



a Kendall Hunt Company

Your Partner  
on the  
*Formative Journey*

# THE TIME IS NOW!-EARLY INVESTMENT IN FAITH FORMATION LASTS A LIFETIME

2020 LOS ANGELES RELIGIOUS EDUCATION CONGRESS



Presented by: Pamela M. Perrino MS. Ed.  
RCL Benziger Stories of God's Love

# Spiritual Growth Development

“Religion readiness is about developing basic religious sensibilities and understandings that prepare the preschool child for . . . a life of faith.”



# Faith Formation



God has a perfect  
plan for us.  
He never does it  
all at once, just  
step by step  
because he wants  
to teach us  
to "Walk by  
FAITH" not by  
sight.

- “This is a wonderful time to teach children that God made them because he loves them, and that he invites them to imitate him in showing love for one another in concrete ways”

By: Joseph D. White Ph.D.

## How Do I Support Faith Formation When the World is Changing

Topic	1987	2011
<b>Race</b>		
White (non-Hispanic)	86%	63%
Hispanic	10%	32%
Black, Asian, and other non-Hispanic	5%	5%
<b>Marital Status</b>		
Married	62%	54%
Never Married	22%	20%
Divorced, Widowed, Separated	15%	15%
Living With Partner	-	10%

Topic	1987	2011
<b>Catholic Education</b>		
Grade School	52%	37%
High School	25%	19%
Catholic College University	8%	8%
<b>AGE</b>		
45 or older	38%	53%
35-44	18%	21%
25-34	23%	16%
18-24	17%	10%



# What we know does not work well for young children



So what is unique about a child  
3 years to age 8  
Pre-K to Grade 3?



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# What is DAP?

- [www.mentimeter.com](http://www.mentimeter.com)
  - Give two to three words to describe what it means to you?



# DAP What Is It?

- Developmentally Appropriate Practice:
  - Three Core Considerations
  - 12 Principles of Child Development
  - 5 Guidelines for Effective Teaching
  - 10 Suggested Teaching Strategies
- Three Core Considerations
  - Knowledgeable about child development and learning process.
  - Knowing what is individually appropriate for each child in the classroom.
  - Knowing what is culturally important.





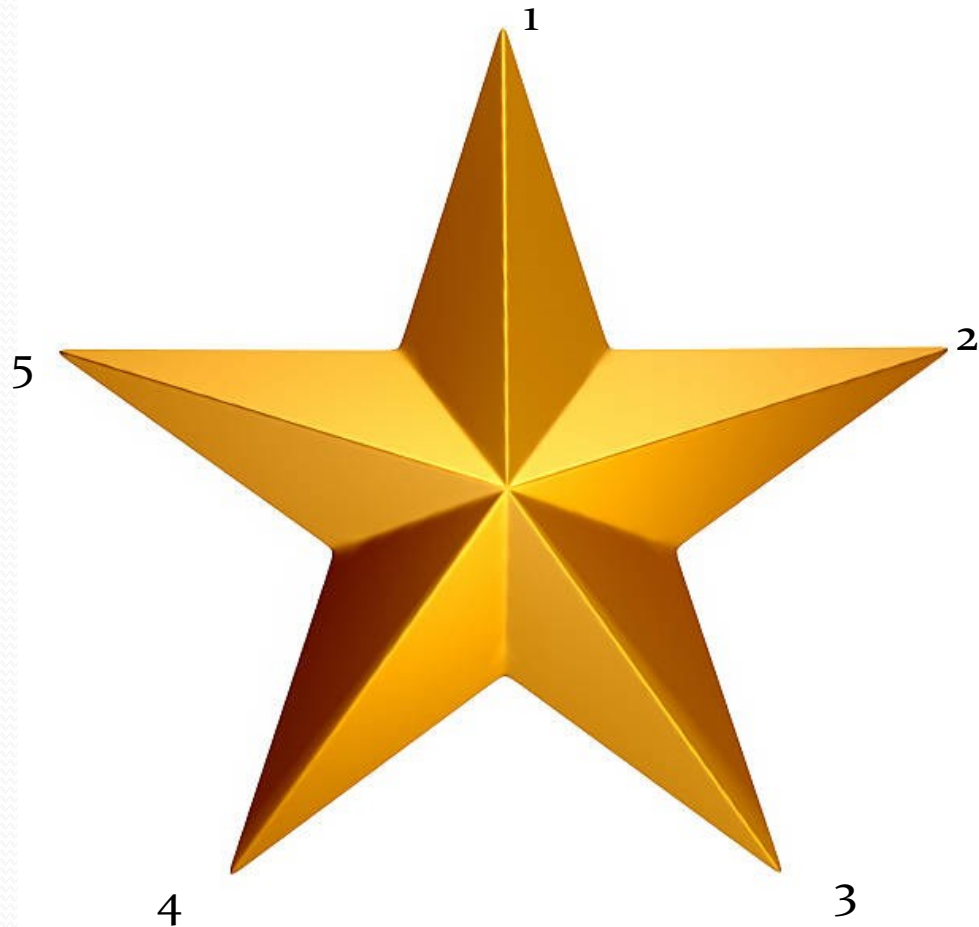
# National Association of the Education Of Young (NAEYC) Children Defines 12 Principles of DAP

1. All developmental **domains** and learning are **important**. They all influence each other
2. Children's **learning follows a sequence of learning that requires mastery at lower levels** before advancing to the next level.
3. Development and learning **occur at varying rates** among children.
4. Development and learning are a **fine balance of interactions** between biological maturation and experiences.
5. **Early experiences last a lifetime** and have a cumulative effect on the child. There are key windows of learning at each stage.
6. **Development moves toward greater complexity**, self regulation, and symbolism.
7. Children develop best in the presence of **secure nurturing relationships** with adults who honor their unique learning styles.

# NAEYC 12 Principles of DAP Continued

8. **Develop and learning are learned together** and impacted by the child's social and cultural contexts.
9. Children are **constantly thinking and exploring** the environment around them to make sense of their knowledge.
10. **Intentional play** is a vehicle for developing self regulation and mastering knowledge.
11. Children's learning advances when children are given **challenging but achievable experiences** with opportunity for repetition and exploration.
12. **Children's experiences shape their motivation** and learning styles. No two children are alike and therefore they have different needs in their approaches to learning.

# 5 Guidelines for Effective Teaching



1. Creating a caring community of learners.
2. Teaching to enhance development and learning.
3. Planning Curriculum to achieve important goals.
4. Assessing children's development and learning.
5. Establishing reciprocal relationships with families.

# The Power of 10 Teaching Strategies To Support DAP

1. Acknowledge
2. Encourage
3. Give Specific Feedback
4. Model
5. Demonstrate
6. Create or Add Challenge
7. Ask Questions
8. Give Assistance
9. Provide Information
10. Give Direction



# DAP





# Learning Through the Context of Play

- Characteristics of Play

- Children enjoy play.
- Flexibility in purpose and how play unfolds.
- Opportunities to play, explore, hypothesize, and experiment.
- It is child driven and teacher facilitated based on observation and assessment of the child's knowledge and interest.

- Play and Learning

- It is active hands on experience that may be messy and noisy.
- It is meaningful and purposeful from the child's perception and experience.
- It is the vehicle that helps them construct their understanding of the world.

# Environments Matter



Challenging But Achievable

# Physical Development



- Still learning to navigate their body through space.
- Still developing small & large muscle skills and eye hand coordination.



# Why Physical Development is Important

- Better social and motor skill development
- Increased school readiness skills
- Building developing muscles, bones, and joints faster
- Reducing fat and lowering blood pressure
- Reducing depression and anxiety
- Increased learning capacity
- Developing healthier social, cognitive, and emotional skills
- Building strength, self-confidence, concentration, and coordination from an early age



# Physical Development in Catholic School Can Include:

- Our bodies are temples of God's Love
  - We meet the physical needs
  - We meet the spiritual needs





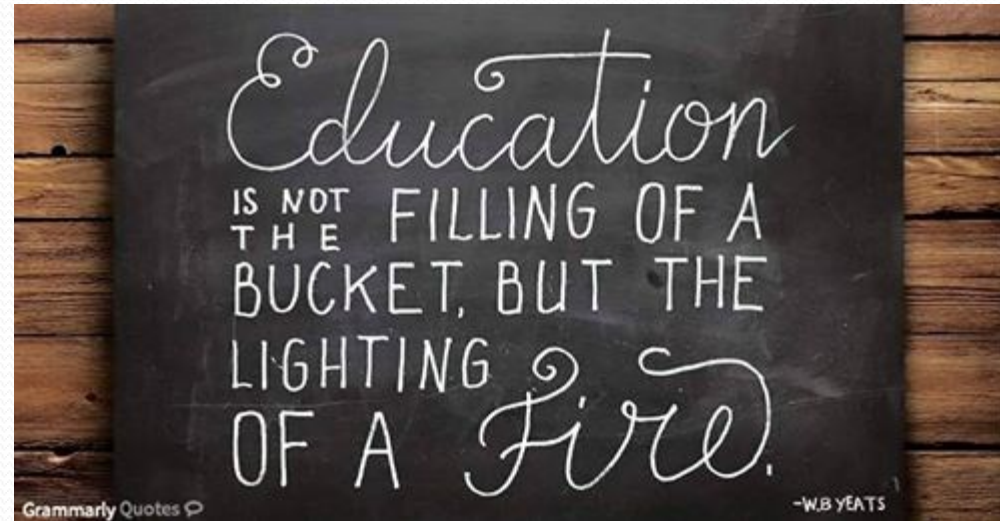
# The Power of Play



# Cognitive Development and Learning Skills



- They have to be able to touch, taste, see, smell, and manipulate to make sense of their world.



- Drawing Materials
  - Paper
  - Crayons
  - Nontoxic felt pens
  - Thick pencils
  - Colored pencils
- Paints
  - easel
  - Tempera paints
  - Finger paints
  - Water colors
- Three dimensional materials
  - Play dough
  - Clay
  - Wood
  - Wood glue
- Collage materials
  - scissors
  - Stapler
  - Hole punches
  - Tape dispenser



# ART





# Music & Movement

- Music materials available
  - Music center with instruments
  - Tape player
  - Dance props
- Variety of music
  - Children's music
  - Classical
  - Multicultural
- Music available as organized activity and free choice activities



# Language Development



- Still learning the language
- Learning that words have power and influence





# Language and Reasoning

- **Books/Pictures**
  - Wide selection of books
    - Fantasy-factual- animals-science-people
    - Flannel boards/picture games/recorded stories
- **Encourage children to communicate**
  - Equipment to encourage communication
    - Play telephones-puppets-flannel boards-dolls-dramatic play props- small figures-play animals
- **Language to develop reasoning skills**
  - Children encouraged to talk and participate in the planning process
- **Informal language**
  - Staff encourage communication between children.



# Social and Emotional Development



- The ability to get along with others.
- Understanding of ones self.
- Fragile handle with care.



# Cooperation



## Thinking about what we have discussed about DAP what do you think are DAP Practices Preschool through Kindergarten?

- Teachers work to foster positive relationships and build trust.
- The room is filled with interest areas and children have choices to practice and explore the concepts being shared.
- Children are encouraged to use movement during the day and it is embedded into learning experiences.
- Children are placed in time out for inappropriate behaviors.
- Large class sizes with a variety of teachers.
- Environment is filled with materials and makes it difficult for the children to use open ended processes.
- Children's learning is seen as separate from play and there is intentional instructional time where information is separate.

## Thinking about what we have discussed about DAP what do you think are DAP Practices for 1<sup>st</sup> to 3<sup>rd</sup> grade?

- Most of the time teacher addresses the entire group.
- Children are sitting at desk in small groups or lined up in rows.
- Children always work in groups and are given little independent exploration time.
- There is a good mix of teacher guided and child guided learning.
- Teachers make time for one on one conversations with children.
- Teachers understand and provide opportunities for children to interact and develop social skills.



Reflect: How do our classrooms and Faith formation experiences resemble best practice and align with brain development? What are you doing or willing to do?

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