Section 1.1
California Early Learning & Development Systems
Learning Outcomes
After completing each activity, participants will be able to:

Activity 1
• Define California’s Early Learning and Development System
• Name the system components
• Summarize the function and purpose of the system and each component

Activity 2
• Explain how the components relate to one another

Activity 3
• Identify and locate system resources
• Discuss how the system can support family child care providers and the learning and development of children in their care

Handouts
1. CA Early learning & development system
2. Connecting Components of the system
The California Early Learning and Development System ("the system") is the vision of the California Department of Education for early childhood education and professional development in the field.

The system has five components:

1. Learning and Development Foundations
2. Curriculum Frameworks
3. Program Guidelines
4. Desired Results Assessment System
5. Professional Development

High quality early childhood care and education is key to optimal child development and early learning.

Experiences that support early learning contribute to children's preparation for kindergarten, and subsequent school success.

Family child care providers are early childhood educators. The interactions, environment, and daily routines experienced by the children in their care have a significant impact on learning and development.

The system provides guidance and support to early childhood educators as they develop and operate high quality early learning programs and environments that enable children to thrive.

Each component of the system focuses on specific areas of support. Together, they make up a comprehensive network of resources and services that address various aspects and elements of high quality early learning programs.
Activity #1

Learning Outcomes
• Define California’s Early Learning and Development System
• Name the components of the system
• Summarize the function and purpose of the system and the components

Materials Needed
Handout 1: CA Early Learning and Development System

Methodology: Practice, discussion

Preparation
Make copies of Handout 1. Laminate the diagram on the first page and cut out each of the areas of the California Early Learning and Development System. For the second page, separate the descriptions of the components. Distribute the areas and descriptions.

Activity
In pairs, ask participants to match the areas to the descriptions

Reconvene the large group.

Explain that each area is a component of the California Early Learning and Development System. Ask the pairs to discuss which area they believe is at the center of the system and discuss why.

Quiz the participants by posing questions about the system, the components and the descriptions.
• What are the components of the system?
• What is at the center of the system?
• What component describes knowledge, skills, etc.?
• What is the purpose of the Program Guidelines?
• What impact does this system have on you as a family child care provider?

Conclude the discussion by reviewing the Key Talking Points and components of the system.

Key Points
• The California Early Learning and Development System is CDE’s vision for early childhood education and professional development.
• The system provides guidance and support to early childhood educators as they develop and operate high quality early learning programs and environments that enable children.
Activity #2

Learning Outcomes
Understand how the components of the CA Early Learning and Development System relate to one another

Materials Needed
Handout 1: CA Early Learning and Development System (first page)
Handout 2: Connecting the Components of the System
CA Department of Education publications (Foundations, Frameworks, Guidelines, etc.)

Methodology: Lecture, discussion

Preparation
Display CA DOE publications

Activity
Distribute Handouts 1 & 2

Refer to the display as you review the Key Talking Points (invite the participants to browse during breaks).

Call attention to Handouts 1 and 2. Point out that the system provides recommendations, strategies, tools, and learning opportunities.

Use Handout 2 to help guide a discussion. Ask participants to reflect and consider the big picture:

• Why is it important to have (...) and for (...) to be part of the system? How are they connected? How do they complement each other? Can you give an example to illustrate this?
• What makes the system comprehensive?
• What resources or services will be most useful to you as a family child care provider?

Key Points
• The components of California’s Early Learning and Development System focus on specific areas of support.

• The CA’s Early Learning and Development System has five components:
  1. Learning and Development Foundations
  2. Curriculum Frameworks
  3. Program Guidelines
  4. Desired Results Assessment System
  5. Professional Development

• The system is a comprehensive network that addresses various aspects of high quality early learning programs.
Activity #3

Learning Outcomes
Understand how the CA Early Learning and Development System can support family child care providers and the learning and development of the children in their care.

Materials Needed
Handout 1: CA Early Learning and Development System
Handout 2: Connecting the Components of the System

Methodology:
Lecture, reading, reflection, discussion

Activity
Distribute Handouts 1 and 2.

Tell participants:
The CA Early Learning and Development system provides guidance and support to early childhood educators in their efforts to create and operate high quality early learning programs and environments that allow children to thrive.

Ask participants to review the handouts and reflect on the content. Encourage them to think about what they are reading in the context of their role as educators.

Have an informal conversation with the participants. Encourage them to illustrate their opinions and ideas with examples. Emphasize that there are no right or wrong ideas or opinions.

Ask participants:
- *Which aspects of the system do you see yourself participating in?*
- *How can the system help you succeed as a family child care provider?*

Key Points
- High quality early childhood care and education is key to optimal child development and early learning.
- Experiences that support early learning contribute to children's school readiness and success.
- Family child care providers are early childhood educators.
- The experiences, the environment, and the interactions that frame and define a provider's daily routines have an impact on children's learning and development.
HANDOUT #1: CA EARLY LEARNING & DEVELOPMENT SYSTEM

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Program Guidelines and Resources

Provide recommendations on how to create programs for infants, toddlers, and preschool children.

Curriculum Frameworks

Offer teaching strategies, ways to interact with children and families, and guidance in setting up high quality environments.

Learning and Development Foundations

Describe knowledge, skills, behavior, and competencies that typically developing children will be able to demonstrate.

Professional Development

Includes opportunities for early childhood educators to learn more about the system and its areas of support, enhance their knowledge and skills, and access resources.

Desired Results Assessment System

Provides tools that early childhood educators can use to observe individual children, assess and document their learning, and plan programs.

HANDOUT #2: CONNECTING COMPONENTS OF THE SYSTEM

**RECOMMENDATIONS**
Ideas and suggestions that support the strategies

**THE OUTCOMES**
The knowledge and skills that the recommendations, strategies, tools, and learning opportunities facilitate and promote

**STRATEGIES**
Approaches that can help early childhood educators achieve the outcomes

**LEARNING OPPORTUNITIES**
Experiences that can expand or validate knowledge about the outcomes, recommendations, strategies, and tools

**TOOLS**
Utilized to check the effectiveness of the strategies and measure progress towards achieving the outcomes
HANDOUT #2: CONNECTING THE COMPONENTS OF THE SYSTEM

To adapt successfully in group settings, children need to form trusting relationships with adults and children outside their family. Young children need guidance and many opportunities to learn how to make and keep friends. They must be able to understand other children's views, and they need to practice the give-and-take required in friendships. (Guidelines for Early Learning in Child Care Home Settings)

Some strategies that support children as they learn and develop skills in interacting with peers include:

- Observe the level of social interaction skills that each child brings to the group.
- Model effective and respectful interaction.
- Incorporate materials that promote and encourage peer play. (Preschool Curriculum Framework)

At around 48 months of age children interact with peers and participate in simple sequences of pretend play.

For example, a child may leap into the air pretending to fly and other children do the same thing; or she may say to another child, "I'll be the tiger!" when they are playing outside. (Preschool Learning Foundations)

Workshops on related topics (e.g., observation, children interactions, setting up learning environments, child development) offered by local entities, such as Resource & Referral agencies through the Child Care Initiative Project, the California Preschool Instructional Network (CPIN), or the family child care networks.

Family Child Care Environment Rating Scale©