"> • Infants and toddlers will notice similarities and differences, organize information, and gain an understanding of early mathematical and scientific concepts. • Infants and toddlers will have opportunities to explore, manipulate objects in the environment and be with adults who take an interest in what they are doing and talk to them about their discoveries.
The Creative Arts	<p>“Expression, feelings, and sensory exploration are central to the artistic development of children and to the creative process. “ (Linda Carol Edwards)</p> <ul style="list-style-type: none"> • Infants and toddlers will have frequent opportunities to participate in art, music, movement, dance and dramatic play experiences. • Infants and toddlers will experience open-ended, process oriented experiences in the creative arts. • Infants’ and toddlers’ creative efforts will be admired and supported by adults.
Social Studies & Culture & Inclusivity	<p>“Culture is a fundamental part of children’s developing identity. It provides the context within which all learning take place, during the first 3 years of life.” (Zero to 3, 2003)</p> <ul style="list-style-type: none"> • Infants and toddlers will experience culturally sensitive, individualized care and learning experiences in familiar environments. • The home culture of infants and toddlers will be respected and supported by staff. • Infants’ and toddlers’ experiences learning about themselves and others will be guided and supported by familiar adults.
Individualization	<p>“To promote young children’s academic success, the needs of individual children must be taken into account. Children work at their own pace, learning experiences are active and hands-on, and initiated by children and</p>

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	<p>supported by teachers. "(NAEYC, 1995)</p> <ul style="list-style-type: none">• Infants and toddlers will be treated respectfully and valued for their unique ways of approaching the world.• Infants and toddlers from diverse cultures will be supported through culturally informed teaching practices and partnerships with families.• Infants and toddlers will experience individualized curriculum and interactions with familiar adults.
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References:

Parlakian, R, *Before the ABCs: Promoting School Readiness in Infants and Toddlers: Zero to Three*. NAEYC; *Developmentally Appropriate Practice Guidelines*, 1995.
Child Development Institute, 1999.
National Science Education Standards, 1996.