



Online Professional Development Opportunities

Please register for these professional development opportunities through the PD Registry at pakeys.org.

Developmentally Appropriate Practice (Five-part series; 15 hours)

Monday, November 19 - Monday, December 31, 2018

Meets the following Keystone STARS Performance Standards indicators: (EC.2.4, EC. 2.5, SQ. 3.4.10, EC 3.4.1)

- **Part 1: Tapestry By Design; The Developmentally, Individually and Culturally Responsive Classroom:** Discussions based upon an understanding of how young children grow and learn; including interculturalism and family engagement, inclusion and the importance of play. **K1.2 C1**
- **Part 2: The Early Education Environment: An Integral Part of Developmentally Appropriate Practice:** A quality early educational environment if constructed appropriately, can serve as a strong catalyst towards children's learning. This course will review the importance of the educational environment in developmentally appropriate practices as well as discuss key elements and common challenges. Participants will reflect and brainstorm strategies on their classroom, link the strategies to curricular standards, individualized instruction and developmentally appropriate practice. **K1.7 C2**
- **Part 3: Developmentally Appropriate Curriculum:** Developmentally appropriate practice requires both meeting children where they are and enabling them to reach goals that are both challenging and achievable. As a result of this course, participants will outline the connections between curriculum, assessment and developmentally appropriate practices. **K2.9 C2**
- **Part 4: Quality Inclusive Programming: From Policy to Implementation:** This course will examine the legal foundations and policy statements that impact the inclusion of children in typical early childhood settings. Using the evidence-based inclusion practices of access, participation and support as a foundation for discussion, learners will identify ways to implement developmentally appropriate practices into their early childhood programs. **K1.3 C2**
- **Part 5: It Takes a Village: Recognizing the Importance of Family-School-Community Partnerships When Providing High Quality Early Education:** In order to be effective as early educators, we must understand the families from which children come and the opportunities they receive within the community. This understanding is necessary in creating positive relationships that encourage the development of the whole child. This online course focuses on the triangular relationship between early educators, children and families and community resources. **K3.9 C2**

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**These professional development opportunities have been underwritten by the Pennsylvania Department of Human Services, Office of Child Development and Early Learning and funded by YWCA PD, a program of YWCA Greater Pittsburgh.*

Play (Four- part series; 12 hours)

Monday, January 7 - Monday, February 4, 2019

Meets the following Keystone STARS Performance Standards indicators: (EC. 3.4.1)

- **Part 1: Is There a Difference? Children's Authentic Play Experiences vs. Play Based Classroom Activities:** This session will define and discuss the variations of authentic play, playful experiences and play based activities that could potentially be offered within early learning settings. Participants will engage in resourceful discussions as well as complete independent activities that focus on providing more than just "free play" or teacher planned, play-based activities. **K1.8 C3**
- **Part 2: Learning to Play, Playing to Learn: Encouraging Play Within Early Childhood Classrooms:** "Play acts as a mechanism into courageous, creative and rigorous thinking in adulthood." (T. Bruce, London Metro University, 2013). The benefits of children's play can be life lasting, as long as the experiences are developmentally appropriate, positive and engaging. This course discusses children's play and the role of play in early learning settings. Participants will take part in varied individual and group discussions and activities that focus on the definitions, developmental mechanics and functions of play as well as become familiar with and brainstorm new strategies for encouraging play within children's earliest classrooms. **K2. 14 C1**
- **Part 3: Loose Parts: Using Everyday Items to Enhance Children's Creative Play:** Loose parts are open-ended materials found, bought or upcycled (ex: acorns, hardware, stones, aluminum foil, fabric scraps) that children can move, manipulate, control and change within their play. Loose parts are alluring and beautiful. Natural or synthetic, they capture children's curiosity, give free reign to their imagination and empower creativity. This session discusses the importance of offering experiences and activities that highlight the usage of "loose parts" within the early learning setting. Participants will discuss strategies for stocking, storing and providing loose parts within their settings. Sample activity ideas and learning area implementation strategies will also be brainstormed. **K2.8 C2**
- **Part 4: Loose Parts: Inspiring Play with Infants and Toddlers:** Infants and toddlers are researchers that are fascinated by the properties of objects and how things work. They explore materials with all of their senses and delight in cause and effect relationships. It is important for teachers and caregivers to provide open-ended materials (loose parts) that allow infants and toddlers to be in control of their inquiries as they gather and learn information about their environment. This session discusses the value of loose parts, the need to meet the safety, feature and functional needs of infants and toddlers and how to relate loose parts to the play-action characteristics of infants and toddlers. **K1.7 C2**

Infant/Toddler (Three-part series; nine hours)

Monday, March 1 - Friday, March 29, 2019

Meets the following Keystone STARS Performance Standards indicators: (EC.3.4.1, SQ.3.4.4)

- **Part 1: Exploring Child Development Through Developmentally Appropriate Practice:** Participants will gain knowledge related to child development and develop an understanding of how to align child development theories with the principles of developmentally appropriate practices. This session will guide participants to a better understanding of how to provide the most appropriate learning experiences for infants and toddlers through the use of developmentally appropriate practices during daily routines, activities and interactions. **K1.5 C1**
- **Part 2: Using Toys to Support Infant and Toddler Learning Development:** Choosing toys and activities that are suitable for infants and toddlers can challenge even the most experienced teacher. By being mindful of the basic principles of child development and the role of play, teachers can intentionally select toys to meet young children's unique needs and interests to support learning. **K1.7 C2**
- **Part 3: Promoting Infant and Toddler Social and Emotional Development:** Participants in this session will explore the question, "What is social and emotional learning and why is it important?". By providing positive social emotional opportunities for infants and toddlers they will develop skills necessary to build a solid foundation. We will discuss how to support very young children to form secure relationships with others to ultimately be able to focus and learn. **K2.1 C3**

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