

Overview of the HighScope Infant and Toddler Curriculum— Tender Care and Early Learning



History of the Infant and Toddler Curriculum

HighScope has a long history of curriculum development, training, and research in the area of infant and toddler development. HighScope staff began their work in parent-infant education with the 1968-1971 Ypsilanti-Carnegie Infant Education Project that focused on training staff to work as home visitors with mothers on infants' ages 3-11 months. In 1971-1973 staff worked on an infant videotaping project that gathered footage of home visitors, parents, and infants engaging in informal interactions. The videotapes were used to train home visitors and provide parent education. In 1975-1978 was the beginning of the Parent-to-Parent Home Visit Project where mothers from the Infant Education Project became home visitors themselves. This model created a framework for community service by and for parents. Between 1978-1984 and again in 2002 staff created parent-to-parent programs and conducted a 20-year retrospective look to explore the impact over time of the Parent-to-Parent Program's family-service and staff training philosophy and methods when disseminated to staff in a range of distant service settings. Some of the findings include programs maintaining a clear focus on child development issues and focus on personal and family strengths, not on deficits. In 1989-1992, staff conducted the HighScope Program for Infants and Toddlers with Special Needs project. This project provided training and technical assistance to early childhood programs throughout the US in implementing a family-focused intervention model special needs infants and toddlers and their families. Between 1968 and 1999, HighScope participated in a number of other studies and dissemination projects, and in 1982 began publishing materials to help infant-toddler caregivers and parents better understand how our youngest children learn and how to support them in care and educational settings. Today HighScope continues developing teacher resources to support the curriculum and has an extensive training component to help infant-toddler caregivers put the HighScope Infant-Toddler Curriculum into practice.

Components of the Curriculum

The "HighScope Wheel of Learning" (pg. 3 in *Tender Care and Early Learning*) illustrates the curriculum principles that guide HighScope teachers in their daily work with young children. **Active participatory learning** is the core of the curriculum, defined as young children constructing knowledge through their natural play and interactions with the environment, events and other people. Infants and toddlers are active learners from birth. Through their ongoing relationships with people and their explorations of the materials in their immediate world, they figure out how to move at will; how to hold and use objects; and how to communicate and interact with parents, family members, peers, and caregivers. As active learners, infants and toddlers watch, reach for, and grasp people and materials that particularly attract their attention. They choose objects and people to play with and explore, initiate actions that particularly interest them, and respond to various events in their environment. Through their own unique combination of gestures, facial expressions, noises, and (eventually) words, they communicate their feelings and ideas.

Throughout their explorations, they rely on parents and caregivers to attend to, support, and build on their actions, choices, and ways of communicating.

As children explore and follow their intentions they engage with HighScope’s comprehensive and integrated **curriculum content**, called the key developmental indicators (KDIs). The KDIs represent what infants and toddlers discover on their daily active learning adventures. There are eight curriculum content areas: Approaches to learning; Social and Emotional Development; Physical Development and Health; Communication, Language and Literacy; Cognitive Development; and Creative Arts. The HighScope KDIs: (1) provides teachers with a child development “filter” for observing and choosing appropriate interactions and activities; (2) helps caregivers interpret what young children say and do along a developmental continuum; (3) enables teachers to maintain reasonable expectations for infants and toddlers; (4) legitimizes children’s play as the primary mechanism for learning; and (5) allows teachers to be more knowledgeable and intentional in their daily planning for individual children and the group as a whole.

Supportive **adult-child interactions** are essential for establishing attachment and strong relationships with infants and toddlers and to guarantee their safety and security so they become eager and capable lifelong learners. Very young children are just formulating a sense of themselves and an understanding of what the rest of the world is all about. As they are doing so, their interactions with parents and caregivers significantly influence the lifelong discoveries children draw from their experiences. For this reason, the HighScope Infant-Toddler Curriculum puts a great deal of emphasis on the importance of caregivers using four broad strategies for building and sustaining supportive, respectful relationships with the infants and toddlers in their care.

- Establish policies that promote continuity of care
- Create a climate of trust for children--
- Form partnerships with children
- Support children’s intentions.

In a setting that values active learning, caregivers arrange and equip the **learning environment** to provide children with a sense of comfort and well-being and at the same time offer ample opportunity for active exploration and discoveries for even the youngest of age. Such an environment neither unnecessarily restricts children from their natural inclinations to wiggle, roll, crawl, cruise, balance, toddle, walk, climb and run nor pushes children to do things before they are ready; children can pursue their interests and act at their individual levels of development. The environment is consistent enough to give children a sense of security and mastery and yet flexible enough to accommodate children’s changing needs and interests. The environment’s furnishings and materials are in many cases child-oriented and child-sized, and they provide comfort and convenience both for children and for adult caregivers. Within the physical boundaries of the setting, both indoors and out, infants and toddlers are able to move, explore, create, communicate, and solve problems with as much freedom as possible.

Schedule and routines are important for the security and trust of infants and toddlers therefore **daily schedules and caregiving routines** are anchored, for each child, around a primary caregiver. Having this caregiver as a “home base” provides the very young children with a sense of security while away from home. Following children’s cues and initiatives, teachers, in partnership with parents, establish schedules and routines that are consistent in order and interaction style, so children can anticipate what happens next, yet flexible enough to accommodate children’s individual rhythms and temperaments. Altogether, caregivers design schedules and routines around children’s needs and interests to give children a sense of control and belonging. Though it is challenging to organize a program around a number of children, each having their own personalized daily schedule, the benefits to those in your care are great, and HighScope Infant and Toddler Curriculum helps teachers put this into action.

Ongoing **child observation and assessment** is an essential component of the HighScope infant-toddler curriculum, since knowledge of individual children shapes not only the interactions caregivers have with children and parents but also the learning environment and the schedules and routines of the center. The COR

Advantage is a longitudinal assessment ranging from birth to kindergarten focus on objective, behaviorally-based observations of children which allow caregivers and teachers to assess child progress and plan meaningful learning experiences. To observe and learn as much as possible from children, adults in HighScope infant-toddler programs rely on **teamwork**. Caregivers work as partners with parents to provide continuity of care between home and center. Primary caregivers work in teams for mutual support throughout the day; together, they provide family support; make decisions about space, materials, schedules, routines, and daily responsibilities; and discuss and plan around their daily observations of children. As they work with children, they collect daily anecdotal notes. At daily team-planning time, they discuss their observations of what individual children did and said that day and they use these observations to guide their own behavior in supporting children the next day. They also exchange child observations with parents, both to celebrate children's actions and development and to nurture a partnership with families, so children can be supported consistently at home and at the center.

Ongoing **child and program assessment** is also an underlying component of the HighScope Curriculum. Likewise, and the Infant and Toddler Program Quality Assessment (PQA) is a tool for identifying and improving the quality of care and education provided for young children. Based on observation and interview data collected from staff allow programs to plan professional development activities that enhance teacher practices to better serve the diverse needs of children.

These guiding principles — active learning, supportive adult-child interaction, a child-oriented learning environment, schedules and routines that flow with the children, daily child observation to guide teamwork among staff and parents, and program evaluation to improve quality practices — make up the key components of the HighScope Infant-Toddler Curriculum.

Parent Partnerships

Teachers using the HighScope Infant and Toddler Curriculum work in partnership with parents and other family members to promote children's development. They provide information about the curriculum and early learning, invite family members to participate in classroom activities and parents workshops, discuss children's progress on the COR Advantage and share ideas for extending classroom learning in the home. As a result, teachers report that parents have a better understanding of how their children are developing and learning.

Furthermore, the curriculum recognizes the important role families and cultures play in young children's development. Children should know who they are — well rooted in their home cultures and languages — and who they will become which is their responsibility—the result of the choices and decisions they will make for themselves. Based on their experiences and support provided by others, children should feel good about themselves, their families, and their communities. In the HighScope curriculum, teachers support children's families by striving to understand children's home cultures; create open relationships among adults and children involved in the early childhood settings; positively influence the way children see, hear, understand, and learn from their peers; and empower all children to act confidently and with respect for others based on their own decisions and understanding. Family and community culture are an integral part of planning the environment, activities through the year and communicating with children and families. Moreover, or with diverse materials (e.g., dress-up items, utensils or cooking items in the house area; diverse family figures and homemade community blocks in the block area), the HighScope Curriculum incorporates diversity throughout the classroom and the daily routine (e.g., books featuring families of different background and composition; songs/music in different languages; foods served at home offered for snacks and meals; parents sharing family traditions at large group).

HighScope Professional Development

HighScope provides one-day, two-day and/or week-long trainings centered on the HighScope Infant and Toddler Curriculum. The training goes hand-and-hand with *Tender Care and Early Learning* covering all the major components of the curriculum as discussed above as well as more advanced training in child development and

the curriculum. HighScope Educational Services will work with individual programs as well as groups to provide the most efficient costs to best meet teacher's needs. (Every 10 hours of training = 1 CEU). Cost: \$2,000/two day for up to 25 participants. The following are topic covered the HighScope Infant and Toddler Curriculum Course:

Overview—2-day workshop providing an overview of the four key components of the curriculum.

Active Learning—2-day workshop looking at development through the eyes of active learning.

Supportive Adult-Child Interactions—2-3-day workshop on interaction strategies for establishing attachment and strong relationships with infants and toddlers.

Learning Environment—2-day workshop focusing on the guidelines for setting up an active learning environment for sensory-motor learners.

Daily Schedules and Caregiving Routines—2-3-day workshop providing strategies for creating consistent yet flexible schedules and routines while incorporating active learning. Strategies will include group times and intentional lesson planning based on children's developmental levels.

Working in Teams with Parents and Caregivers—2-day workshop providing strategies for working together in a caregiving team and forming partnerships with parents.

COR Advantage—1-day and 2 week online course covers a multi-step approach to child assessment through the daily process of observing, recording, interpreting, and planning based on infant and toddler development.

Program Quality Assessment (PQA)—1-day workshop providing strategies for supporting staff development, improving program practices, and evaluating program quality.

Infant-Toddler Key Developmental Indicators—half and whole day workshops providing strategies for supporting each of the eight content areas (Approaches to Learning; Social and Emotional Development; Physical development and Health; Communication, Language and Literacy; Cognitive Development; and Creative Arts).

Teacher Certification—Teachers who successfully complete and implement the infant and toddler curriculum course can receive HighScope Teacher Certification. Applications can be accessed on the website (www.highscope.org) under Professional Development. Certification processing fee is \$55 and lasts 3 years.

Additional HighScope Supportive Features:

HighScope Membership Association—Members benefit from many features such as HighScope's popular teacher newsletter called Extensions, access to numerous web clips which shows the curriculum in action, activities submitted by HighScope teachers, and more. Membership is free!

HighScope Webinars—Webinars are provided covering different aspects of the curriculum or assessment tools such as COR Advantage. Teachers will view new onscreen features designed to make it easier than ever to complete each child's developmental profile. Questions and answer are at the end of the webinar.

HighScope ETools—HighScope provides access to the e-Tools section of the HighScope Web site. On the HighScope site, Florida School Readiness staff can "meet" to discuss their implementation of the HighScope Curriculum. Success will be documented and shared, and challenges will be addressed.

HighScope Training Conferences—HighScope conducts regional training events throughout the State of Florida. Providers may attend a special track of sessions specific to Florida's School Readiness program. Length of the conferences will range from 1 - 2 days. Cost: \$175/person/day

Infant-Toddler Training of Trainers—Learn to successfully implement the HighScope Infant and Toddler Curriculum through the Trainer of Trainers program which provides extensive study, discussion, and hands-on practice. The three-week HighScope **Training of Trainers** Course is designed for those who have already completed extensive training in the HighScope Infant-Toddler Curriculum and wish to extend their skills to training adults in the educational approach. Those successfully completing the Training of Trainers Course earn Infant and Toddler Trainer certification through the International HighScope Registry. Cost: Subject to number of participants.

General Curriculum Resources	Format	Product Code	ISBN	Price
Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings	Book	F1086	978-1-57379-583-8	\$ 44.95
Building a HighScope Program: Infant –Toddler Programs	Book	WC-P1284	978-1-57379-266-0	\$12.95
Tender Care Series: Active Learning	DVD	F1084	978-1-57379-548-7	\$ 34.95
Tender Care Series: Supportive Adult-Child Interaction	DVD	F1082	978-1-57379-546-3	\$ 44.95
Tender Care Series: Daily Schedules and Caregiving Routines	DVD	F1080	978-1-57379-544-9	\$ 44.95
Tender Care Series: “It’s Mine!” Responding to Problems and Conflicts	DVD	F1078	978-1-57379-248-9	\$ 36.95
Infant-Toddler Key Developmental Indicators	Posters	F1089	978-1-57379-646-0	\$ 14.95
Infant-Toddler Key Developmental Indicators	Wall Chart	WC-F1088	978-1-57379-549-4	\$6.95
COR Advantage Online Subscriptions (15 Children @ \$18.95 per child)	Online			\$284.95
Infant and Toddler Program Quality Assessment-Form A	Booklet	WC-F1265	978-1-57379-700-9	\$13.50
Program Quality Assessment-Form B	Booklet	WC-F1262	978-1-57379-627-9	\$9.50
Letter Links: Alphabet Learning with Children’s Names	Book Online	WC-P1204 WC-P1373	978-1-57379-143-4 978-1-57379-442-8	\$25.95 \$29.95
Infant Toddler Board Book Library	Children’s Books	N-FHSB50		\$293.87
Trace and Write Letters Set of 52	Material	P3012		\$19.99
Wooden Numbers	Material	P3011		\$9.99
Wooden Steering Wheels	Material	P3009		\$39.99
Wooden Photo Unit Blocks Set of 20	Material	P3015		\$54.99
			Resources Total:	\$1024.28
Additional Optional Resources:				
Infant Curriculum Kit	Kit	F2001SET		\$299.99
Toddler Curriculum Kit	Kit	F2002SET		\$269.99

Total School Readiness Package Price: \$3024.28 includes curriculum materials, HighScope two-day workshop, COR Advantage Webinar, e-Tools, and membership in the HighScope Membership Association. Optional Training Conferences and Extensive Training would be in addition to the School Readiness Package.

Ordering: Orders can be placed with HighScope online, by phone, or fax.

Online: www.highscope.org	Phone: 800.40.PRESS	Fax: 800.442.4FAX
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Price is effective throughout the life of the School Readiness adoption.

Contact Information for Inquiries and Purchases: Marianne McDonnell, 800.587.5639, ext. 228, or mmcdonnell@highscope.org. Visit our Web site at www.highscope.org.