

Presentation Slide Deck Information

This presentation is for reference and note-taking purposes for participants of the DAP ECHO Series #1 in Fall 2022.

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Arizona Association for the
Education of Young Children



Developmentally Appropriate Practices (DAP) ECHO Session #4

*Presented by the AZ Early Childhood Professional Development
Collaborative*

October 25, 2022

Welcome! Please mute your microphone,
turn on your video if you'd prefer, remove any
distractions. **We will start soon!**



Welcome! We are glad you're here.

Please type this information into the CHAT box:

- Your first and last name
- Your ROLE in your organization
- Your county



This Project ECHO event is supported by federal coronavirus relief funds awarded to the State of Arizona and allocated by the Arizona House Democratic Caucus to Arizona AEYC as the lead agency.

If you have any technology problems, please type a message in the chat box.



3 minutes



Agenda

- Homework - Small/large group discussions
- Didactic presentation
- Small group discussions/planning
- Large group reflections
- Homework review
- Wrap up and session evaluation



Introductions

ALL TEACH, ALL LEARN

We have some new colleagues!

Tell us your name and

The role/ages of children you work with

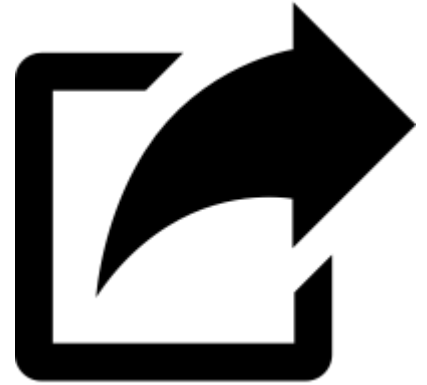
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Announcements

We encourage you to volunteer as a homework case presenter.

It's a great way to share your insight and reflections! You will fill out a form with a few questions about what went well and what was a challenge with your homework. You'll also hear ideas from your colleagues and the hub team.





Recap: 1.12 A Mixed-Age Preschool (page 17)

Three-year-old Ella is one of the youngest children in Mr. Franklin's class of 3- through 5-year-olds. She loves to build with blocks, but almost everyday, some of the older boys race to the block area and leave little space for anyone else. When Ella tries to enter, they tell her she can't because she's a baby and a girl. One day, she throws blocks in frustration, hurting several children. While Mr. Franklin has had many conversations with the group about all forms of bias, including gender bias, **he knows he must do more.**



1.12 A Mixed-Age Preschool (continued)

For a few days Mr. Franklin sits with Ella in the block area, building with her and supporting her as she problem solves. He makes a note to invite the mother of another child in his class to talk to the children about her work as an architect - a profession typically seen as one more common for men.

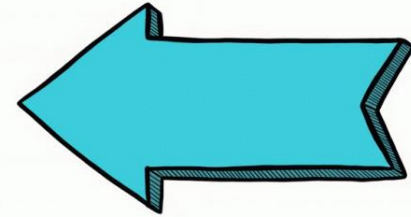
1.12 A Mixed-Age Preschool (continued)

As part of his planning, Mr. Franklin also reevaluates his setup for the block area and decides to make it more inclusive. He observed that many of the girls cluster around the art area, and he decides to add paper, tape, and writing materials within the block area. Over time, the boys and girls find ways to play together in the block area. Both the boys and girls, including Ella, create buildings with the blocks and enjoy making signs for the buildings and adding fun designs to the walls. **The block area ceases to be a space dominated by boys.**

Homework Presentations - Small Groups

1. Discuss the case study 1.12 on page 17. What did you notice about context, commonality, and individuality?
2. Discuss your responses to the Reflection Questions on page 23 (Chapter 1 pages 18-23).
3. *Facilitators - Add notes in Jamboard.*

Large Group Discussion



- What did you discuss about the scenario with Ella and Mr. Franklin? How do the example represent the 3 considerations (commonality, individuality, context)?
- What are your reflections on Chapter 1?
- *Groups and Hub Team members discuss*



Community Agreements

1. Be present as fully as possible (Center for Courage & Renewal, 2021)
2. Speak from the “I”
3. Speak your truth in ways that respect other people’s truth
(Center for Courage & Renewal, 2021)
4. Take risks and act with humility
5. Suspend judgment in order to remain open and curious
6. “We will find and work from our ‘growing edge’” (Jordan & Madison, 2021)
7. Be accountable for impact



The 9 Principles of Child Development & Learning: Numbers 1-4 in a Toddler Classroom

Session #4 | October 25, 2022
Didactic Presenter:
Dr. Eric Bucher

The First 4 (of 9) Principles of Child Development and Learning - p. 26

1. Development and learning are dynamic processes that reflect the complex interplay between a child's biological characteristics and the environment, each shaping the others as well as future patterns of growth. (p. 27)

Relationships & The Environment

- Environmental factors impact a child's learning:
 - Cultural practices
 - Social and emotional interactions and responses
 - Physical influences like sleeping habits, nutrition, and exposures

Each domain of child development supports the others.

2. All domains of child development are important and each domain supports and is supported by the others - physical, cognitive, social-emotional, linguistic, approaches to learning. (p. 30)

Interconnected Domains

- “Teaching the whole child”
- Children develop skills and learning competencies across a broad range of developmental domains
- Emphasizes the importance of a curriculum that addresses holistic development (multi-sensory, multi-dimensional experiences)

Play is essential for all children, birth to age 8.

3. Play promotes joyful learning that fosters self-regulation, language, cognitive, and social competencies as well as content knowledge across disciplines. (p. 33)

Play

- Play is how children explore, learn about, and make sense of the world.
- Play and playful learning support the development of self-regulation, executive functioning, collaboration, and thinking skills.

Learning happens in the context of contexts.

4. Although general progressions of development and learning can be identified, variations due to cultural contexts, experiences, and individual differences must be considered. (p. 34)

Multiple factors influence development and learning.

- Teachers must be observant and have a process to document children's ideas, experiences, thoughts, and knowledge.
- These observations help inform educators to plan supports that scaffold learning.



Questions/Reflections

In the chat box, please share...

What are you thinking about commonality, individuality, and context? What is most important to remember?

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Small Group Reflections

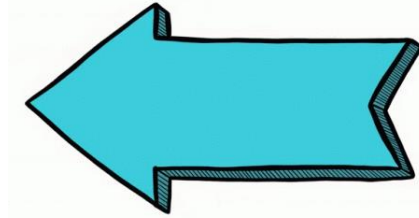
3. Bring 2-3 photos of children that represent joyful learning among a small group of children. Pay particularly close attention to capture the materials the children were using.

Determine a speaker for the group who will share your ideas back in the main Zoom room.

Revisit the pictures. Do you have a new lens or thought to share about your picture? Are you seeing something the same or different?

Small Group Reflections

5 minutes



- What in the photos represented commonality, individuality, or context?
- Has your thinking changed or been reinforced? Why?
- Group and hub team discuss



3 minutes

Homework

1. Read Chapter 2 pp. 25-46 “The Principles in Practice: Understanding Child Development and Learning in Context”.
2. Respond to the Thought Questions on p. 25

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ECHO Post Session Surveys

- All Participants are invited to complete surveys at end of each session.
- Your participation in completing the post-session surveys is voluntary and anonymous.
- The results will be used for program improvement. Aggregated survey results may be used for publication, reports, and dissemination of program outcomes.
- A link to the survey will be put in the chat box at the end of each session (7 total) and emailed the next day

Wrap Up and Evaluation



5 minutes

- Reminder: Volunteer to present a homework case!
Email Karie.
- Please complete the **session evaluation** linked in the
CHAT

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Date: September 27, 2022

Topic: Considering Commonality, Individuality and Context through a Lens of Equity

strongly disagree

disagree

agree

strongly agree

1. Today's topic was useful to me.

* must provide value





Thanks for attending! See you next month!

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