

## Appendix A

<b>Biblical Principles of Learning: Demonstrated by Jesus When Teaching</b>			
<b>Principle</b>	<b>Explanation</b>	<b>Learning Theory Early Childhood</b>	<b>Biblical Reference or Example</b>
<b>Ability</b>	Students cannot learn unless developmentally ready.	<b>Readiness</b>  The cognitive and perceptual skills needed to receive and provide meaning to experience are sufficiently developed.	<b>John 16:12</b>
<b>Material</b>	Learning occurs when something is not already known.	<b>Zone of Proximal Development (ZPD)</b>  Learning occurs when ideas are unknown but within reach when interacting with someone who already knows.	<b>Matthew 5:1-2</b>
<b>Motivation</b>	Students must want to know; teaching addresses a desire or need.	<b>Heart / Emotional Set</b>  Learning is more than a mindset; it is also a matter of the heart or one's emotional state.	<b>Woman at the Well</b>
<b>Understanding</b>	Learning occurs at the point of understanding. Mere recitation is not learning.	<b>Higher-Level Learning</b>  Learning occurs at varying levels. Recall is a step toward understanding, as opposed to the end.	<b>Matthew 13:16</b>

<b>Participation</b>	Students learn and understand through active participation or experience.	<b>Hands-On/Real-World Experience/Bridging</b>  Learning occurs through new experiences and interactive dialogue (questioning) related to knowledge and skills. Students must “move their muscles” through a concept in order to integrate or transfer information from the classroom to life.	<b>Nicodemus</b>  <b>Luke 10:25-28</b>
<b>Repetition</b>	Experiences and content must be repeated or rehearsed over time.	<b>Spaced Review</b>  Internalization of concepts occurs through meaningful repetition within varying contexts.	<b>Matthew 16:5-11</b>
<b>Adapted from Hatch, James M. <i>Teaching: The Heart of God’s Redemptive Program</i>. Columbia, SC: Columbia International University. 2013.</b>			

## Appendix B

### ***A Christ-Centered Philosophy of Early Childhood Education: An Example***

What follows is an example of a philosophy of early childhood education. It will address the elements of a philosophy as overviewed and discussed within chapter one. It is written for an atypical early education program in that the context, population, and intermediate purposes differ from most Christian preschools. It is, however, Christ-centered, and the sponsoring ministry is Kingdom-focused.

This preschool is located within a large metropolitan city where a quarter of all children live under the poverty line. Over 150,000 people within the city are unsure of where their next meal will come from, and a large portion of these residents are refugees seeking to restart their lives. The families and children served by this preschool are from the city's international and immigrant communities. The ministry provides a comprehensive Christ-centered outreach and views the education of the next generation as an essential means to its ends.

#### **The Educational Philosophy of New Beginning Preschool**

This philosophy of education provides the foundational beliefs that govern and direct the educational practices and purposes of New Beginning Preschool. These beliefs shape the classroom environment and the educational experiences within. These beliefs are grounded in a biblical worldview and Jesus Christ "in whom all things are held together." Biblical truth and values are reflected within instruction and the lives of the teachers.

The New Beginning Preschool is an arm of New Hope Services, a Christ-centered ministry whose purpose is to serve the needs of at-risk families and vulnerable children within the city of \_\_\_\_\_. Through a variety of holistic services, it strives to provide international and refugee families with the resources needed to address physical and spiritual needs, provide hope for the future, and move families toward independent sustainability.

New Beginning Preschool serves two- and three-year-old children of families participating in New Hope's ministry. It seeks to promote the students' emotional, social, spiritual, physical, and language development and thereby prepare children for a successful entry into local public pre-K programs. Reaching this goal is dependent on developing a sense of security, trust, second language skills, and self-confidence in each child. The self-regulation and social skills needed to interact with other children and adults outside their home are also important to realizing the vision of New Beginning.

New Beginning believes that a relationship with God, through His son Jesus, is the ultimate goal of education and that apart from Jesus, the fruit of education is temporary, but education at any level, when grounded in Jesus, has the potential to be eternal. It is essential to having a new beginning, hope, and finding purpose in life.

The New Beginning students, like all children, are:

- Loved and valued by God and made in His image
- In need of redemption due to their fallen nature
- Characterized by humility and dependency
- Growing according to an individual timeline
- Learning and developing across all domains (cognitive, social, emotional, spiritual, and motor) as they move from immaturity to maturity

The students within New Beginning's classrooms experience the world around them as preoperational thinkers. They take in information through concrete first-hand experiences and are learning to translate these experiences and their understandings through both a first and second language. Their thinking is literal, egocentric, and perceptually bound. Even though their chronological age may be similar, their developmental age, as in all children, may vary from the norm. Within the context of New Hope Services, this variance may also be exaggerated by both past and present environmental stressors and the lack of the resources and new experiences that form the foundation for brain growth and learning. In some cases, the children have minimal contact with parents who are working and in classes in order to support the family. This may contribute to delayed language and stress. Many children who enter the program have limited English vocabulary, immature fine motor development, difficulty attending, and a lack of self-regulation skills. The students, however, are made in the image of God with the potential to succeed and fulfill God's purpose for their lives. Given an immersion into a rich and stimulating developmentally appropriate environment, children at this critical early age can and will begin to narrow any developmental differences and delays and grow in accordance with their potential.

Parents, regardless of circumstances, are the primary educators of their children. Therefore, New Beginning desires to support parents in fulfilling this responsibility. Because of this, the program views the parents not only as partners but as students in their own right. The role of parents in many cultures is quite different from what they will experience within the United States. Therefore, the program provides ongoing training and the resources needed to understand and carry out their role as parents within the framework of the U.S. educational systems. An emphasis is placed on the need to value education, provide discipline, model character, and communicate with their child's teachers. Since parental presence in the school is an important success factor, parents are encouraged to visit and participate within the classroom.

New Beginning Preschool believes that teachers within its program must love Jesus, love little children, and love the process of nurturing the development of all children. They view teaching young children as their calling and are trained to view their vocation from a biblical perspective. They know God's word, serve as models of Christ-like character, facilitate new experiences, and create and manage culturally responsive classrooms that reflect God's love and grace. They

understand child development, the learning needs and styles of the twos and threes, and the needs of children from stressful and needy circumstances. They are, in all things, professionals.

Children at New Beginning experience a play-based, developmentally appropriate curriculum. The program is not designed to provide a “head start,” but it is instead focused on readiness and a “good start.” The end result of learning is change and growth through discipline and training. Children who were once unable become able and ready for the language, motor, and social prerequisites related to prekindergarten success.

Play is viewed as the primary way in which the young child learns. It is through play that children explore their environment, learn through all their senses, talk to one another, and explore language and the vocabulary related to their experiences. Instruction is centered upon the teacher’s interactions with the children during their play. They take part in the play, ask questions to stimulate understanding, and model the expression of new ideas in both English and the child’s first language. Not only does play serve the cognitive needs of the children, but play serves to release stress as opposed to creating it. Play becomes even more important within a classroom where chronic stress and even trauma may be a past or present reality.

Activity centers are provided throughout the classroom as a means of facilitating readiness in the areas of early literacy and numeracy. Sitting still, being quiet, and total group (one size fits all) instruction does not characterize the New Beginning classroom. Due to the relationship between motor activity, brain development, stress release, and overall well-being, motor activities are incorporated throughout the day within the classroom, the gym, and outdoor play spaces.

Curriculum is defined by everything the two- and three-year-old child experiences within the classroom. Curriculum is the means by which the goals of New Beginning are accomplished. It is for this reason that clearly defined outcomes have been identified. Once the expected knowledge, skills, or dispositions are made clear, the means of accomplishing are more easily clarified. God’s Word (His redemptive story), teacher modeling, classroom atmosphere, hands-on exploration of new experiences, interactive dialogue between students, teacher, and classmates, play, and motor activities are the centerpiece of New Beginning’s developmentally appropriate curriculum.

### **Reflect and Respond**

Can you identify the answers to the philosophy questions within the New Beginning philosophy? Use the Philosophy Questions Checklist (Appendix C). Remember that long philosophy statements may not be read. If your philosophy is longer than three pages, consider how to present it in a more concise way. Conduct an audit to identify content that may not be needed.

## Appendix C

### *Checklist of Philosophy Questions*

#### **Introduction**

- \_\_\_\_\_ What is the purpose of the philosophy?
- \_\_\_\_\_ What worldview or philosophy of life forms the foundation for this philosophy?
- \_\_\_\_\_ What is the coherence factor central to all that is practiced and taught?

#### **The aim of education**

- \_\_\_\_\_ What is the program's ultimate goal?
- \_\_\_\_\_ What is the mission of the program?
- \_\_\_\_\_ What is the program's vision or primary goals?

#### **The nature of the student and learning**

- \_\_\_\_\_ In what ways are all children the same?
- \_\_\_\_\_ What distinguishes young children from primary and upper-level students?
- \_\_\_\_\_ What distinguishes young children from one another?
- \_\_\_\_\_ How do these differences relate to how young children learn?

#### **The role of the teacher and teaching**

- \_\_\_\_\_ Who is the primary educator of children?
- \_\_\_\_\_ Who should teach young children?
- \_\_\_\_\_ What is the teacher's primary role?
- \_\_\_\_\_ What should characterize instruction in an early childhood classroom?
- \_\_\_\_\_ Are there influences other than teachers who teach?
- \_\_\_\_\_ What does it mean to "learn"?

#### **The nature and purpose of the curriculum**

- \_\_\_\_\_ What is curriculum?
- \_\_\_\_\_ What is the role of curriculum?
- \_\_\_\_\_ What are the curricular essentials during early childhood?

## Appendix D

### ***The Teaching and Learning Processes Based Upon Biblical Language***

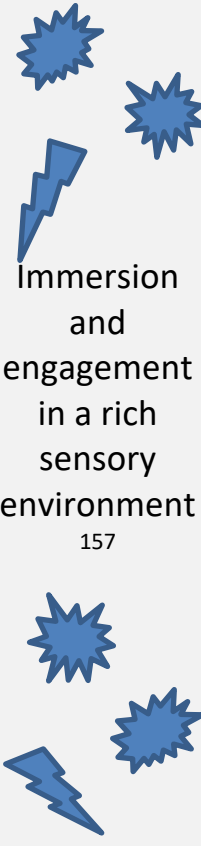
This list of words is an adaptation of a list of Hebrew and Greek words related to teaching and learning. The original list was developed by Ronal P. Chadwick and published in his 1982 book, *Teaching and Learning: An Integrated Approach to Christian Education*. The words listed here are a portion of the original list and included because of their relationship to developmentally appropriate teaching and learning. Dr. Chadwick’s original listing provided a column for the teaching and learning processes. This list has combined these two columns.

<b>Biblical Words for Teaching and Learning</b>	<b>Key Verse (NIV)</b>	<b>Key Words</b>	<b>Teaching and Learning Process</b>
<b>Old Testament</b>			
Lamath	Deut. 31:13	Assimilate	Stimulate the learner to imitation and response
Yah-Dag	Exodus 1-2	Observe	Learn by one’s own experience and observations
Shah-Nan	Deut. 6:7	Impress	Whet appetite (senses) to gain a deep impression
Rah-Ah	Proverbs 6:6	Observe carefully	See need and provide examples for students to observe
<b>New Testament</b>			
Paideuo	Ephesians 6:4	Guiding through discipline and instruction	Growth
Oikodomeo	1 Cor. 8:1	Learning through love	Growth and maturation
Manthano	Matthew 11:29	Experiencing	Appropriate through personal experience
Diermeneuo	Luke 24:27	Interpreting	Discover through explanation
Hodegeo	Acts 8:31	Guiding	Cause to discover and understand to apply truth

Chadwick, Ronald P. *Teaching and Learning: An Integrated Approach to Christian Education*. Old Tappan: New Jersey. Fleming H. Revell Company. 1982, p.32-33.

## Appendix E

### *The Job Analysis of Reading*<sup>156</sup>

 <p>Immersion and engagement in a rich sensory environment 157</p>	Foundational Perceptual Skills	Word Attack Skills	Comprehension Skills	Study Skills
	<b>Visual</b>			
	Discrimination	Sight Words	Oral Vocabulary	Locating Information
	Chunking	Language Cues		
	Figure-Ground	Contextual Cues	Literal Comprehension	Selecting Relevant Information
	<b>Auditory</b>			
	Discrimination	Phonics	Interpretation	Organizing Information
	Sequencing			
	Blending		Application	Retaining Information
	<b>Laterality</b>	Picture Cues		
	Orientation	Word Structure		
	Left-to-Right Progression			



## Appendix F

### ***Additional Activities for Development of Perceptual Skills and Informal Assessment***

Since perception is developed over time through experience, early childhood classrooms should proactively provide activities requiring perception during instruction and within learning centers, observe, and keep anecdotal records as a means of informal assessment.

<b>The Perceptual Skill</b>	<b>Activities Requiring the Skill</b>
<b>Visual Discrimination</b>	<ul style="list-style-type: none"> <li>• Match shapes or letters</li> <li>• Classify buttons</li> <li>• Identify the difference between similar letters, such as d, b, p, q, g</li> </ul>
<b>Short-term Visual Memory</b>	<ul style="list-style-type: none"> <li>• Show three objects from a collection of 10. Mix them together and have students find the three that were previously shown.</li> <li>• Show a set of objects. Take one out and show again while asking “What is missing?”</li> </ul>
<b>Long-term Visual Memory</b>	<ul style="list-style-type: none"> <li>• Create a PowerPoint presentation with pictures of common objects from the classroom. Show five slides and ask the students to remember the five objects (start with a small number and gradually add more).</li> <li>• Create a “See if you can remember” board or poster. Display it for a day. Ask children to recall the board the next day.</li> </ul>
<b>Visual-Figure Ground</b>	<ul style="list-style-type: none"> <li>• Check out the classic <i>Highlights</i> magazine “Find the Hidden Object” page.</li> <li>• Include picture books designed to find an object (e.g., find three birds, find four books, find five stars, etc.)</li> </ul>
<b>Auditory Discrimination</b>	<ul style="list-style-type: none"> <li>• Say two words like “pip” and “pep.” Are the sounds alike or different?</li> <li>• Make rattles from old yogurt cups. Put rice, beans, paper clips, etc. in two cups. Mix the cups and have students match by sounds.</li> </ul>
<b>Short-term Auditory Memory</b>	<ul style="list-style-type: none"> <li>• Play keys or notes on a piano or xylophone. Ask for the pattern: high-low, low-high, high-high-low, etc.</li> <li>• Make sounds with three objects; ask them to close their eyes and identify the sound.</li> </ul>

<b>Long-term Auditory Memory</b>	<ul style="list-style-type: none"> <li>Record a series of common sounds. Play the sounds and ask the children what made the sound (e.g., sound of a coffeemaker, a door being closed, filling a bathtub)</li> <li>Repeat a series of words or instructions.</li> </ul>
<b>Auditory Figure-Ground</b>	<ul style="list-style-type: none"> <li>Ask the children to close their eyes and listen: "Raise your hand when you hear a bird."</li> <li>Play some recorded music. At the same time, read a sentence to the class (normal voice); ask children to tell you what was said.</li> </ul>
<b>Perceptual-Motor (visual and auditory)</b>	<ul style="list-style-type: none"> <li>Put a puzzle together.</li> <li>Copy a pattern on a pegboard.</li> <li>Copy a shape or word from the board.</li> <li>Repeat a short phrase.</li> <li>Hear a sound; write the letter that makes that sound.</li> <li>Play "Red Light, Green Light."</li> </ul>
<b>Body Awareness</b>	<ul style="list-style-type: none"> <li>Navigate an outdoor play structure.</li> <li>Sit within a given or marked space on the floor during circle time.</li> </ul>
<b>Spatial Awareness</b>	<ul style="list-style-type: none"> <li>Do movement exploration in the classroom and early childhood gym class.</li> </ul>
<b>Directional Awareness</b>	<ul style="list-style-type: none"> <li>Refer to left and right as a natural part of instructions: "Look at the picture on the right" or "When we get to the sidewalk, turn left," etc.</li> <li>Play "Simon Says" with left/right.</li> </ul>
<b>Temporal Awareness</b>	<ul style="list-style-type: none"> <li>Move to music while singing.</li> <li>Use rhythm instruments.</li> </ul>

## Appendix G

### ***Resources for Early Education Leadership***

- *Spiritual Leadership*, J.O. Sanders, Moody Press, 1967.
- *The Five Languages of Appreciation in the Workplace: Empowering Organizations by Encouraging People*, Gary Chapman and Paul White, Northfield Publishing, 2019.
- *Canoeing the Mountains: Christian Leadership in Uncharted Territory*, Tod Bolsinger, IVP Books, 2015.
- *Assumptions that Affect Our Lives: How Worldviews Determine Values that Influence Behavior and Shape Culture*, Dr. Christian Overman, Ablaze Pub. Co., 2006.
- *The Difference One Life Can Make: Experiencing God's Pleasure at Work*, Dr. Christian Overman, 2016.
- *Strengths-Based Leadership: Great Leaders, Teams, and Why People Follow*, Tom Rath, Gallup Press, 2008.
- *What You Need to Lead: An Early Childhood Program - Emotional Intelligence in Practice*, Holly Elissa Bruno, NAEYC, 2012.
- *The Child Care Director's Complete Guide: What You Need to Manage and Lead*, Christine A. Schmidt, Redleaf Press, 2017.
- *The Power of Play: Learning What Comes Naturally*, David Elkind, Da Capo Lifelong Books, 2007.
- *Play at the Center of the Curriculum* (6th Edition), Judith Van Hoorn, Patricia Monighan Nourot, Barbara Scales, Keith Rodriguez Alward, Pearson, 2014.
- *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8* Third Edition, Sue Bredekamp, NAEYC, 2008.
- *Developmentally Appropriate Practice: Focus on Infants and Toddlers* (DAP Focus Series), Carol Copple and Sue Bredekamp, NAEYC, 2013.
- *The Visionary Director, Second Edition: A Handbook for Dreaming, Organizing, and Improvising in Your Center*, Margie Carter and Deb Curtis, Redleaf Press, 2009.
- *Nursery School and Day Care Center Management Guide*, Clare Cherry, Barbara Harkness, and Kay Kuzma, Lake Publication Co., 1987.
- *From Survive to Thrive: A Director's Guide for Leading an Early Childhood Program*, D. LeeKeenan and I.C. Ponte, NAEYC, 2018.
- *Preschool Director's Manual*, D. Lydic and R. Stephenson, Colorado Springs, CO, ACSI.
- *Running with the Horses: A Parenting Guide for Raising Children to Be Servant-Leaders for Christ*, Dr. Larry Taylor, WestBow Press, 2013.
- *Love and Logic Magic for Early Childhood: Practical Parenting from Birth to Six Years*, Jim Fay and Dr. Charles Fay, Love and Logic Institute, second edition, 2015.
- *Opening Your Child's Nine Learning Windows*, Cheri Fuller, Zondervan, 2001.

**Websites**

Rick Newberry, Enrollment Catalyst: <https://www.enrollmentcatalyst.com/about/meet-rick-newberry/>

CDEA – Child Development Education Alliance: <http://www.cdealliance.org/>