



Teaching Environment Procedures

1302.31 Center-based and family child care program must ensure teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children’s skill growth aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, including children with disabilities. A program also must support implementation of such environment with integration of regular and ongoing supervision and a system of individualized and ongoing professional development, as appropriate.

ECEAP E-3 Daily Routine

Contractors must post a schedule of the daily routine for each classroom. This daily routine must:

Be predictable, yet flexible and responsive, to meet the interests and needs of the children. Offer ample time for unrushed activities and transitions.

Minimize the number of transitions so that there is more productive time and less waiting.

Allow periods of quiet and of activity, responding to children’s needs.

The usual daily routine must include:

A large block of free choice time, at least 45 minutes. During free choice, children initiate their own activities and engage in play-based learning. Staff converse with children to support decision making; problem solving, and higher order thinking.

Small group learning opportunities.

Short periods of whole group discussion, interaction, and concept development.

Outdoor or large motor time.

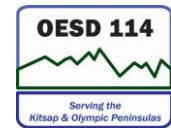
Reading in groups or individually.

Meals or snacks with children and adults sitting together, engaging in relaxed conversation, and practicing family-style meal skills, such as serving themselves and cooperating with others

Hand-washing before eating and as needed.

All adults in the classroom will foster positive, warm, responsive and nurturing relationships with children.

Classroom environments will foster trust and emotional security; are communication and language rich, promote critical thinking and problem solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all children’s engagement in learning experiences and activities.



Responsive and respectful learning environments welcome children from diverse cultural and linguistic backgrounds. Effective teaching practices and learning experiences build on the unique backgrounds and prior experiences of each child.

Families are respected and supported as the primary influence in their child's early learning and education. Their knowledge, skills, and cultural backgrounds contribute to children's school readiness.

Classrooms are welcoming to all children, and children are encouraged to join the group. Teachers communicate with children in a warm manner, including laughing and showing affection, and respond to their needs.

Teachers use a gentle tone of voice with children, and bend down to speak with them at eye level.

Teachers provide a balance of group and one-on-one activities, to encourage children to develop both group and individual relationships.

Teachers develop high quality early learning experiences that are responsive to all children and build upon each child's individual pattern of development and learning, and integrate child assessment data in individual and group planning.

Teachers will implement developmentally appropriate learning experiences in language, literacy, social emotional development, math, science, social studies, creative arts, and physical development that are focused toward achieving progress outlined in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*.

Children have opportunities to play and interact with other children which helps them build friendships and develop social skills, such as working together and taking turns.

Adults in the classroom develop relationships with families and share information about the children, including family background such as their home language.

A large block of child choice time is at least 45 minutes for 2 ½ hour classroom; and at least 60 minutes or longer for 3 ½ hour classroom.

A structured small group focused learning time is separate from the large block of unstructured child choice time.

Creative art experiences are hands-on and process oriented with no adult arranged outcome. Creative art experiences are included in the weekly lesson plan. Children's work is posted in the classroom.