

Unit 1 – Introduction to the Framework: Key Topic 2: Getting to Know the Eight Overarching Principles

Focus of Unit 1 – Key Topic 2

Students become familiar with each of the eight overarching principles that guided the development of the *California Preschool Curriculum Framework, Volume 2*.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses and student learning outcomes are mapped onto each instructional guide key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Child, Growth, and Development
- Child, Family, and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Health, Safety, and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Class presentation
- Peer review and feedback
- Pairs work and discussion in pairs
- Small group work
- Reflective discussion—small group
- Observation
- Panel
- Jigsaw reading

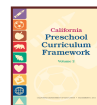


- Reflection—individual
- Reflective discussion—large group

California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development Division’s California Early Childhood Educator Competencies. The “Competency Areas to Consider” below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism



Unit 1 – Introduction to the Framework: Key Topic 2: Getting to Know the Eight Overarching Principles

Introduction to the Framework:
Key Topic 2 – Getting to Know the Eight Overarching Principles

Before You Start

This is an opportunity for each student to become familiar with all eight overarching principles. Also, in Unit 5 of this instructional guide, there is another possibility for deeper exploration of the eight overarching principles. In Unit 5, students could use the eight overarching principles as a way to reflect on and review self-developed and/or commercially available curricula.

For this exercise, students will need to read the relevant pages of Chapter 1 in the *California Preschool Curriculum Framework, Volume 2*. Students could read pages 5–9 relating to the eight overarching principles and do the first piece of the following exercise before they come to class, or class time could be used for the initial reading and writing.

For students who have had more experience working or observing in early care and education settings, moving directly to the “Putting It Together” section of the active learning exercise is suggested.

The first part of the following exercise is to be done by students individually, and then there is a whole group discussion. The initial segments of this exercise that are done individually could be done as an online assignment.

Before beginning the discussion segment of this exercise, prepare one large label for each of the eight overarching principles. These could be taped in different areas of the room. This could be done with chart paper or just written on sheets of paper; half sheets that have a sticky backing (e.g., large Post-it® Notes) work particularly well. For very large groups, small groupings could be developed for the discussion. Each grouping could then respond to the questions as a group and share their responses with the whole class.

Handout 1, which lists the eight overarching principles with a question for each principle, is provided at the end of this key topic. Handout 2, which students use to relate the guiding principles for each domain to the eight overarching principles, is also included with this key topic. An electronic version of both handouts will be available when this instructional guide is online at www.wested.org/facultyinitiative.



Information Delivery



Slides 2-5

The following are key concepts for this key topic:

- Here are some dictionary definitions of “principle”: basic assumption, value-based standard, belief- and ethics-based characteristics.
- The eight overarching principles in the *California Preschool Curriculum Framework, Volume 2 (PCF, V2)* are derived from research on what is effective practice and what supports children’s learning and development (PCF, V2, pp. 5-6).
- These eight overarching principles have guided the development of the curriculum framework and are intended to provide children individually, culturally, and linguistically responsive learning experiences and environments (PCF, V2, p. 5).

Active Learning

Getting it started

Ask each student to read pages 5–9 of the *California Preschool Curriculum Framework, Volume 2*, and, for each of the eight overarching principles, find one key sentence or phrase that they think would be important to remember in their work.

Then ask them to write out these key sentences or phrases on separate half sheets or half-sheet Post-it® Notes. If they do the reading and writing out of class or online, ask them to bring these written statements to class.

Online Options

Have students post online their key sentences or phrases for each overarching principle. Upon instructor’s recommendation, students can then read their classmates’ postings and be prepared to discuss in class the questions listed in the “Keeping it going” section.



Slide 6

Keeping it going

Then ask them to tape or somehow attach each of their half sheets under the appropriate label that have been posted around the room. Ask students to circulate and view each of the collections of key sentences or phrases.

Provide an opportunity for students to reflect on what they see. Asking the following questions helps to support this process:

- How were the key points and phrases similar across students’ responses?



- Were there some that occurred more frequently for each principle than others? Why might that be so?
- Where were there differences? What might account for these differences?
- How do you agree or disagree with any that were different from yours?
- Would you change any of yours after seeing any that are different? If yes, how would you change them? If no, why not?
- What does this tell you about the eight overarching principles?



Slides 7-11

Putting it together

Ask students where they have seen these eight overarching principles carried out in settings they have observed or where they may be working. If this is done in pairs or small groups, try to ensure that each grouping includes someone who has access to an early care and education setting.

Online Options

If students have had opportunities to work in and/or observe early care and education settings, they could respond online to the questions about examples of the eight overarching principles being implemented.

This does not need to be an exhaustive discussion but rather an opportunity to reflect on what these eight overarching principles look like in action. Handout 1, provided at the end of this key topic, lists the eight overarching principles with a question for each principle.

The following questions for each of the principles might stimulate discussion:

Relationships are central

- How are relationships made central?

Play is a primary context for learning

- What evidence is there that play is a primary context for learning?

Learning is integrated

- What do you see that suggests that learning is integrated?



Intentional teaching enhances children’s learning experiences

- What examples of intentional teaching have you seen?

Family and community partnerships create meaningful connections

- How are meaningful connections made with families and communities?

Individualization of learning includes all children

- How are learning opportunities provided for all children as individuals?

Responsiveness to culture and language supports children’s learning

- How is children’s learning supported with responsiveness to culture and language?

Time for reflection and planning enhances teaching

- How is time provided for teachers to reflect and plan?

Taking it further

The preceding questions could be used as the basis for an observation or an interview/panel discussion. This possibility is described in more detail in Unit 5, Key Topic 1 of this instructional guide.



Slides 12-13

Another approach

This can be done individually or as an online assignment but would be most effective if done in class with discussion following.

Online Options

Students could also individually complete the handout comparing the domain guiding principles with the overarching principles described in the “Another approach” section and then answer the questions in the section.

To do this in class, organize students into pairs or groups of three. Assign each pair or trio to one domain. Using Handout 2 that is provided at the end of this key topic, ask each group to review the guiding principles for their domain and relate them to the eight overarching principles. They can do this by listing in the blank column next to each overarching principle any of the guiding principles for the domain that relate to that overarching principle.

Then ask students to discuss the following questions for each domain:

- In general, was there anything about this that was difficult? What was that and why do you think that occurred?



- Where were there some close matches? Where were there guiding principles for the domain that did not seem to relate to any of the eight overarching principles?
- What does this tell you about the eight overarching principles? About the guiding principles for each domain?

Reflection



Slide 14

The following questions can be used to support reflection on this key topic. These can be done as a journaling exercise or as a class discussion.

- What was new information in this key topic?
- How did this new information surprise you?
- What was familiar?
- What additional information would you like to know that relates to this key topic?
- How could you get that information?

Deeper Understanding



Slides 15-17

Ask students to review the guiding principles in the following documents:

1. *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2009. 2nd ed.* Sacramento: California Department of Education.

Ten principles are found throughout the guide and summarized in Appendix A on page 93.

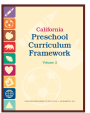
2. *“Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8.”* Position statement with expanded resources by the National Association for the Education of Young Children (NAEYC), 2003.

The guiding principles and values are on page 5 of the above-mentioned NAEYC document, which is available at <http://naeyc.org/positionstatements/cape>.



Ask students to write a paper in which they compare these principles with the eight overarching principles in the PCF, V2 and respond to the following questions:

- Where are the similarities? What do these similarities tell us about what is important in the field of early care and education?
- Where are the differences? Why might there be these differences?

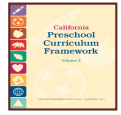


Getting to Know the Eight Overarching Principles

Instructions: In the column titled “Notes,” write examples of how you have observed each principle implemented in early care and education settings by responding to the question for each principle.

Introduction to the Framework:
Key Topic 2 – Getting to Know the Eight Overarching Principles
Handout 1

Overarching Principle	Notes
<p><i>Relationships are central</i></p> <ul style="list-style-type: none"> How are relationships made central? 	
<p><i>Play is a primary context for learning</i></p> <ul style="list-style-type: none"> What evidence is there that play is a primary context for learning? 	
<p><i>Learning is integrated</i></p> <ul style="list-style-type: none"> What do you see that suggests that learning is integrated? 	
<p><i>Intentional teaching enhances children’s learning experiences</i></p> <ul style="list-style-type: none"> What examples of intentional teaching have you seen? 	
<p><i>Family and community partnerships create meaningful connections</i></p> <ul style="list-style-type: none"> How are meaningful connections made with families and communities? 	
<p><i>Individualization of learning includes all children</i></p> <ul style="list-style-type: none"> How are learning opportunities provided for all children as individuals? 	
<p><i>Responsiveness to culture and language supports children’s learning</i></p> <ul style="list-style-type: none"> How is children’s learning supported with responsiveness to culture and language? 	
<p><i>Time for reflection and planning enhances teaching</i></p> <ul style="list-style-type: none"> How is time provided for teachers to reflect and plan? 	



Relationships of the Overarching Principles to the Domain Guiding Principles

Domain: _____

Instructions: Review the guiding principles in your assigned domain. In the column headed “Domain Guiding Principle(s),” write the guiding principle(s) that you think relate to each of the overarching principles.

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

Introduction to the Framework:
 Key Topic 2 – Getting to Know the Eight Overarching Principles
Handout 2 – Relationships of the Overarching Principles to the Domain Guiding Principles