


How Developmentally Appropriate Practice (DAP) Impacts You and Your Students

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

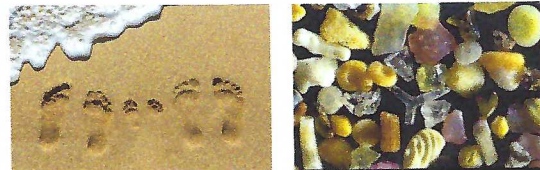
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As Much as Sand Looks the Same Each Grain is Different- The Grain of Truth



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Objectives for Our Time Together


- Define Developmentally Appropriate Practice (DAP).
 - Purposeful, Joyful, Play
- Examine the 6 Guidelines of DAP from the revised 4th edition.
- Explore the three core considerations.
- Be able to reflect on current practice and make recommendations to better support DAP and Joyful, Purposeful, Play.

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How Do You Explain DAP

www.menti.com



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Tell me all you know about DAP...


- What does "DAP" mean?
- Did you say:
 - Teaching practices that ensure that young children learn and develop to their fullest potential.
 - Well-grounded in the research on child development and educational effectiveness, and carefully reviewed by experts, developmentally appropriate practice serves as a fundamental guide for all who work with young children.

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What is Developmentally Appropriate Practice?

- Methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful engaged learning.




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Can We Use the Power of Play to Educate an Innovative Workforce?, 2020

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NEW DAP 4th 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.



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DAP Position Statement, 2020

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4th 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/PDEs/resources/position-statements/dap-statement_0.pdf

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Why The Need for a 4th Edition

- Remove the dominant cultural narrative that helps maintain systems of inequities.
 - Limitations of research base
 - Differences seen as deficits
- Address/disrupt implicit bias
- Move away from notion of “best” practice



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DAP Position Statement, 2020

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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.

https://www.naeyc.org/sites/default/files/draft_dap.pdf
https://www.naeyc.org/sites/default/files/naeycnaepc/position-statement/draft_public_draft_dap.pdf

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6 Guidelines of DAP Revised Guidelines 4th Edition

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

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What is Developmentally Appropriate Practice?

- Educators implement DAP by recognizing the multiple assets all young children bring to the early learning program as unique individuals and as members of families and communities.


vs.


This
That

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What is Developmentally Appropriate Practice?

- To be developmentally appropriate, practices must also be culturally, linguistically, and ability appropriate for each child.



(ODE Early Childhood: Fostering Diversity and Inclusion, 2018)



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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. (2015, November 18). Retrieved from NAEYC: <https://www.naeyc.org/resources/pubs/positions/dap/core-considerations>



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DAP and Intentionality

- Intentional teachers plan—based on a comprehensive and effective written curriculum
- Intentional teachers make decisions about interactions with children—in the action



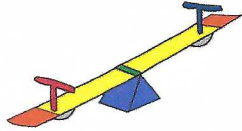
- <https://www.naeyc.org/resources/blog/20-dap-checklist-questions-teachers>



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Teaching Strategies For Working With Young Children

- Need a balance of child and adult guided learning experiences.



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Scenario Example

Identifying the Learning Domains During Joyful Purposeful Play

- | | |
|---|---|
| <ul style="list-style-type: none"> • Cognitive Development <ul style="list-style-type: none"> • _____ • _____ • _____ • Social-Emotional Development <ul style="list-style-type: none"> • _____ • _____ • _____ | <ul style="list-style-type: none"> • Language and Literacy Development <ul style="list-style-type: none"> • _____ • _____ • _____ • Physical Development <ul style="list-style-type: none"> • _____ • _____ • _____ |
|---|---|

Lisa Murphy, 2020



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9 Principles of Development and Learning Suggested Changes to 4th Edition

1. Development and learning are dynamic process.
2. All domains of child development are important; each domain both supports and is supported by others.
3. Play promotes joyful learning. Play is essential for all children.
4. Although general progressions of development and learning can be identified, variations must be considered.
5. Children are active learners from birth.
6. Children's motivation to learn is increased when their learning environment fosters their sense of belong, purpose, and interest.
7. Children learn in an integrated fashion that cuts across academic disciplines or subject areas.
8. Development and learning advance when children are challenged to achieve at a level just beyond their current mastery.
9. Used responsibly and intentionally, technology and interactive media can be valuable tools for supporting children's learning and development.

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



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Let's Explore Play a Bit More

- Think about your schedule for your classroom and estimate the amount of time your children learn through play each day.
- www.menti.com
 - Enter your estimated time your children learn through play.



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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)

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Communicate the Power of Play with Families so They Understand it is the Child's Work of Learning.

Explaining Developmentally Appropriate Practice with Families

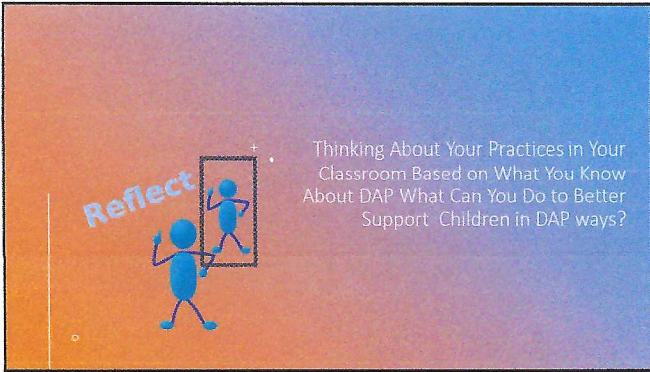
1. Younger children have different learning processes than older children.
2. Developmentally appropriate practice is about making sure children have fun so that they will learn. Preschoolers can't learn on demand—they learn because they want to.
3. Teachers take play seriously. We use play intentionally to ensure each child makes progress toward specific learning goals.
4. Teachers use documentation to show children's progress (like drawings, photos, or notes comparing what a child did at the beginning of the year to work done later in the year).



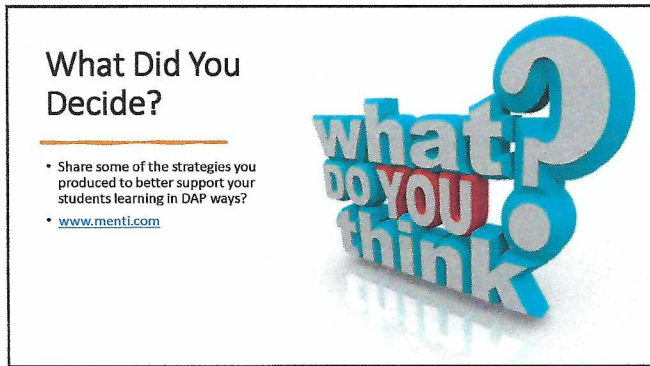
Explaining Developmentally Appropriate Practice to Families, n.d.

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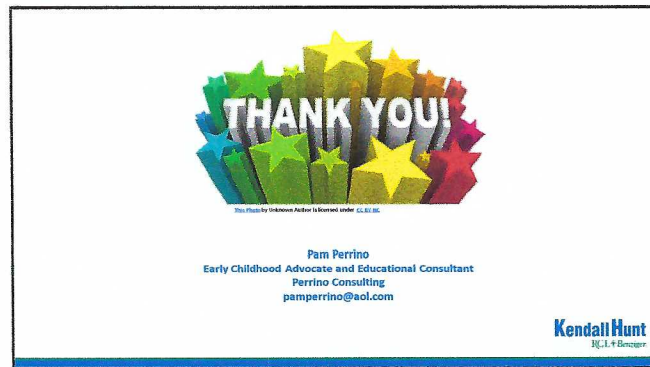
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