

A stylized landscape illustration featuring rolling green hills in various shades of green, a brown path, a green tree, a purple and pink flower, and an orange butterfly. The sky is white with blue wavy bands at the top. The text 'KALEIDO KIDS' is centered, with 'childcare center' below it. To the right, the title 'Infant-Toddler Curriculum' is written in green and brown.

KALEIDO  KIDS
childcare center

*Infant-Toddler
Curriculum*



Overview: **Infant-Toddler Curriculum:** (0-3 year-olds)

- How do you provide care for infants and toddlers while nurturing their growth and development? The answer is often found in the curriculum. The chosen curriculum, and the quality of implementation, affects the quality of care and education for this younger group.
- KALEIDO*KIDS uses HighScope as the foundation for our curriculum.
 - Research-based and child-focused, the HighScope Infant-Toddler Curriculum uses a carefully designed process of learning through discovery, called active participatory learning. During active learning, caregivers encourage infants and toddlers to discover the world around them by exploring and playing. Learning and development are anchored by long-term, trusting relationships with caregivers, who are close at hand to support children as they play.
 - Curriculum Components: The HighScope Infant-Toddler Curriculum is a part of HighScope's complete, research-based system of early childhood education and care. Components include:
 - Proven teaching practices to support children's growth and learning
 - Curriculum content for infants and toddlers (ages 0-3)
 - Assessment tools to evaluate and plan for children's learning and measure program quality
 - Comprehensive training to help caregivers implement the program effectively
 - HighScope – NAEYC Alignment:
 - KALEIDO*KIDS utilizes the Program Quality Assessment tool (PQA - see page 5) that meets the National Association for the Education of Young Children (NAEYC)'s Essential Program Characteristics.
 - Additionally, HighScope's Key Developmental Indicators (KDIs) and Child Observation Record (COR) align with NAEYC's curriculum content areas.



How We Teach

Infant-Toddler

- In a HighScope program, caregivers support children's natural desire to be active learners. Creating an active learning environment for infants and toddlers means consciously considering all their needs — their social, emotional, physical, cognitive, and sociolinguistic needs.
- By using the clearly defined practices of the HighScope Infant-Toddler Curriculum, caregivers develop close, supportive relationships with the children in their care:
 - **Adult-Child Interaction:** Guided by practical theories of child development, caregivers attempt to see things from the child's point of view, encourage rather than thwart children's efforts and communications, take cues from children rather than impose their own ideas, and assume a problem-solving approach to children's interpersonal conflicts rather than punish children or solve their problems for them.
 - **Arrangement of the Room & Physical Environment:** The physical space is safe, flexible, and child oriented to provide comfort and to accommodate children's changing developmental needs and interests. Providing an active learning environment means considering infants' and toddlers' wide and varying range of needs.
 - **Daily Schedules & Routine:** Caregivers maintain the overall infant-toddler HighScope routine as consistently as possible, while flexing it to accommodate individual children's natural rhythms and temperaments.
 - **Observations and planning for children:** How to evaluate what children are learning and plan from there. (As detailed on next slide)



What We Teach – Curriculum Content

Infant-Toddler

- A comprehensive curriculum model, HighScope addresses all areas of infant-toddler development.
- The curriculum includes **six main content areas**:
 1. Approaches to Learning
 2. Social & Emotional Development
 3. Physical Development & Health
 4. Communication, Language, & Literacy
 5. Cognitive Development
 6. Creative Arts
- **Key Developmental Indicators (KDIs)**: Within these six content areas are **42 Key Developmental Indicators**. Each KDI is a statement that identifies an observable behavior reflecting a child's knowledge and skills in these six areas. (Note: A complete list of the Preschool Curriculum KDIs can be found in the appendix)



How We Evaluate – Assessment

Infant-Toddler

- **Why Assessment Is So Important in Infant-Toddler Programs:** Research tells us that the best programs constantly measure how well caregivers do their jobs and whether children are developing as they should be. They use the results to continue what is working and improve what is not; for example, to decide whether to provide more training to caregivers or to redesign infants' and toddlers' play areas.
- Similar to the Preschool Curriculum, HighScope has developed both CHILD and PROGRAM assessment tools to support this evaluation process for Infant & Toddlers:
 - **Child Assessment:** The Child Observation Record (COR) for Infants and Toddlers evaluates children's development in every learning area.
 - Each day, teachers or caregivers generate brief written descriptions, or anecdotes, that objectively describe these very young children's behavior. They use these notes to evaluate children's development and then plan activities to help individual infants and toddlers and the center as a whole make progress.
 - **Program Assessment:** The Infant-Toddler Program Quality Assessment (PQA): This measures four domains of curriculum implementation and program operations in a child care setting: 1) learning environment, 2) schedules and routines, 3) adult-child interaction, and 4) curriculum planning and child observation.
 - Within each domain is a series of items addressing the specific caregiving, environmental, and planning practices that are necessary for infants and toddlers to thrive in child care programs. Using anecdotal notes, staff interviews, and program records, an outside evaluator (or trained staff member) scores these items on a 5-point scale to determine the strengths and weaknesses of a particular learning environment.



Appendix: Key Developmental Indicators (KDIs)

Infant-Toddler



Infant-Toddler Key Developmental Indicators (KDIs)

A. Approaches to Learning

- **Initiative:** Children express initiative.
- **Problem solving:** Children solve problems encountered in exploration and play.
- **Self-help:** Children do things for themselves.

B. Communication, Language, and Literacy

- **Listening and responding:** Children listen and respond.
- **Nonverbal communication:** Children communicate nonverbally.
- **Two-way communication:** Children participate in two-way communication.
- **Speaking:** Children speak.
- **Exploring print:** Children explore picture books and magazines.
- **Enjoying language:** Children enjoy stories, rhymes, and songs

C. Cognitive Development

- **Exploring objects:** Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
- **Object permanence:** Children discover object permanence.
- **Exploring same and different:** Children explore and notice how things are the same or different.
- **Exploring more:** Children experience "more."
- **One-to-one correspondence:** Children experience one-to-one correspondence.
- **Number:** Children experience the number of things.
- **Locating objects:** Children explore & notice the location of objects.
- **Filling and emptying:** Children fill and empty, put in and take out.
- **Taking apart and putting together:** Children take things apart and fit them together.
- **Seeing from different viewpoints:** Children observe people and things from various perspectives.
- **Anticipating events:** Children anticipate familiar events.
- **Time intervals:** Children notice the beginning and ending of time intervals.
- **Speed:** Children experience "fast" and "slow."
- **Cause and effect:** Children repeat an action to make something happen again, experience cause and effect.



Infant-Toddler Key Developmental Indicators (KDIs) – cont.

D. Creative Arts

- **Imitating and pretending:** Children imitate and pretend.
- **Exploring art materials:** Children explore building and art materials.
- **Identifying visual images:** Children respond to and identify pictures and photographs.
- **Listening to music:** Children listen to music.
- **Responding to music:** Children respond to music.
- **Sounds:** Children explore and imitate sounds.
- **Vocal pitch:** Children explore vocal pitch sounds.

E. Social and Emotional Development

- **Distinguishing self and others:** Children distinguish themselves from others.
- **Attachment:** Children form an attachment to a primary caregiver.
- **Relationships with adults:** Children build relationships with other adults.
- **Relationships with peers:** Children build relationships with peers.
- **Emotions:** Children express emotions.
- **Empathy:** Children show empathy toward the feelings and needs of others.
- **Playing with others:** Children play with others.
- **Group participation:** Children participate in group routines.

F. Physical Development and Health

- **Moving parts of the body:** Children move parts of the body (turning head, grasping, kicking).
- **Moving the whole body:** Children move the whole body (rolling, crawling, cruising, walking, running, balancing).
- **Moving with objects:** Children move with objects.
- **Steady beat:** Children feel and experience steady beat.

