Informed Teaching Practices

Each of the key understandings has enormous implications for planning and carrying out an effective program for preschool and kindergarten children. They form the basis of large and small decisions about choosing materials for the classroom, organizing them, and planning experiences to help children develop and learn. The material in this publication is organized to support informed practices.

1. **Since each child is unique and learns in unique ways**, teaching practices must be designed to respond to the wide range of characteristics and abilities found among children in any classroom, including those learning English, those with disabilities, and those who may be gifted.

2. **Because learning is continuous, largely sequential and occurs in predictable patterns**, teachers select materials and offer experiences that are continuously responsive to the range of learning needs of children in their class.

3. **Since learning is most meaningful when integrated across all domains of development and content areas**, teachers plan experiences around topics of interest to children and embed skill development into worthwhile, meaningful, and playful activities.

4. **Since children are naturally curious**, teachers assure that the indoor and outdoor physical environment and the learning experiences are largely play-based and designed to capitalize on children’s natural curiosity and interest in learning by doing.

5. **If experience, knowledge, curiosity, and a sense of wonder are foundations for learning**, intellectually challenging, interesting, and enjoyable indoor and outdoor materials and learning experiences must be designed to capitalize on children’s ever expanding and changing interests.

6. **Since assessment and evaluation form the basis for decisions that support each child’s learning**, teachers use continuous authentic assessment to plan for learning, to identify children who may need additional assistance, and to evaluate the program’s effectiveness.

7. **Because development and learning are rooted in culture and supported by the family**, teachers celebrate the strengths, knowledge, and values each child and his or her family bring to the classroom and design learning opportunities to capitalize on this resource.