

Learning Beyond Paper's Alignment to NAEYC's 9 Principles (Current)

Aligning Learning Beyond Paper's curriculum with the updated NAEYC principles involves integrating these principles into the curriculum design, teaching strategies, and overall educational philosophy.

Below is an expanded view of how Learning Beyond Paper's curriculum aligns with each of these principles:

NAEYC	Learning Beyond Paper
1. Development and learning are dynamic processes that reflect the complex interplay between a child's biological characteristics and the environment, each shaping the other as well as future patterns of growth.	Learning Beyond Paper recognizes that development and learning are dynamic, influenced by a child's biological traits and environment. The curriculum is designed to be adaptive, providing varied experiences that cater to individual differences and promote growth across all areas. Through personalized learning paths, children engage in activities that reflect and respect their unique developmental journey.
2. All domains of child development—physical development, cognitive development, social and emotional development, and linguistic development (including bilingual or multilingual development), as well as approaches to learning—are important; each domain both supports and is supported by the others.	Our curriculum emphasizes the interconnectivity of all developmental domains, offering activities that simultaneously address physical, cognitive, social-emotional, and linguistic development. By integrating lessons that promote holistic growth, children develop a well-rounded set of skills that support and enhance each other, acknowledging the critical role of bilingual or multilingual development for some learners.
3. Play promotes joyful learning that fosters self-regulation, language, cognitive and social competencies as well as content knowledge across disciplines. Play is essential for all children, birth through age 8.	Play is at the heart of Learning Beyond Paper's curriculum, facilitating joyful learning and the development of self-regulation, language, cognitive and social skills, and content knowledge. Recognizing play's fundamental role, our curriculum incorporates play-based learning across all age groups, ensuring that play is a core component of the educational experience.
4. Although general progressions of development and learning can be identified, variations due to cultural contexts, experiences, and individual differences must also be considered.	Learning Beyond Paper's curriculum is designed with flexibility to accommodate the wide variations in development due to cultural contexts, experiences, and individual differences. Educational content and teaching strategies are culturally responsive, ensuring that all children see their backgrounds and experiences reflected and valued in their learning environment.

5. Children are active learners from birth, constantly taking in and organizing information to create meaning through their relationships, their interactions with their environment, and their overall experiences.	Acknowledging children as active learners from birth, our curriculum fosters engagement with the environment, relationships, and experiences to facilitate meaningful learning. Through hands-on activities, children are encouraged to explore, question, and connect, enhancing their ability to construct knowledge actively.
6. Children's motivation to learn is increased when their learning environment fosters their sense of belonging, purpose, and agency. Curricula and teaching methods build on each child's assets by connecting their experiences in the school or learning environment to their home and community settings.	Our educational approach creates an environment that nurtures children's sense of belonging, purpose, and agency, directly linking learning to their lives. By connecting classroom experiences to home and community contexts, the curriculum builds on each child's strengths and experiences, increasing motivation and engagement.
7. Children learn in an integrated fashion that cuts across academic disciplines or subject areas. Because the foundations of subject area knowledge are established in early childhood, educators need subject-area knowledge, an understanding of the learning progressions within each subject area, and pedagogical knowledge about teaching each subject area's content effectively.	Understanding that early childhood is foundational to subject area knowledge, Learning Beyond Paper incorporates integrated learning strategies that cross academic disciplines. Educators are equipped with both subject-area knowledge and pedagogical expertise to facilitate effective, interconnected learning experiences.
8. Development and learning advance when children are challenged to achieve at a level just beyond their current mastery and when they have many opportunities to reflect on and practice newly acquired skills.	The curriculum is structured to challenge children just beyond their current mastery level, promoting growth and learning. Opportunities for reflection and practice are embedded within the curriculum, allowing children to internalize and refine newly acquired skills.
9. Used responsibly and intentionally, technology and interactive media can be valuable tools for supporting children's development and learning.	Learning Beyond Paper acknowledges the value of technology and interactive media in supporting development and learning when used responsibly. The curriculum includes guidelines for technology use that enhances learning experiences without supplanting traditional, hands-on, and play-based activities.

Conclusion

By aligning with the updated NAEYC principles, Learning Beyond Paper ensures a comprehensive, responsive, and forward-thinking approach to early childhood education. This alignment underscores our commitment to fostering an educational environment that respects and supports the diverse needs and potential of all children, preparing them for a lifetime of learning and growth.

*NAEYC does not endorse any curriculum.