• **Early Childhood Education** **“Best Practice”**: have a goal in mind for the children’s learning, provide interesting and open-ended materials, encourage children to explore the materials and concepts at their own developmental level, interact with children to support and extend their discoveries, and recognize the importance of repetition in mastering new knowledge and skills.
  
  • Based on *child development theory, educational research, and the reflections of generations of teachers*
  • We use them because *we know they work.*
  • We value them because *they reflect common ideals and beliefs about human development.*
  • We advocate their use in *every classroom, regardless of curriculum.*

  “Teachers must have a deep understanding of how children learn, as well as what is **important** for children to learn” (Espinosa 1992, 163)

• Ready-to-use resources should not be dismissed **IF** the curriculum is designed with an understanding of how young children learn and it gives child as well as teacher opportunities to provide input.
  
  • Such materials offer a welcome and useful starting point for the novice teacher or experienced teacher approaching an unfamiliar subject area.

• Intentional Teachers apply best practice principles in **six** key areas of responsibility.
  1. Planning Curriculum (the content of learning)
  2. Structuring the Physical Learning Environment
  3. Scheduling the program day
  4. Interacting with children
  **Concern how teachers **implement the curriculum in the classroom****
  5. Building relationships with families
  6. Assessing children’s development

**Examples from your own classroom that relate to the Preface to Chapt.2 and Overview of Best Practice:**

**Connections to SEFEL Pyramid**

Classroom, Conscious Discipline, Beyond Behavior Management, Tools of the Minds, etc.
Notes / Ideas to consider further / etc: