

How WINGS Meets NAEYC's 8 Indicators of Effective Curriculum

According to the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE), there are eight indicators of effective curriculum.

1. **Children are active and engaged.** WINGS Curriculum is based on the premise that 'engaging primary-aged children in active and interactive play is *the* way of implementing curriculum'. In a WINGS classroom, children are busy in learning centers, groups, and outdoor play actively learning content from various subjects that has been incorporated within single activities.
2. **Goals are clear and shared by all.** WINGS Curriculum includes learning goals and skills for infants, toddlers, and preschoolers, which are reinforced in the WINGS Developmental Goals & Skills for infants, 1 year-olds, 2 year-olds, 3 year-olds, and 4-5 year-olds. These goals and skills are visually reinforced in the classroom learning environment on charts, posters, bulletin boards and labels. Goals and skills are shared with parents in the [WINGS Curriculum Parent Handbook](#), on daily/weekly communication forms plus assessment and evaluation documents.
3. **Curriculum is evidence-based.** *WINGS: The Ideal Curriculum for Children in Preschool* is based on [sound research and developmental theories](#) that have, for decades, offered principal perspectives on how children develop and learn. In addition to historical perspectives, such as those of Vygotsky, Erikson, Piaget, Gardner, and Maslow, WINGS bases its curricular structure on modern research on brain development and emergent curriculum. This modern research offers new points of view on how to make learning meaningful and socially relevant according to the ever-changing interests and needs of young children. Synthesizing sound historical perspectives with relevant modern perspectives, WINGS provides a solid foundation for organizing a learning environment that is developmentally and culturally appropriate for children in preschool.
4. **Valued content is learned through investigation and focused, intentional teaching.** WINGS Curriculum embraces the late Dr. Maria Montessori's philosophy that "play is the child's work". Incorporating learning goals in an exploratory learning environment, early childhood educators are guided through the processes of organizing an appropriate [learning environment](#), [establishing daily routines](#), [planning daily/weekly activities](#), and [assessing and evaluating child progress](#), based on the curiosity, interests, needs, goals and skills of children served at that particular time. Every planned activity and item placed in the learning environment has a developmental purpose.

Sneak a peek at [WINGS Curriculum Features](#).

5. **Curriculum builds on prior learning and experiences.** Encouraging preschool educators to facilitate a well-run, purposeful classroom/program responsive to the individual needs of children and their families, WINGS Curriculum learning environments, routines, and activities are based on what is socially-relevant, intellectually engaging, and personally meaningful to children. Embracing the belief that all children have the ability to learn, WINGS Curriculum supports teachers in discovering how each child learns best and implementing appropriate strategies to smooth the progress of learning. WINGS Developmental Goals & Skills charts and assessment/evaluation instruments build on prior learning and experiences appropriately guiding infants to toddlerhood and toddlers to preschoolerhood.

6. **Curriculum is comprehensive.** WINGS Curriculum incorporates an emergent curricular process promoting the learning of cognitive, physical, social-emotional, and language & literacy content through developmentally and culturally appropriate practice. With the understanding that teachers must assess and evaluate *before* planning activities that are developmentally and culturally appropriate for young children, WINGS Curriculum encompasses critical areas of development in the assessment/evaluation and lesson planning processes. Both the [assessment/evaluation](#) and [planning](#) processes include supportive tools, such as Developmental Goals & Skills Charts, [lesson plans](#), individualized and group assessments, and progress reports from infancy through age 5.

7. **Professional standards validate the curriculum's subject-matter content.** WINGS Curriculum is aligned with early learning standards by renowned early childhood agencies such as NAEYC, NAECS/SDE, Early Head Start, Head Start, and Bright from the Start: Georgia Department of Early Care and Learning. Standards set forth in quality early learning environment tools, including The Infant & Toddler Environment Rating Scale (ITERS) and The Early Childhood Environment Rating Scale (ECERS) were consulted in the development of WINGS curricular content. WINGS Developmental Goals and Skills and assessment/evaluation instruments meet the recommendations specified in NAEYC's positions statements on [developmentally appropriate practice \(DAP\)](#) and [indicators of effectiveness for curriculum and for assessment](#) of young children.

8. **The curriculum is likely to benefit children.** In WINGS Curriculum, daily instruction is based on the curiosity, interests, needs, and developmental goals and skills of the children. WINGS is an acronym for Wonder, Interests, Needs, Goals and Skills and uses the WIN as an incentive for children to learn the GS. If executed as intended, WINGS Curriculum offers ongoing opportunities for appropriate learning enabling children to consistently reach new heights.

Reference:

NAEYC. (2004). Where we stand - NAEYC& NAECS/SDE: On curriculum, assessment, and program evaluation. A joint position statement of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education. Available at <http://www.naeyc.org/positionstatements/cape>

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