



Our Curriculum and Program Guidelines

Relationships We promote positive relationships among all children and adults. We encourage each child's sense of individual worth and belonging as part of a community and foster each child's ability to contribute as a responsible community member.

Warm, sensitive, and responsive relationships help children feel secure. The safe and secure environments built by positive relationships help children thrive physically, benefit from learning experiences, and cooperate and get along with others.

Curriculum We implement a curriculum that is consistent with goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.

A well-planned written curriculum provides a guide for teachers and administrators. It helps them work together and balance different activities and approaches to maximize children's learning and development. The curriculum includes goals for the content that children are learning, planned activities linked to these goals, daily schedules and routines, and materials to be used. We use the MA Early Learning Guidelines for Infants and Toddlers.

Teaching We use developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the curriculum goals. Children have different learning styles, needs, capacities, interests, and backgrounds. By recognizing these differences and using instructional approaches that are appropriate for each child, teachers and staff help all children learn. Our teachers modify strategies and materials to respond to the needs and interests of individual children, engaging each child and enhancing learning.

Assessment of Child Progress We have ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of mutual communications with families and with sensitivity to the cultural contexts in which children develop.

Assessment results benefit children by informing sound decisions, teaching, and program improvement.

Assessments help teachers plan appropriately challenging curriculum and tailor instruction that responds to each child's strengths and needs. Assessments can also help teachers identify children with disabilities and ensure that they receive needed services.



Health Our program promotes the nutrition and health of children and protects children and staff from illness and injury. Children must be healthy and safe in order to learn and grow. Programs must be healthy and safe to support children’s healthy development.

Teachers We employ and support a teaching staff with the educational qualifications, knowledge, and professional commitment necessary to promote children’s learning and development and to support families’ diverse needs and interests.

Teachers who have specific preparation, knowledge, and skills in child development and early childhood education are more likely to provide positive interactions, richer language experiences, and quality learning environments.

Families We establish and maintain collaborative relationships with each child’s family to foster children’s development in all settings. These relationships are sensitive to family composition, language, and culture. To support children’s optimal learning and development, programs need to establish relationships with families based on mutual trust and respect, involve families in their children’s educational growth, and encourage families to fully participate in the program.

Physical Environment Our program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.

An organized, properly equipped, and well-maintained program environment facilitates the learning, comfort, health, and safety of the children and adults who use the program.