

**Leading With Developmentally Appropriate Practice (DAP) to Create Better Early Childhood Programs Begins with the Leaders at the Top**

2021 Indiana Non-Public Educators' Conference  
October 4, 2021

Presented by: Pamela M. Perrino MS, Ed.  
Early Childhood Advocate and Educational Consultant  
Perrino Consulting

**Kendall Hunt**  
RE, L, & BEHAVIOR

1

---

---

---

---

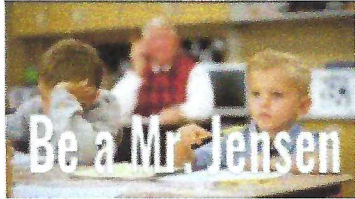
---

---

---

---

**Are You Ready to Create A Team of Early Childhood Professionals That Are Ready to Embrace Mr. Jensen's Beliefs?**



**Be a Mr. Jensen**

**Kendall Hunt**  
RE, L, & BEHAVIOR

2

---

---

---

---

---

---

---

---

**Objectives**

<b>Examine</b>	Examine leadership and what it has to do with Developmentally Appropriate Practice (DAP).
<b>Explore</b>	Explore how the new 4th edition of DAP and identify the principles of developmentally appropriate practice and reflect on how this approach can help your program enrich the early childhood learning experience.
<b>Analyze</b>	Analyze DAP and identify ways to better support teachers and children in your program.

3

---

---

---

---

---

---

---

---

Who is In The Room With Us Today?

• [www.menti.com](http://www.menti.com)

It Takes A Village To Raise A Child - African Proverb

Illuminated Living

4

---

---

---

---

---

---

---

---

Serving Leader What Is It?

**Identity**

- Great Purpose
  - Your Why
- Fundamental DNA
  - Your Who
- Value
  - How you do things
- Mission
  - What you do

**Serving Leader:**

1 Upped the Pyramid  
2 Built on Strength  
3 Blazed the Trail  
4 Raised the Bar  
5 Ran to Great Purpose

Kendall Hunt  
K-12 Research

5

---

---

---

---

---

---

---

---

NAEYC's Foundational Documents

Draft Foundational Position Statement of DAP as of October 2020

- Developed in collaboration with and held by NAEYC on behalf of the early childhood education profession.
- For example, this edition of DAP was developed with the workgroup, and over the course of two rounds of in-depth engagement with more than 200 administrators, higher education faculty, and educators across the states and settings.

Developmentally Appropriate Practice (DAP)  
Professional Standards and Competencies for Early Childhood Educators  
Code of Ethical Conduct  
Advancing Equity in Early Childhood Education  
NAEYC Early Childhood Program Standard+

[https://www.naeyc.org/sites/default/files/2020-10/naeyc\\_foundational\\_position\\_statement\\_2020\\_public\\_draft\\_06-01.pdf](https://www.naeyc.org/sites/default/files/2020-10/naeyc_foundational_position_statement_2020_public_draft_06-01.pdf)

6

---

---

---

---


---

---

---

---

### DAP: The Three Core Considerations What do I know about...



- Knowledgeable about child development and learning process.
- Knowing what is individually appropriate for each child in the classroom.
- Knowing what is culturally important.

Three Core Considerations. (2010, November 10). Retrieved from NAEYC: <https://www.naeyc.org/resource/position-statements/dap/three-considerations>

**Kendall Hunt**  
10-1-17 Designer

7

---

---

---

---

---

---

---


---

---

---

### NEW DAP 4<sup>th</sup> Edition

- Educators who engage in developmentally appropriate practice foster young children's joyful learning and maximize the opportunities for each and every child to achieve their full potential.



DAP Position Statement, 2020

**Kendall Hunt**  
10-1-17 Designer

8

---

---

---

---

---

---

---

---

---

---

### 4<sup>th</sup> Edition of DAP Position Statement

- Each and every child, birth through age 8, has the right to equitable learning opportunities—in centers, family childcare homes, or schools—that fully support their optimal development and learning across all domains and content areas. Children are born eager to learn; they take delight exploring their world and making connections. The degree to which early learning programs support children's delight and wonder in learning reflects the quality of that setting. Educators who engage in developmentally appropriate practice foster young children's joyful learning and maximize the opportunities for each and every child to achieve their full potential.

[https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement\\_0.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf)

**Kendall Hunt**  
10-1-17 Designer

9

---

---

---

---

---

---


---

---

---

---

What the Science Tells Us About Early Childhood



Kendall Hunt  
HQ, LLC • Decatur

10

---

---

---

---

---

---

---

---

1. Creating a caring, equitable community of learners
2. Engaging in reciprocal partnerships with families and fostering community connections.
3. Observing, documenting and assessing children's development and learning.
4. Teaching to enhance each child's development and learning.
5. Planning and implementing an engaging curriculum to achieve meaningful goals.
6. Demonstrating professionalism as an early childhood educator. (new)

Developmentally Appropriate Practice Position Statement 4th Edition, 2020

6 Guidelines of DAP Revised Guidelines 4<sup>th</sup> Edition

11

---

---

---

---

---


---

---

---

Checking In

[www.menti.com](http://www.menti.com)



This Photo by Unknown Author is licensed under CC BY NC

Kendall Hunt  
HQ, LLC • Decatur

12

---

---

---

---

---

---

---

---

### The Power of Play



(Can We Use the Power of Play to Enhance an Innovative Workforce?, 2020)

**Kendall Hunt**  
R.G.L. + Designer

13

---

---

---

---

---

---

---

---

### Learning through Play

- Characteristics of Play
  - Children enjoy play
  - Flexibility in purpose and in how play unfolds
  - Opportunities to play and to determine what happens
  - Nonliteral, nonrealistic aspect to play
- Play and Learning
  - Active, hands-on involvement
  - Meaningful experiences
  - Constructing their understanding of the world

(Developmentally Appropriate Practice Position Statement 4th Edition, 2020)



14

---

---

---

---

---

---

---

---

### Executive Function Skills in Early Childhood What Does It Look Like?

- Working Memory
  - My block tower fell over.
    - I need to remember what happened when I build it again so I can try something different.
- Mental Flexibility
  - I wonder if I can build my tower in the sand and how will it be different.
    - I wonder if I can use Lincoln Logs or Legos to build a tower just like this one?
- Self-Control
  - When the building falls, I control myself and do not scream or throw blocks even though I am mad.

(Lisa Murphy, 2020)

**Kendall Hunt**  
R.G.L. + Designer

15

---

---

---

---

---

---


---

---

### Nine Attributes of Child-Centered Environments

1. Children are provided long periods of uninterrupted **FREE TIME** to explore the environment.
2. Children have lots of **OUTDOOR** time.
3. Children can explore the environment with **FEW RESTRICTIONS**.
4. Adults are **CONTROLLING THE ENVIRONMENT**, not the children.
5. Adults serve as **FACILITATORS** within the space.
6. Adults can **ARTICULATE** the **INTENTION** behind their words and actions.
7. Adults are familiar with the key contributions of historical child development **THEORISTS**.
8. Adults know the importance of **KEEPING IT REAL**.
9. Children are provided time and opportunity to **CREATE, MOVE, SING, DISCUSS, OBSERVE, READ, AND PLAY** each day.

(Lisa Murphy, 2020)



16

---

---

---

---

---

---

---

---


---

---

### What Does Teaching With Fewer Restrictions Look Like

- Let's explore this through the child's eyes:
  - I can paint at the easel with or without the smock
    - It is okay to get dirty children are washable and so are their clothes.
  - I can build with blocks and build as high of a tower as I want.
    - Executive function is built in the planning and evaluating.
  - I can climb up the slide.
    - Creating safe environment with strategies.
  - I can wear the dress up clothes to other areas in the room.
    - Expanded play and exploration opportunities.
  - Stretching out at story time if I respect personal space.
  - I can experiment with paint and mix colors.
  - I can take inside things out and bring outside things in as long as I plan for good care of the object.
  - I am able to stay in a learning center until I am done exploring.

(Lisa Murphy, 2020)



17

---

---

---

---

---

---

---

---

---

---

### The Negative Power of No

- Focus on how many times **NO** is used in the day or with certain children.
  - Is it said because some one is in danger?
  - Is it said because someone is going to die?
- Are we saying no because of our own personal biases that we are inflicting on the child?
- Each time you say **NO**, reflect and think about how that can be flipped to a choice for yes.

(Lisa Murphy, 2020)

18

---

---

---

---

---

---

---

---

---

---

### Planning for Change

- Thinking about all the things we have discussed:
  - Leadership, is DAP part of your DNA?
  - Three Core Considerations
  - DAP Position Statement
  - 6 Guidelines for DAP
  - Joyful Purposeful Play
  - Executive Function
  - Nine Attributes of Child-Centered Environments
  - Negative Power of NO



Discuss with your colleagues where you think you might need to do to make some changes in your program to provide a stronger early childhood learning program that supports young children's unique needs?



19

---

---

---

---

---

---

---

---

---

---

**CHANGE IS HARD AT FIRST,  
MESSY IN THE  
MIDDLE AND  
GORGEOUS AT  
THE END**

ROBIN SHARMA

### Making a Commitment to Change

- What gets documented gets done.
- [www.menti.com](http://www.menti.com)

20

---

---

---

---

---

---

---

---

---

---



Pam Perrino  
Early Childhood Advocate and Educational Consultant  
Perrino Consulting  
pamperrino@aol.com



21

---

---

---

---

---

---

---

---

---

---

### References

- Bredekamp, C. C. (2009). *Developmentally Appropriate Practice*. Washington DC: NAEYC.
- *Can We Use the Power of Play to Educate an Innovative Workforce?* (2020, November 18). Retrieved from YouTube: <https://www.youtube.com/watch?v=y6Rqy61rdoM>
- *Developmentally Appropriate Practice Position Statement 4th Edition*. (2020, November 18). Retrieved from NAEYC: [https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement\\_0.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf)
- *Developmentally Appropriate Practice*. (2020, November 16). Retrieved from NAEYC: <https://www.naeyc.org/resources/topics/dap>
- *Don't Put People in Boxes*. (n.d.). Retrieved from YouTube: [https://www.youtube.com/watch?v=SI\\_Ra8MnFe8](https://www.youtube.com/watch?v=SI_Ra8MnFe8)
- *In Brief: The Science of Early Childhood Development*. (n.d.). Retrieved from Center on the Developing Child Harvard University: <https://developingchild.harvard.edu/resources/inbrief-the-science-of-early-childhood-development/>
- *Inspirational Video- Be a Mr. Jensen- MUST WATCH!* (2017, May 14). Retrieved from YouTube: [https://www.youtube.com/watch?v=4p5286T\\_kn084-120s](https://www.youtube.com/watch?v=4p5286T_kn084-120s)
- Lisa Murphy, M. E. (2020). *Lisa Murphy on Being Child Centered*. St. Paul: Redleaf Press.
- Stahl-Wert, K. J. (2003). *The Serving Leader: 5 Powerful Actions to Transform You, Your Team, and Your Community*. Oakland: Berrett-Koehler Publishers, Inc.




---



---



---



---



---



---



---