

The Massachusetts Department of Early Education and Care is rolling out new regulations for early care and education programs in January 2010. Register for workshops to gain new information, skills and perspectives to support new requirements.

Expanded professional development requirement: *33% of required professional development must address “diverse learners” (*children who have special physical, emotional, behavioral, cognitive or linguistic needs or whose primary learning modality is visual, auditory, tactile or kinesthetic, who may require an adaptation in the environment, interaction or curriculum in order to succeed in their program*). **Look for workshops that are starred (*) throughout the brochure to help you meet this requirement!**

New curriculum requirements: programs must provide specific, planned learning experiences that support the social, emotional, physical, intellectual, and language development of all children. These experiences must provide children with opportunities to interact with peers and adults, to learn age-appropriate self-help skills, to play alone or with others, and to participate in a variety of creative activities.

Creating Effective and Positive Learning Environments (page 4)

Sizzling Summer Programs (page 4)

Nature in the City (page 4)

Literacy Series (page 5)

Planning for School-Age Vacation Weeks (pages 5, 10)

Fostering Young Children’s Friendships and Social Skills (pages 5, 9)

Curriculum Clinics (pages 6, 7, 10, 11, 14)

Connecting Developmentally Appropriate Practice to Curriculum Planning (pages 8, 9)

Investigating Math and Science Experiences with Young Children (page 8)

Yoga and Creative Movement PLAYshop (pages 9, 11)

Designing Meaningful Curriculum for ALL Infants (pages 9, 16)

Designing Meaningful Infant-Toddler Curriculum (pages 10, 16)

Hooray for a Rainy Day! (page 11)

New Regulation: “Interactions among Educators and Children” addresses the kind of nurturing and responsive relationship required to support a child’s healthy growth and development.

Discovering the Power of Intentional Language (pages 9, 15)

The Power of Positive Language (page 4)

Switching Gears: Helping Children Manage Daily Transitions (pages 9, 10)

Fostering Young Children’s Friendships and Social Skills (pages 5, 9)

WE WILL HELP YOU DESIGN TRAINING TAILORED FOR YOUR SPECIFIC NEEDS AND STAFF DEVELOPMENT GOALS AND DELIVER IT DIRECTLY TO YOUR PROGRAM!

Well-planned professional development training for your program staff can make a world of difference for

- Individual staff member growth
- Day-to-day program functioning
- Program growth and development
- Children’s interactions and experiences
- Positive parent partnerships