



Early Childhood Policy In Institutions of Higher Education

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and the Buffett Early Childhood Fund*

Created originally as a prototypical module by the Early Childhood Policy in Institutions of Higher Education (ECPIHE) initiative, this document has been modified for use by (*insert university name*) for use in its (*insert program name*). This document supports ECPIHE’s foundational intent to create and support a cadre of scholars who address early childhood policy. Moreover, it acknowledges ECPIHE’s purposeful creation of comprehensive and adaptive materials that are designed to be modified to reflect the instructional goals and needs of diverse contexts and users. For more information about ECPIHE and/or to learn about additional coursework related to the initiative, please visit <http://policyforchildren.org/ecpihe/>

This module is Module 5 of 12 90-minute modules that have been developed as part of the Early Childhood Policy in Institutions of Higher Education (ECPIHE) effort funded by the Heising-Simons Foundation and Buffett Early Childhood Fund. The work herein represents the collective effort of the project’s Content Work Group, which includes Linda Espinosa, Sharon Lynn Kagan, Kristie Kauertz, Helen Raikes, Aisha Ray, Adele Robinson, Catherine Scott-Little, Linda Smith, and Albert Wat. Eva Landsberg and Samantha Melvin contributed to the work, as well. Each module contains distinct content so that it may be used individually or in combination with other modules. Taken together, the 12 modules could form a course.

Title	<i>Module 5 – Practice and Pedagogy</i>
Learning Outcomes	<p><i>By the end of the session, students will:</i></p> <ul style="list-style-type: none"> • Understand pedagogical and other frameworks for policy-driven early childhood programs; • Learn about key program models for policy-driven programs and how these have changed over time; • Explore special areas of importance and emphases in developing programs in policy contexts: e.g., supports to program quality and areas of focus for programs, including language development, cognitive development, social emotional development, and executive functioning.
Content	<p><i>PART I – Pedagogical and Motivational Frameworks (~15 minutes)</i></p> <ul style="list-style-type: none"> • Pedagogical Frameworks <ul style="list-style-type: none"> ○ Piaget ○ Vygotsky ○ Importance of play as a cornerstone

- Developmentally appropriate practices
- Motivational Frameworks
 - Scientific motivations: The contributions of neuroscience and the critical nature of the early years
 - Human Rights motivations: Rights frameworks
 - School preparedness motivations: Readiness – opportunity gaps

PART II – Policy and Pedagogy in Practice: Guiding Principles of Alternative Program Models (~30 minutes)

- Intervention Programs
 - Focus: Readiness & two-generation oriented
 - Implementation: Performance standards; teacher requirements
 - Outcomes: Outcomes sought
 - Example
 - Practice Issues: Practices associated with variation in outcomes
- Montessori
- Reggio-inspired programs
- Play-based models
- Caregiving models
- Other
 - Nature-based
 - Religious-based

PART III – Quality, Standards, and Teacher Preparation (~15 minutes)

- History of early childhood quality studies
- Regulating quality
 - Licensing
 - State Early Learning Guidelines/Standards/Competencies
 - Quality Rating and Improvement Systems
 - Teacher training and state certifications
 - Teacher improvement and enhancement
 - Implementation science and coaching
 - National supports and frameworks for quality enhancement (e.g., centers for TA)

PART IV – Drilling Down: What Have We Learned About What Supports Development: Snapshots (~15 minutes)

- Contextualization: cultural match, diversity, cultural appropriateness
- School readiness
- Supporting language and bilingualism
- Supporting cognition including STEM learning
- Supporting social-emotional development

	<ul style="list-style-type: none"> Supporting executive function <p><i>PART V – Pre-K Debates - Activity (see below) (~15 minutes)</i></p>
Delivery Method	<ul style="list-style-type: none"> 75 minutes: PowerPoint with video examples 15 minutes: Application activity
Application Activity/ies	<p>Create A Continuum that Illustrates Pre-K Debates. People on ends of the continuum start a debate. E.g., Whole Child vs. Targeted; Schools-Based vs. Community Based; Focus on Curricular Areas vs. Inquiry-Based; Credentials and Degrees for Teachers vs. Competency Based; Required QRIS vs. Voluntary QRIS; Support First Language vs. English Only; and ask students to put a marker for themselves on the continuum;</p>
Suggested Readings	<p>Clements, D., & Sarama, J. (2011). Early childhood mathematics intervention. <i>Science</i>, 333(6045), 968-70.</p> <p>Diamond, A., & Lee, K. (2011). Interventions shown to aid executive function development in children 4 to 12 years old. <i>Science</i>, 333(6045), 959-954.</p> <p>Phillips, D. A. et al. (2017). <i>Puzzling it out: The current state of scientific knowledge on pre-kindergarten effects</i>. Washington, DC: Brookings. Retrieved from https://www.brookings.edu/research/puzzling-it-out-the-current-state-of-scientific-knowledge-on-pre-kindergarten-effects/</p> <p>Zigler, E., Gilliam, W., & Barnett, W.S. (2011). <i>The pre-K debates: Current controversies and issues</i>. Baltimore, MD: Brookes Publishing.</p>