

Presentation Slide Deck Information

This presentation is for reference and note-taking purposes for participants of the DAP ECHO Series #4 in 2023.

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azaeyc

Arizona Association for the
Education of Young Children



Developmentally Appropriate Practices (DAP) ECHO (*Series #4*)

*Presented by the AZ Early Childhood Professional Development
Collaborative*

Session #2 | Friday, August 18, 2023



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

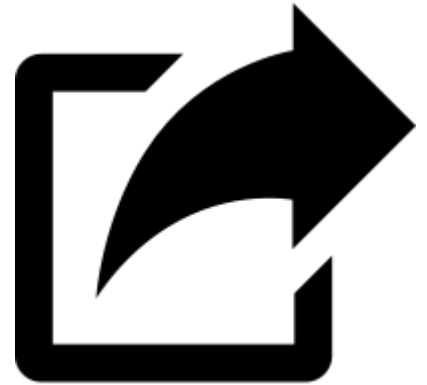
- Homework presentations
- Small/large group discussions
- Didactic presentation
- Small group discussions/planning
- Large group reflections
- Homework review
- Wrap up and session evaluation



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.





Announcements

www.azaeyc.org/scholarships

AzAIEYC Scholarship for Early Childhood Students: Honor the Past and Reimagine the Future



\$1,250 award each for two students



Homework Presentations

1. Read the DAP position statement. Highlight or write down any important points that stood out to you. Be prepared to share why. www.naeyc.org/dap



The image shows a document titled "naeyc Position Statement" with the subtitle "Adopted by the NAEYC National Governing Board April 2020". The main heading is "Developmentally Appropriate Practice" followed by "National Association for the Education of Young Children". The text states: "Each and every child, birth through age 8, has the right to equitable learning opportunities—in centers, family child care homes, or schools—that fully support their optimal development and learning across all domains and content areas. Children are born eager to learn; they take delight exploring their world and making connections. The degree to which early learning programs support children's delight and wonder in learning reflects the quality of that setting. Educators who engage in developmentally appropriate practice foster young children's joyful learning and maximize the opportunities for each and every child to achieve their full potential." At the bottom left, there is a blue circular graphic with the hashtag "#naeycDAP". At the bottom right, it says "Disponible en Español: NAEYC.org/dap".

naeyc
Position Statement
Adopted by the NAEYC National Governing Board April 2020

Developmentally Appropriate Practice

National Association for the Education of Young Children

Each and every child, birth through age 8, has the right to equitable learning opportunities—in centers, family child care homes, or schools—that fully support their optimal development and learning across all domains and content areas. Children are born eager to learn; they take delight exploring their world and making connections. The degree to which early learning programs support children's delight and wonder in learning reflects the quality of that setting. Educators who engage in developmentally appropriate practice foster young children's joyful learning and maximize the opportunities for each and every child to achieve their full potential.

#naeycDAP

Disponible en Español: NAEYC.org/dap



Homework Presentations

2. Reflect on and identify 2-3 artifacts/items that represent, “What is my community context?”

Consider, what do you see, smell, or hear when you go outside your program door?

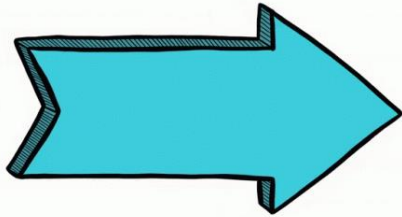
Collect and bring 2-3 artifacts/items (or 2-3 photos) with you.

Be prepared to discuss more about those artifacts and how they reflect your community, program, children and families.



Small Group Reflections

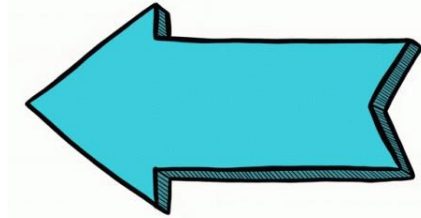
10 minutes



- What items did you bring?
- Why did you select those items?
- How do they represent your “context” (e.g., your program, children and families, and/or community)?

Large Group Discussion

10 minutes



- We'll ask a few people to share your artifacts with the group!
- Type ideas/reflections in the CHAT or raise your hand to share
- Group and hub team 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



Defining Commonality, Individuality, and Context: The 3 Core Considerations of DAP

Session #2 | August 18, 2023
Didactic Presenter: Dr. Evandra
Catherine



NAEYC DAP definition (p. 5)

“The methods that promote each child’s optimal development and learning through a **strengths-based, play-based approach to joyful, engaged learning.**”

“To be developmentally appropriate, practices must also be culturally, linguistically, and ability appropriate for each child.”





NAEYC DAP definition (p. 5)

Developmentally appropriate practice requires early childhood educators to seek out and gain knowledge and understanding using three core considerations: **commonality** in children's development and learning, **individuality** reflecting each child's unique characteristics and experiences, and the **context** in which development and learning occur



Applying the 3 Core Considerations

- allows educators to recognize difference as variations in strengths, not deficits
- Get to know children as individuals
- Understand the social and cultural contexts of their children & their own worldviews

COMMONALITY (p. 6)

Current research and understanding of processes of child development and learning that apply to all children, including the understanding that all development and learning occur within specific social, cultural, linguistic, and historical contexts.

COMMONALITY (p. 6)

Play is a universal phenomenon across all cultures. Play, however, can vary significantly by social and cultural contexts as children use play as a means of interpreting and making sense of their experiences

INDIVIDUALITY (p. 7)

The characteristics and experiences unique to each child, within the context of their family and community, that have implications for how best to support their development and learning.

INDIVIDUALITY (p. 7)

Each child is unique and have their own assets and strengths to contribute

How do you affirm and support positive development of each child's identity?





Watch the video clip:

<https://youtu.be/VAndvo0y58M>

CONTEXT (p. 7)

Everything discernible about the social and cultural contexts for each child, each educator, and the program as a whole.

Context

Children's experiences vary by their social and cultural identities with different and intersecting impacts on their development and learning.

- Race or ethnicity
- Language
- Gender
- Economic status
- Ability and disability (“children with special rights”, children with disabilities)
- Family composition and values



Watch the video clip:

<https://youtu.be/0IaNR8YGdow>

Core Considerations

The core considerations represent a great deal of *interrelated* information that is always changing, requiring that educators continuously observe, listen, and learn.



Core Considerations

These three core considerations requires that educators be aware of, and counter, their own and larger societal biases that may undermine a child's positive development.

What opportunities exist for reflecting on bias?





Questions/Reflections

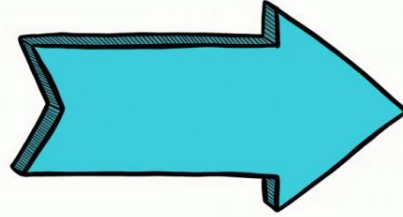
In the chat box, please share...

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

Challenge: As you engage in your daily routine between now and next session, make a note of how you are currently using the 3 core considerations. *(These will be represented in your homework photos for next session!)*



Small Group Reflections



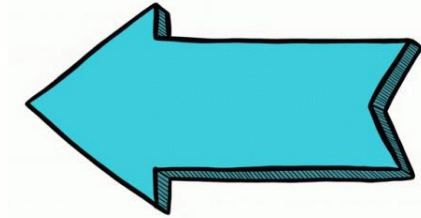
10 minutes

In your small group...

- Select a person to be the “speaker” for the group’s major ideas/points when we get back into our large group.
- Reflect on the content we discussed in this session.
 - How do you affirm and support positive development of each child’s identity?
 - What questions or challenges came up?

Small Group Reflections

8 minutes



- How do you affirm and support positive development of each child's identity?
- What questions or challenges came up?

Group and hub team discuss



3 minutes

Homework

1. 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. Reflect on the 3 core considerations in your photo selection.*
2. Respond to the “Thought Questions” on page 5.
3. Read Chapter 1 pages 5-16 “Intentional Teaching: Complex Decision Making and the Core Considerations”. Spend some time reviewing the definition of an *intentional teacher* at the bottom of page 11.



Homework Examples





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

Thanks for attending! See you on Friday 9/15!