



California Infant Toddler Curriculum Framework

Draft Chapters Four & Five




Chapter Four  
Curriculum Planning

- Infants and toddlers possess an amazing capacity to learn and organize vast amounts of new information
- Just about every waking moment, they are busy developing fundamental competencies, which are described in the *California Infant Toddler Learning & Development Foundations*.
- As infants and toddlers actively engage in holistic learning, the teacher's role is to provide possibilities for them to encounter, explore, and investigate.




Chapter Four  
Curriculum Planning

- Contexts for Infant/Toddler Curriculum
- Planning the Infant/Toddler Curriculum




Contexts for Curriculum Planning

- The play environment as curriculum
- Interactions and conversations as curriculum
- Caregiving routines as curriculum




The Play Environment  
as Curriculum

- Interest areas to support child-initiated learning through play
- Uninterrupted time for exploration and play in the environment




Interactions and Conversations  
as Curriculum

- Through verbal and nonverbal interaction teachers act as guides, listeners, and problem-posers for infants and toddlers.
- Whether teachers or children initiate interactive play, in both instances the teacher's role is to observe children's responses and to watch and listen for children's ideas, which may come through gestures, body movements, facial expressions, sounds, or words.






## Caregiving Routines as Curriculum

- Daily routines provide natural opportunities for children to apply emerging knowledge and skills.
- Routines offer opportunities for children to build language skills, to learn the rituals of sharing time with others, and to relate one action in a sequence to another.




## Planning the Infant/Toddler Curriculum

- **Observe**, Reflect
- **Document**, Reflect
- Reflect, Discuss, **Plan**
- **Implement**, Reflect
- **Partnering with Families** in Planning Curriculum




## Chapter Five Reflections on Observation, Documentation, Assessment, and Planning

- Observation and Documentation
- Observation and Documentation and the PITC Responsive Process
- Tools for Documenting Observations
- Analysis, Interpretation, and Use of Observational Documentation
- The Context for Observation and Documentation
- Observation and Documentation and the *California Infant Toddler Learning & Development Foundations*
- Assessment Based on Observation and Documentation
- Planning Based on Observational Documentation and Assessment




## Observation and Documentation

- When observation and documentation are part of a curriculum planning process, teachers mindfully watch infants while actively engaging with them.
- Teachers use their knowledge and all their senses as they observe, take notes, reflect on, and interpret children's behavior.
- When infant care teachers observe, they actively participate in care, remaining emotionally and physically available to the children. They are responsive to children, interact with children, and still provide care while observing.




## Observation and Documentation and the PITC Responsive Process

PITC's "Watch, Ask, and Adapt" process works hand in hand with curriculum planning that includes observation, documentation, and assessment. Infant/toddler care teachers observe to be responsive and build relationships with infants. In that process they also observe and document to deepen their understanding of children's development and learning, and to discover ways to support it.




## Tools for Documenting Observations

- Documentation tools include notepads (both paper and electronic devices), audio-recording devices, video or DVD recorders, and cameras. Teachers also include in their documentation items produced by older children such as drawings.
- Each documentation method yields different information. Combining information from different documentation tools can often give a more complete picture of a child's learning and development than one tool alone can.

 

### Analysis, Interpretation, and Use of Observational Documentation

When teachers review anecdotal notes, photos, video or DVD recordings, and samples, they piece together stories that portray the development of the infants and toddlers in their care.

 

### The Context for Observation and Documentation

- Teachers need support, time, and equipment to collect and piece together observational documentation.
- Teachers who team together often organize their work schedules to allow one or the other to spend some time on collecting and reviewing observational documentation.
- With increased emphasis on learning from observational records, infant/toddler program leaders allocate time in teachers' work schedules for the purpose of documenting, reflecting as a team, assessing development, and planning for individual children's learning.

 

### Observation and Documentation and the *California Infant/Toddler Learning & Development Foundations*

- Knowledge of the Foundations gives teachers insights into the fundamental competencies infants and toddlers develop.
- By observing infants with the Foundations in mind, teachers see and understand so much more of what is happening during this fascinating period of life.

 

### Assessment Based on Observation and Documentation

Teachers regularly add observational anecdotes, photos, or samples to a child's portfolio, which provides a basis to assess each infant's or toddler's developmental progress. Teachers use such evidence to complete formal assessments according to a regular schedule, such as every four months or every six months.

 

### Planning Based on Observational Documentation and Assessment

- Observational documentation helps teachers plan for the next steps in the child's learning. It informs curriculum plans, as teachers are able to predict what each child is likely to focus on over the next days or weeks.
- Information from DRDP results pertinent to the child's developmental level in different areas may inform a plan.
- Plans can be brief and flexible; they are not written in stone—for the general principle of responsiveness to the child's moment-to-moment interests and needs applies to this part of the curriculum planning process as it does to other parts of the process.