



Infant-Toddler

*Curriculum, Assessments &
Classroom Transitions*

Curriculum & Approach: How We Teach

Infant-Toddler (children 6 wks - 24 mos.)



- Kaleido*Kids uses the HighScope model as the foundation for our curriculum.
- At Kaleido*Kids, **caregivers support children's natural desire to be active learners.** Creating an active learning environment for infants and toddlers means consciously considering all their needs-social, emotional, physical, cognitive, and sociolinguistic.
- By using the clearly-defined practices of our curriculum, **caregivers develop close, supportive relationships with the children in their care:**
 - ✓ **Adult-Child Interaction:** Guided by practical theories of child development, caregivers attempt to see things from the child's point of view, encourage rather than thwart children's efforts and communications, take cues from children rather than impose their own ideas, and assume a problem-solving approach to children's interpersonal conflicts rather than punish children or solve their problems for them.
 - ✓ **Arrangement of the Room & Physical Environment:** The physical space is safe, flexible, and child-oriented to provide comfort and to accommodate children's changing developmental needs and interests. Providing an active learning environment means considering infants' and toddlers' wide and varying range of needs.
 - ✓ **Daily Schedules & Routine:** Caregivers maintain the infant-toddler schedule and routine as consistently as possible while flexing it to accommodate individual children's natural rhythms and temperaments.
 - ✓ **Observations and planning for children:** Caregivers' observation of what infants and toddlers are learning, and how each child best learns, guides the teachers planning for their classroom (as detailed on next page).
- Please note: You may have heard of 'play-based' learning. Our view is, while we believe play is important for learning, our curriculum incorporates periods of teacher-led lessons throughout the day while also allowing kids free-choice learning opportunities through play (lesson periods increasing in the older classrooms).



Curriculum Content: What We Teach

Infant-Toddler (children 6 wks - 24 mos.)

- At Kaleido*Kids we've implemented a comprehensive curriculum model that addresses all areas of infant-toddler learning & development.
- The curriculum includes **eight key content areas**:
 1. *Social-Emotional-Behavioral Development*
 2. *Self-Help/Self-Care*
 3. *Cognitive*
 4. *Communication, Language, Literacy*
 5. *Physical development (large&finemotor)and health*
 6. *Creative arts- music, language, art & sensory*
 7. *Basic Math Concepts (15-24 mos)- no set goals for this area, introduction only*
 8. *Science & Technology (15-24 mos)- no set goals for this area, introduction only*
- Learning is guided by our **Key Developmental Benchmarks (KDB)** that meet, and in most cases exceed, all state standards (see 'goals' list next page)
- Teachers monitor each student's progress across the KDBs and develops a lesson plan that guides and challenges the class, while keeping in mind where each child is developmentally.



Assessment & Progress Meetings: How We Evaluate Infant-Toddler (children 6 wks - 24 mos.)

- **Why Assessment Is So Important in Infant-Toddler Programs:** Research tells us that the best programs constantly measure how well caregivers do their jobs and whether children are developing as they should be. Teachers continuously evaluate what is working and improve what is not and then adjust as needed.
- **Assessments: The Goals Lists**
 - ✓ Kaleido*Kids developed a Goals List for each age group, which includes the Key Developmental Benchmarks to measure each student's individual progress across all content areas.
 - ✓ The benchmarks are based on Illinois standards of school readiness; the goals meet, or in many cases exceed, the standards.
 - ✓ Teachers always keep in mind that each child develops at their own pace, so these lists only serve as a guide. If the teacher/director is ever concerned about a specific aspect of the child's development, we would bring it to the parents' attention then recommend to follow up with their child's pediatrician
- **Progress Meetings**
 - ✓ At around the child's yearly birthdate, prior to moving up to their next classroom, teacher & parents meet to discuss how the child is progressing and review areas of focus for their next classroom
 - Teachers will complete an updated goals list at the child's half year mark (19mos, 2.5 yrs, 3.5 yrs, 4.5 yrs) but no PT conference will take place at this time, unless parent/teacher feels its necessary.



A Note About Classroom Transitions

- Children transition to the next classrooms based on 1) specific milestones achieved 2) age requirement and 3) space permitted in the next classroom.
- Transition Milestones (bolded=required)
 - ✓ Younger Infant to Older Infant Room → At approx. 9 months, **down to two naps (10am, 2pm)**, eating table foods
 - ✓ Older Infant to Toddler Room → At **15 months**, **down to one mid-day nap**, **walking steady**- all three required to move up
 - ✓ Toddler to Preschool Prep → At **24 months**, transitioned off pacifier (if uses one)
 - ✓ Preschool Prep to Preschool → At **36/42 month**, must have **100% independence using toilet** (including dressing/dressing, wiping, pee and BM in toilet, no diapers or pull-ups allowed in preschool room).

- Transition Timing (approx. timing)

- ✓ Reminder, a student's transition is based on availability in the next room AND whether the child is developmentally ready for the next classroom

Transition Timing			
* Refer to goals list of skills/milestones required to move to next room			
Birthdays month of ...	Estimate Trans Month...		
July			
August		Oct	FALL TRANSITION
Sept			
Oct			
Nov		Jan	WINTER TRANSITION
Dec			
January			
February		April	SPRING TRANSITION
March			
April			
May		July	SUMMER TRANSITION
June			



Brief Overview of the Daily Plan

Infant & Toddler

- Caregivers maintain the overall routine as consistently as possible, while flexing it to accommodate individual children's natural rhythms and temperaments.
- While each classroom decides on the daily plan that works best for its own setting, schedule and children, the segments listed to the right are always included during the day.
- It is up to the caregivers/teachers in each classroom to decide the length and order of the segments, whether particular segments will be repeated and the content of the experiences in each segment.
- Details of the daily plan provided on the next page.

- Arrivals & Departures
- Choice Time
- Group Time
- Outside Time
- Caregiving Routines
- Transitions
- Team Planning Time

Details of the Daily Plan

Infant & Toddler



- **Arrivals & Departures:** Caregivers work with parents to ensure that arrivals and departures are pleasant and reassuring for children. These times allow children to extend the bonds of trust they have with their parents to the caregivers in the program. The physical locations where arrivals and departures take place depend on the needs of children and their parents.
- **Choice Time**— During this part of the daily routine, caregivers are attentive and offer emotional and physical support to children as the children play and explore their environment at their own pace. Caregivers tailor their responses to children's ideas, engage in give-and-take communication with the children, imitate children's actions, support children's play with other children, and assist children in problem solving. They also support older toddlers in planning and recalling their choice-time activities.
- **Group Times**— In small groups of older infants and toddlers, caregivers provide a particular set of materials for children to explore in a common activity. In these group times, children remain in close contact with the caregiver while having a shared experience with other children. Although the adults introduce the activities, children remain free to make choices about materials and how to use them.
- **Outside Time**— This segment of the day allows infants and toddlers to explore the outdoor world. Using strategies similar to those used at choice time, adults support children's exploration and interests, providing open-ended materials and a variety of experiences. Young infants who are not yet crawling may spend time on a blanket lying on their backs and looking around, reaching for objects, and feeling the sun and air. Older infants sit and explore toys and natural objects, crawl, and pull themselves up to a stand. (We will use the open exploration space we built behind the center, as well as weekly trips to Holstein Park, which is about a 5 minute walk west on Webster)

Details of the Daily Plan (cont.)

Infant & Toddler



- **Caregiving Routines**— In addition to strengthening bonds with children during meals, rest, and bodily care routines, caregivers also use these care giving routines as opportunities to share control by finding ways for the children to play an active role. Caregivers fit these times around children's exploration and play. Frequency of naps is based around each child's individual needs, with quiet alternatives provided for non-nappers. Adults also accommodate children's individual styles of waking up. Similarly, caregivers take cues from children about feedings and diaper changes, respecting each child's own rhythms and temperament.

Older toddlers will have the opportunity to eat their meal 'family style', allowing teachers, caregivers and children to eat together, which promotes a relaxed and engaging atmosphere so toddlers can learn positive social skills and manners, good eating habits and confidence with self-feeding/serving.

- **Transitions** — The timing of transitions is flexible, based on children's needs and engagement in their play and the shift in events or activities is kept low-key and comfortable as possible. Caregivers organize the parts of the day in a logical fashion. They strive to avoid unnecessary transition; for example, having children remove all their outdoor wear after playing outside and then putting it back on again to go home after a brief indoor group time. Instead, caregivers might schedule their daily routine so outside time occurs prior to departure time.
- **Team Planning Time**— This time happens every day at KALEIDO*KIDS. It can occur during children's naptime, before children arrive, or after they leave. The teaching team meets to discuss their observations of children's developing abilities and interests, focusing on these observations as they plan activities and review the materials in the classroom.