

Ensure Developmentally-Appropriate Teaching

Lead. Learn. Build.

| TEACHING |

- ➔ Ensuring effective instruction for every student often means that effective leaders must help to create and implement inclusive practices—those that serve the needs of all students, with and without disabilities—such as flexible curricula, adaptive technologies, early childhood interventions and prevention strategies (p. 20).
- ➔ Effective principals are continually working to develop their own understanding of developmentally-appropriate curricula and instruction as well as that of their entire learning community. They know that student engagement is essential and that significant learning happens through exploration and play, particularly in prekindergarten and kindergarten (p. 23).
- ➔ The mark of an educated person is that of a *doer* (a doing-thinker; a thinking-doer) - they learn to do and do to learn. They are impatient with lack of action. (*Coherence*, p. 86).

Strategies

- 2.1 Align ambitious standards, curriculum, instruction and assessments so that they create a consistent framework for learning from age three to grade three.
- 2.2 Provide a comprehensive curriculum inclusive of, but not limited to, language arts and math.
- 2.3 Work with teachers and teacher leaders to develop an interactive and engaging early learning curriculum.
- 2.4 Create professional communities of practice to empower teachers to learn from each other and to improve instruction.
- 2.5 Ensure that staff members are able to support the varying abilities and needs of their students.
- 2.6 **Alignment:** Align instructional vision, practices, and support from early childhood to grade three.