

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 God¹

- 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 book²

- 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 nature³
- 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 work⁴

- 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 individuals⁵

- 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 kindness⁶

- 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 activities⁷

- 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 discussions⁸

- 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 question⁹

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 schooling¹⁰

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 proficiency¹¹

Cultivate prewriting skills in the context of emergent literacy¹²

- 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 sounds¹³

- 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 coordination¹⁴

- 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 skills¹⁵

- 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

EXPECTED OUTCOMES FOR FAMILIES

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Parents will ...

Understand the importance of being the primary educator of their child and of participating in the educational process¹⁶

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

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).