

The aim of XYZ Early Education Center is to spiritually, socially/emotionally, physically, and cognitively prepare children and their families for the coming years of formal schooling. Children will ...

## Spiritual

### Understand that God is a loving God<sup>1</sup>

- understand that Jesus is God's Son
- know that Jesus wants to initiate a personal relationship with each person

### Understand that the Bible is a special book<sup>2</sup>

- understand that the Bible is God's Word
- know that the Bible is truth (stories that are fact, not fantasy)
- comprehend that Bible truths share character lessons

### Use prayer to express their thoughts and needs to God

- understand that prayer is talking to God
- know they can request His help to take care of them
- know they can ask for His help in being kind and thoughtful to others

### Freely share about God, Jesus, and the Bible with others

- talk about spiritual things as "real"
- speak spontaneously about spiritual things

### Have a desire to attend church

- have a cultivated interest in learning about God, which causes the desire
- perceive the church environment as welcoming and safe

### Know God created the world

- enjoy direct experiences with nature<sup>3</sup>
- know that God wants each person to care for the world

### Enjoy the process of moving from curiosity to satisfaction in a project because God delights in their work<sup>4</sup>

- take pride in their own work
- have positive attitudes about involvement in projects

## Social/Emotional

### Value familial relationships and understand the importance of obeying parents and teachers

### Enjoy and initiate friendships with a variety of individuals<sup>5</sup>

- develop friendships with those who may not be the same gender, race, or age, or have the same ability
- benefit from the inclusiveness of the emotional culture of the classroom, which celebrates the gifts and talents of all members

### Begin to learn the art of sharing

- share their own ideas with friends and family
- share toys or other items with friends and family

### Begin showing empathy and kindness<sup>6</sup>

- show empathy to family members
- express empathy to friends

### Use language to express self, developing positive conflict resolution

- express both positive and negative emotions
- observe teachers who model and scaffold to this end

### Develop self-confidence in self-initiated activities<sup>7</sup>

- gain competence through age-appropriate activities
- have opportunities to share their new skills with others
- master new skills through encouragement and direction from the teacher

### Begin to exhibit self-control

- begin to understand and control their emotions
- begin to act appropriately, whether or not they are directly interacting with an adult

### Be comfortable participating in group discussions<sup>8</sup>

- enjoy and participate in child-to-child and child-to-adult interactions
- communicate effectively using their words
- be able to attend to other's comments

## Cognitive

### General:

### Be able to engage with others in learning activities, including the ability to explore, create, experiment, observe, plan, analyze, reason, investigate, and question<sup>9</sup>

### Initiate investigation as a result of carefully observing their surroundings

### Enjoy creative expression

- be encouraged to express creativity within their own multiple intelligences and are provided the materials for this expression
- be free to work with mediums that uniquely express the creative element for process art
- write songs and stories
- use imagination in dramatic center play
- find creative solutions to problems that arise during center play

### Numeracy:

### Understand math vocabulary, concepts, and directed activities

- have appropriate counting, sorting, and comparing skills
- work well with manipulatives to achieve an appropriate transition into formal schooling<sup>10</sup>

### Language and Literacy:

### Understand the importance and use of language in the environment

- be able to participate in receptive language activities using literature as the foundational tool
- have a desire to look at books with text and illustrations
- engage in expressive language experiences that foster growth in language proficiency<sup>11</sup>

### Cultivate prewriting skills in the context of emergent literacy<sup>12</sup>

- be able to write their own name and some alphabet letters
- spontaneously choose to use writing implements
- understand that print carries meaning

### Be aware of different letter sounds<sup>13</sup>

- possibly begin to hear rhyming sounds in prominent words
- become phonemically aware through classroom activities designed for that purpose

## Physical

### Acquire and refine the fundamental movements of balance, movement, touch, and coordination<sup>14</sup>

- enjoy rhythm and movement
- explore these fundamental movements through time, activities, and equipment that is made available to them
- actively pursue gross motor activity

### Acquire and develop fine motor skills<sup>15</sup>

- become acquainted with and have time to use the appropriate equipment and materials that aid in this development

### Recognize that their body is created by God, and they will take special responsibility to care for it

- be introduced to health and nutrition
- make good food and activity choices

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## EXPECTED OUTCOMES FOR FAMILIES

The aim of XYZ Early Education Center is to spiritually, socially/ emotionally, physically, and cognitively prepare children and their families for the coming years of formal schooling.

Parents will ...

**Understand the importance of being the primary educator of their child and of participating in the educational process<sup>16</sup>**

**Partner with the school in providing an enriched educational experience for their child**

**Understand the significance of continuing Christian education through elementary, secondary, and college years**

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### FOOTNOTES

1. John Trent, Rick Osborne, and Kurt Bruner, *Parents' Guide to the Spiritual Growth of Children* (Wheaton, IL: Tyndale House Publishers, 2000).
2. Pam Boucher, *Teaching in Christian Weekday Early Education* (Nashville: LifeWay, 1999).
3. Anita Rui Olds, *Children Come First*, video presentation (Chester, NY: Plough Publishing/Community Playthings).
4. Geraldine Addison Carey, and Kay Vandevier Henry, *Teaching in Church Weekday Education* (Nashville: Convention Press, 1988).
5. Rheta DeVries, and Lawrence Kohlberg, *Constructivist Early Education: Overview and Comparison with Other Programs* (n.p.: Longman, 1987) 157.
6. William Damon, "The Moral Development of Children," *Scientific American* (August 1999): 72–78.
7. Karyn Henley, *Child-Sensitive Teaching, revised edition* (Nashville: Child Sensitive Communication, LLC, 2002): 44.
8. *Ibid.*, 47.
9. National Research Council, *Eager to Learn* (Washington, DC: National Academy Press, 2000): 279–91.
10. *Ibid.*
11. *Ibid.*
12. *Ibid.*
13. M. Susan Burns, Peg Griffin, and Catherine E. Snow, eds., *Starting Out Right: A Guide to Promoting Children's Reading Success*, report by the Committee on the Prevention of Reading Difficulties in Young Children, Commission on Behavioral and Social Sciences and Education, National Research Council (Washington, DC: National Academy Press, 1999).
14. National Research Council, *Eager to Learn* (Washington, DC: National Academy Press, 2000): 279–91.
15. *Ibid.*
16. Glen Schultz, *Kingdom Education* (Colorado Springs: Purposeful Design Publications, 2003).