



EARLY CHILDHOOD EDUCATION

***UNDERSTANDING PRE-KINDERGARTEN
DEVELOPMENT AND PROGRESS***




ADVENTIST EDUCATION

Where the Journey to Excellence Begins



OUR MISSION

To see young children growing in their love for God and love for others through purposeful integrated learning experiences in a caring Christian environment.



The North American Division recognizes that the early education and care of young children is the beginning of a continual growth process.

In partnership with the home and church it is essential that a balanced early childhood education program be established to meet the needs of a child's spiritual, physical, intellectual, social and emotional development from birth to entrance into formal schooling. This will affirm the value of each child and family, bringing them closer to Christ. As a denomination, Seventh-day Adventists see the early education of children as a continual growth process.

It is our hope this information anticipates and answers your questions on the importance of assessment and developmental progress reporting during the pre-kindergarten year. For more information contact your child's school and/or teacher.

WHAT WILL MY CHILD'S PRE-KINDERGARTEN REPORT CARD LOOK LIKE?

Pre-Kindergartners do not get report cards.

There is a lot of debate in early childhood education about how to appropriately track young children's progress. One thing we can agree on is that schools should be discouraged on grading their youngest children.

The North American Division Early Childhood Advisory does not advocate report cards for this age. Report cards do not give accurate information about the development of the child. A portfolio of authentic assessments will be maintained for your child. Meetings with parents or guardians, and the use of authentic assessments are priority.

HOW WILL MY CHILD'S PROGRESS BE MEASURED?

Assessment will be on-going and age appropriate.

According to the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialist in State Departments of Education (NAECS/SDE):

"A systematic procedure for obtaining information from observation, interviews, portfolios, projects, test, and other sources that can be used to make judgement about children's characteristics."

What this conveys is that a variety of developmental, cultural and linguistic information about each child collected from on-going assessments enables teachers and parents to learn more about the needs of the child.

HOW WILL MY CHILD'S PROGRESS BE TRACKED THROUGHOUT THE YEAR?

In a variety of ways.

Progress will be tracked by using an assortment of on-going authentic assessments. Parents will receive a quarterly report on their child's developmental growth.

"Authentic assessments encompass evaluating motivation, achievement, and attitudes of children engaged in personally meaningful tasks in real-life contexts, and grounded in naturally occurring learning activities."
(NAEYC)

WHAT IS IN A PORTFOLIO?

A collection of a child's individual work.

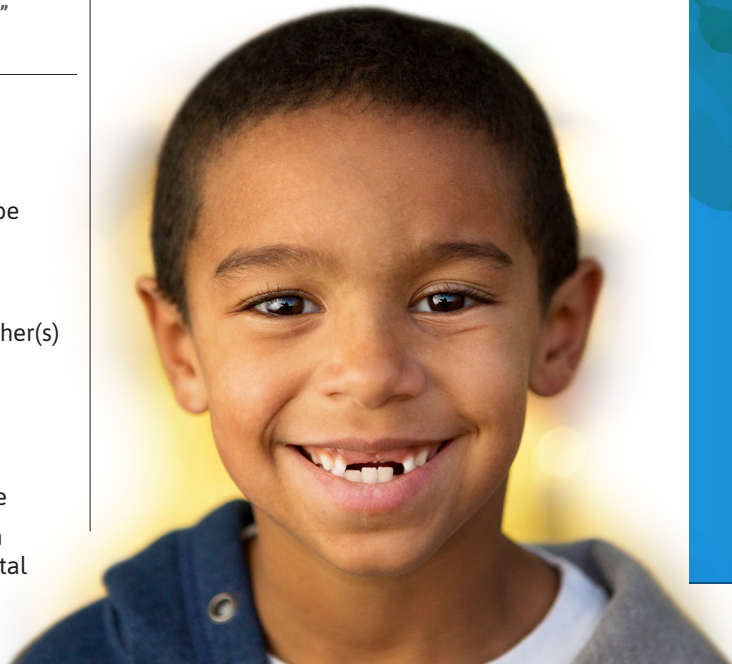
Your child's portfolio may include, but not be limited to:

- » Photographs of his/her activities
- » Anecdotal notes from your child's teacher(s)
- » Notes from you, the parent
- » Evaluation of developmental levels
- » Collection of objective observations
- » A collection of child's work and sample
- » Tracking form of progress aligned with the NAD Early Childhood Developmental Learning Standards (ECDLS)

HOW OFTEN WILL WE HEAR FROM OUR CHILD'S TEACHER?

On-going communication with scheduled formal and informal quarterly meetings.

Pre-Kindergarten progress reports will be provided four times during the school year, with optional mid-term check-ins. Parent/Teacher conferences can be expected twice a year (once in the fall and again in spring).



EARLY CHILDHOOD IS THE MOST IMPORTANT PERIOD

"Too much importance cannot be placed on the early training of children. The lessons that the child learns during the first seven years of life have more to do with forming his character than all that it learns in the future years."

ELLEN G. WHITE – CHILD GUIDANCE, P. 193

***“The goal of early childhood education
should be to activate the child’s own
natural desire to learn.”***

DR. MARIA MONTESSORI

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