

Philosophy

Our approach to early education stems from the work of developmental theorists who view children as competent, unique individuals who grow and learn through exploring and investigating the world around them and others in it. Our practices are centered around children's interests, the project approach, and the National Association for the Education of Young Children (NAEYC) Program Standards. Our Early Intervention (EI) program adheres to best practices from the California Department of Developmental Services (DDS) Early Start Personnel Manual.

Child-Centered means our program is here to meet the real authentic needs of children, allowing them the freedom to be children and put their physical emotional and intellectual well-being first. We believe children learn best through fully inclusive play and social interactions. Our main goal is to nurture children and help them grow and develop.

The role of the teacher is to be a partner/facilitator in the teaching and learning process with the child, by creating learning opportunities for children to achieve their full potential. We view the environment as the "third" teacher. Both indoor and outdoor environments are a part of the learning space. Our indoor space is reflective of home - flexible, creative, and interesting. Within this setting, children are taught to respect and care for the environment, each other, and their work. This allows for self-direction and freedom to follow their own interests, which are powerful motivators for learning. Our learning environments reflect and celebrate the value and diversity of each child's culture and ethnic background.

Our outdoor environment is an extension of indoor learning and holds its own unique learning possibilities.

We are always happy to discuss our philosophy and the individual needs of your child. We avoid talking about children when they are present, however feel free to call for an appointment to talk with your child's teacher or one of the Coordinators (Directors).