

Randolph Partnership for Children: Celebrating 20 Years!

The Randolph Partnership for Children began delivering services in 1999 as a Smart Start community lead agency. For 20 years our Partnership has brought families, teachers, doctors, school systems, libraries and many community organizations together to better meet children's needs. This initiative was created to help every child reach his or her potential and builds on the foundation for all future learning by ensuring:

- Children enter School Ready to Succeed
- Children are Healthy
- Families are Strong and Stable

It continues to be an honor to partner with all our child care programs. We look forward to the next 20 years as we sustain our mission and envision the best in high quality child care for Randolph County.



Child Care Services Program
349 Sunset Avenue Asheboro, NC 27203
 If you would like to receive this newsletter by e-mail or would no longer wish to be on our mailing list, please call (336) 629-2128.



Early Education Explorations

Discovery, Investigation & Experiences in
 Randolph County's Quality
 Early Care & Education

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A monthly publication of the Randolph Partnership for Children, providing resources for the early childhood community.



On Stage!
 Movement is an
 expressive
 language!



Randolph Partnership for Children

To add your name to our mailing list please contact us! Include your name, address, phone, fax, etc.

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The Benefits of Inquiry-Based Learning

From preschool to university setting, there is growing evidence that inquiry-based learning fosters:

- Problem solving
- Critical thinking
- Construct knowledge

Students are encouraged to:

- Predict
- Investigate
- Hypothesize
- Reflect

When teachers simply respond to an open-ended "what if" question there is powerful learning engagement the preschoolers experience. There is also a correlation between inquiry and the strengthening of literacy and language development in the classroom environment.

Resource: Inquiry-Based Learning: Preparing Young Learners for the Demands of the 21st Century

Feed the Wonder!

Learning begins with a sense of wonder - a sudden a spark that ignites a curious mind and propels it into action. Children are born with this innate sense of wonder. They begin their lives already demonstrating the skills of a scientist, observing and questioning the environment in order to make sense of their place in the world. They totter to and fro, experimenting, fumbling, wondering and thereby creating their own understandings. As early educators, it is our responsibility to nurture and defend the threads of curiosity and the sense of wonder in order to best equip our youngest learners with the skills to become the future problem - solvers, researchers and critical thinkers of the 21st century.

The learners of the 21st century are poised to join a workforce that requires them to ask questions, problem-solve and think critically, pursue investigations and share and apply their findings through multisensory lenses. In order to provide the learners of today with the tools to participate fully in this challenging workforce, the understandings of teaching methodology in the classroom must be altered.

Inquiry-Based Learning

This approach invites children to take center stage in their own learning. Children pose meaningful questions and are encouraged to solve problems by experimenting and evaluating possible solutions. Teachers guide children to apply this newly constructed knowledge to broaden, analyze, critique, and ultimately defend new hypotheses. The teacher's role within this approach is that of a facilitator, guiding learners to explore their questions and decide on a course of action. Teachers ask carefully crafted, open-ended questions that allow learners to deepen their thinking and investigate further, rather than respond with one correct or incorrect answer. They document their progress of learning and make it visible to others through such mediums as photography, narratives and videos.

Traditional teaching practices that mirror a one-way line of communication and cater to one-size-fits-all curriculums might be failing to prepare children for the road ahead. It is time to start building the foundation for teacher practices, such as inquiry-based learning, that will promote the skills needed for 21st century thinkers. The time to begin this journey can start now as we begin a new school year with a reflective and different teacher lens, and create multisensory opportunities for our children to experience and explore.



Congratulations

to

Creative Kids

for achieving

3 stars

Professional Development

Infant and Toddler CLASS trainings kicked off our 2019—2020 school year with an outstanding example of the power of collaboration and high level professional development! Positive teacher-child interactions are a primary ingredient of quality early educational experiences that launch future school success. With CLASS, educators have an observational tool to access classroom quality based on teacher-child interactions. The infant and toddler stage are a unique developmental period of early childhood. During this stage, children are developing autonomy, self-regulation, and language capabilities through interactions with significant adults and peers.

By providing a common way to describe and observe effective interactions in preschool settings, the CLASS tool bridges age level transitions and increases consistency and coherence in driving better developmental and academic outcomes, and to support teachers as they improve their teaching practices.

5 Characteristics of a Great Early Educator

Passion: Having a true passion for educating young children.

Patience: Great early educators understand how to keep their cool under pressure.

Creativity: An essential ingredient to make learning fun and exciting.

Flexibility: Unexpected events can happen at any time, staying flexible with poise and grace.

Dedication: Dedicated to the love of learning and inspire their children to learn more.



INSPIRED LEARNERS

At First Steps Early Learning Center a recent inquiry process unfolded within a worm investigation in the toddler class. During outside play the teacher, Shanita Johnson, noticed how curious the children were about worms and the mystery of their life underground. The children then set out to observe in their own unique way, Miss Shanita then reflected on their class conversations that served as a formative assessment of the children's understandings about worms. This set in motion their next worm experience. The worm inquiry provided endless possibilities when additional information was provided to the children with the tools, time and trust to become key players in their own learning. This exploration stemmed from the Infant-Toddler Project and the guidance received from Scarlet Welborn.

Randolph County's Star Rating History	
1999	1.40
2000	1.90
2001	2.00
2002	2.15
2003	2.66
2004	3.11
2005	3.28
2006	3.31
2007	3.67
2008	3.63
2009	4.21
2010	4.30
2011	4.42
2012	4.40
2013	4.56
2014	4.62
2015	4.52
2016	4.52
2017	4.54
2018	4.49
2019	Pending
2020 Projection:	
4.55	

What is an early educator?!

Through play, interactive activities, social/emotional, physical and healthy development and mathematical and scientific concepts early educators guide and create experiences to bring out the best in their children and prepare them to succeed in school.