

California Community Colleges Curriculum Alignment Project –CAP Expansion

Infant and Toddler Care and Curriculum

Description

A study of research-based approaches related to the care and education of infants and toddlers in group settings. Examines theories of learning and development, regulations, and essential practices that lead to quality care and developmentally appropriate curriculum and environments for children birth to 36 months. Emphasizes strategies to promote healthy relationships in the care and education of infants and toddlers.

Objectives

1. Describe program types, licensing regulations, and quality assessment tools for infant and toddler care.
2. Discuss the care, development, and learning needs specific to infants and toddlers.
3. Explain the benefits of primary care, continuity of care, culturally responsive care, and small group size in infant and toddler group settings.
4. Identify inclusive practices that support and respect the diverse cultures, values, and beliefs of families and caregivers.
5. Describe ways to support dual language learners, birth to 3, in building language and literacy skills in home language(s) as well as in English.
6. Observe, document, and assess infant and toddler play and interactions to plan individualized care and curriculum.
7. Design appropriate play spaces and care routines that invite infant and toddler participation and learning.
8. Describe teaching strategies that promote relationships, learning, and development.

Content

1. Laws and regulations for Infant and Toddler group care settings
 - a. Program types
 - b. California licensing regulations
 - c. Teacher qualifications
2. Professional pathways
3. Quality assessment tools
4. Developmental foundations for the care and education of infants and toddlers
 - a. Ages, stages, and milestones
 - b. Theories of learning and development
 - c. Domains of development
 - i. Physical
 - ii. Cognitive
 - iii. Language
 - iv. Social
 - v. Emotional

- d. Variations in development

5. Approaches to Infant and Toddler Education

- a. Developmentally appropriate practices, theories, and resources such as:
 - i. Magda Gerber
 - ii. The Pikler Approach
 - iii. Resources for Infant Educators (RIE)
 - iv. Program for Infant Toddler Caregiving (PITC)
 - v. Zero to Three
- b. Central role of the family
- c. Relationship-based practices
 - i. Primary caregiving
 - ii. Continuity of care
 - iii. Group size
 - iv. Personalized care
- d. Culturally responsive care
- e. Inclusive care

6. Curriculum and Planning

- a. Observation and listening as the basis for planning
- b. State resources
 - i. CA Infant/Toddler Learning and Development Foundations
 - ii. CA Infant/Toddler Curriculum Framework
- c. Collaboration and co-planning with families, colleagues, and other professionals
- d. Supporting home language and the needs of mono and multilingual learners
- e. Environment - indoors and outdoors
 - i. Inviting and engaging spaces
 - ii. Spaces that promote trust and security
 - iii. Colors, textures, lighting, and sounds
 - iv. Materials and equipment
 - v. Schedules and routines
 - vi. Adult spaces
- f. Creating and implementing curriculum
 - i. Physical
 - ii. Cognitive
 - iii. Language and literacy
 - iv. Social
 - v. Emotional
 - vi. Self-help skills
- g. Teaching strategies such as:
 - i. Verbal and non-verbal interactions and conversations
 - ii. Use of routines
 - iii. Integration of content across the curriculum
 - iv. Universal Design for Learning (UDL)

- v. Adaptations and modifications for individual needs and interests
- h. Monitoring and assessing learning and development
 - i. Early identification and intervention
 - ii. Referrals
 - iii. Working with families and specialists