Three Lenses for Viewing Curriculum

- Relationships are central
- Learning is integrated
- Play is a primary context for learning
- Individualization of learning includes all children
- Responsiveness to culture and language supports children’s learning
- Time for reflection and planning enhances teaching
- Intentional teaching enhances children’s learning experiences
- Family and community partnerships create meaningful connections

California Preschool Curriculum Framework
Volume 1
http://www.wested.org/facultyinitiative/
Overarching Principles in Practice

• How in the curriculum are relationships built, supported, and maintained?
• Do opportunities for learning occur in the context of play?
• Are routines, spaces, materials, and interactions designed to address integrated learning across domains?
• Is there intentional teaching in both planned learning experiences and attention to moment-to-moment teaching opportunities?

Overarching Principles in Practice

• How are family and community partnerships developed and maintained?
• How do teachers recognize and adapt to individual children?
• How are children’s cultures and languages respected?
• Is there specific time allotted to the curriculum-planning process, so that teaching is enhanced through reflection and discussion?
The Curriculum-Planning Process as a Lens for Viewing Curricula

- How is observation supported? Are there times available for teachers to carefully watch and listen?

- How is documentation supported? What processes are in place to develop documentation for each child? Are multiple means of documentation available and used? How are time and materials provided for maintaining documentation? How is family input gathered and included in documentation?

- What planned opportunities are in place for teachers to reflect, discuss their observations, and review their documentation? How is documentation shared with families?

- Is planning done based on reflection and discussion? Is documentation consulted when planning is done? How are family culture and language included in the planning process?
Integration Across Domains in Curricula

- Where is the need for integrated curriculum specifically addressed?
- How is English-language development addressed? As a way to get to know all children, what is available to be used in the planning process to gauge each child's current comprehension and use of English?

Integration Across Domains in Curricula

- Are there environments and materials designed to address multiple developmental domains? Are there books and writing materials in all areas? Are there opportunities to sort or count in many areas? How do environments and materials reflect children's language, culture, and family life?
Integration Across Domains in Curricula

- Do environments and materials designed for specific domains show evidence that other domains are considered also? For example, does a book area contain books on feelings and number? Are there books in the home language(s) of the children in the program?

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Integration Across Domains in Curricula

- Are interactions and strategies used that cut across domains? For example, is writing used in many areas to make lists or notes? Are counting rhymes and songs used throughout the day?

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Lenses for Viewing Curriculum

- What stood out for you in this key topic?
- What new insights do you have?
- How will this influence your work with young children now or in the future?

Unit 7 - Key Topic 1
http://www.wested.org/facultyinitiative/