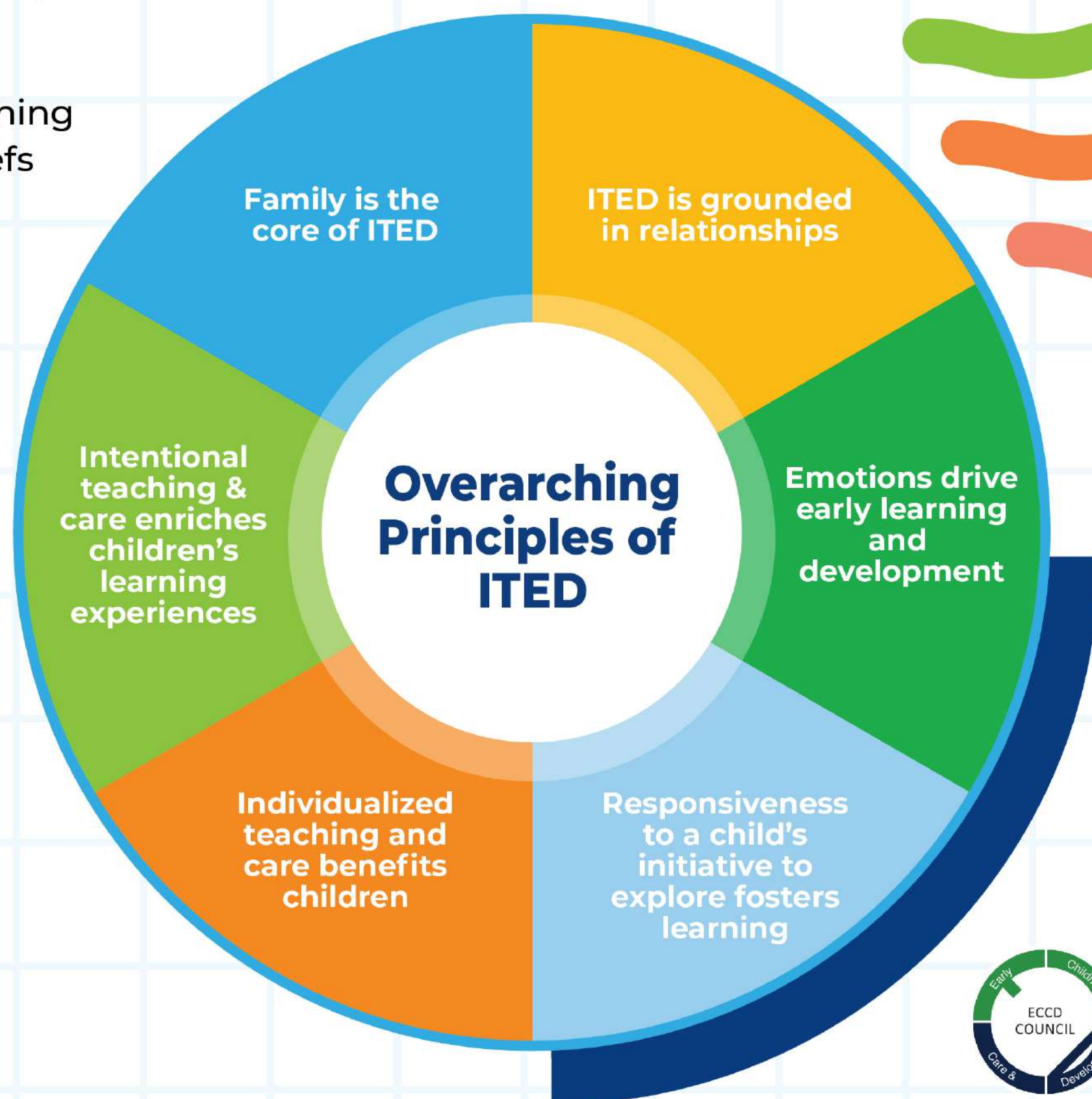


INFANT-TODDLER EARLY DEVELOPMENT PROGRAM (ITED)

The ITED Program is an early learning program that involves both the **Child Development Teacher/Child Development Worker (CDT/CDW)** and the **parents/caregivers of 0 – 2.11 years old children**.

In this program the CDT/CDW and the parents/caregivers communicate and work together to ensure the holistic development of the child. The **CDT/CDW provides the infants and toddlers with a secure base for exploration, learning, and discovery through learning experiences that are implemented by their parents/caregivers** who know them best and are responsible for their optimum growth and development.

The program also has six overarching principles which are a set of beliefs that guide goals, decisions, and actions to ensure the effectiveness of the implementation of the ITED Program. The overarching principles of the ITED are explained as follows:



1. FAMILY IS THE CORE OF ITED

Family relationships have more influence on a young child's learning and development than any other relationship she/he may have at this time.

In the ITED Program, the **Child Development Teacher/Worker partners with family members** in all aspects of curriculum planning – setting goals, program implementation, and evaluation.



2. ITED IS GROUNDED ON RELATIONSHIPS

Positive relationships provide infants and toddlers a **secure emotional base**, a psycho-social need crucial to children in this stage of development.

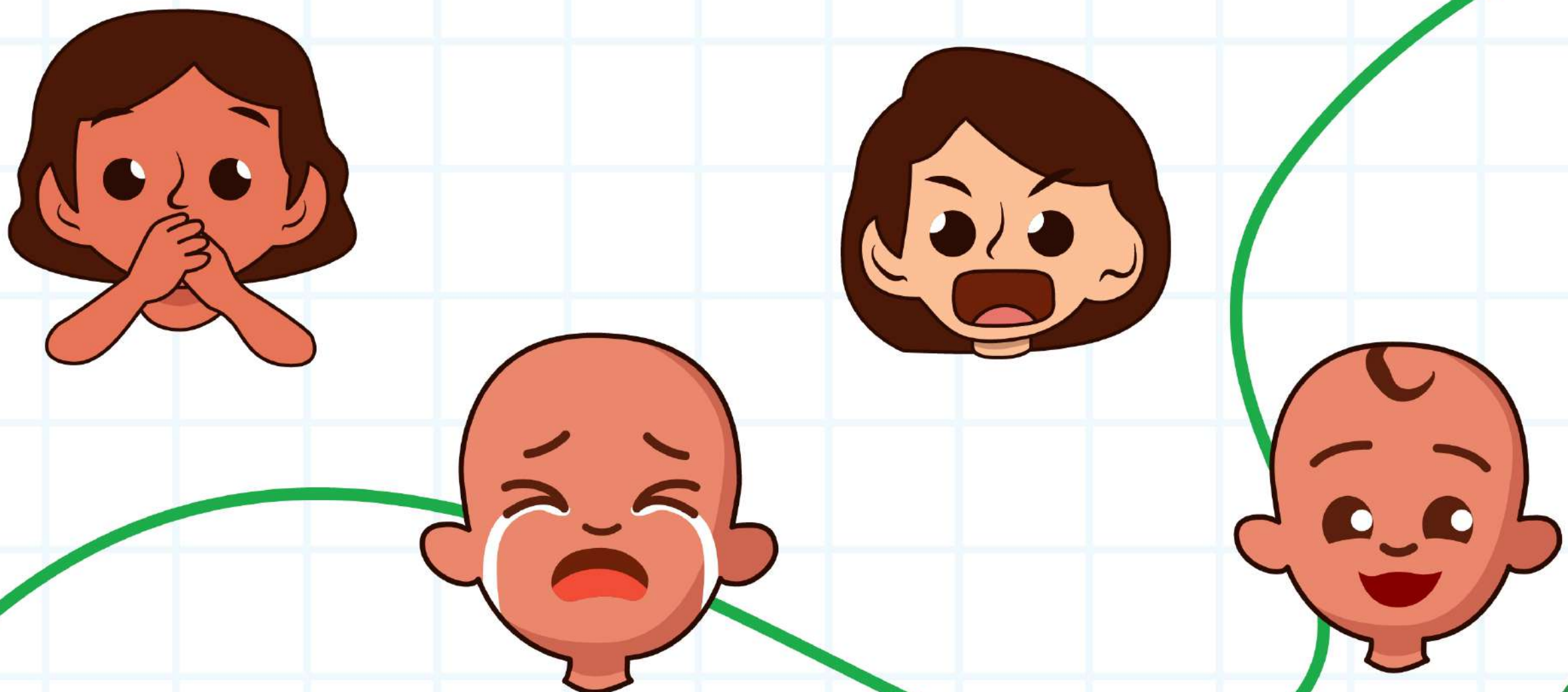
With infants and toddlers, Child Development Teachers/Workers capacitate parents and caregivers in the ITED Program to maintain a positive relationship with infants and toddlers for them to foster a **positive learning environment**.



3. EMOTIONS DRIVE EARLY LEARNING AND DEVELOPMENT

For infants and toddlers, learning always has an **emotional component**. This is because they are **highly sensitive to emotional cues** (e.g. facial expressions, tone of voice, etc.) of other people and are emotionally expressive in every situation.

In light of the integral nature of emotions in early learning, the ITED Program's curriculum for infants and toddlers always strives to **create a responsive learning environment**.



4. RESPONSIVENESS TO A CHILD'S INITIATIVE TO EXPLORE FOSTERS LEARNING

Very young children are **naturally curious** about their environment and how they can move through and interact with it. That's why the Child Development Teachers/Workers of the ITED Program advise parents and caregivers to always support children's initiative by letting them explore their environment.

The Child Development Teachers/Workers also advise parents to ensure **that the environment is safe and that they are also engaged in the child's experience of exploration.**



5. INDIVIDUALIZED TEACHING & CARE BENEFIT CHILDREN

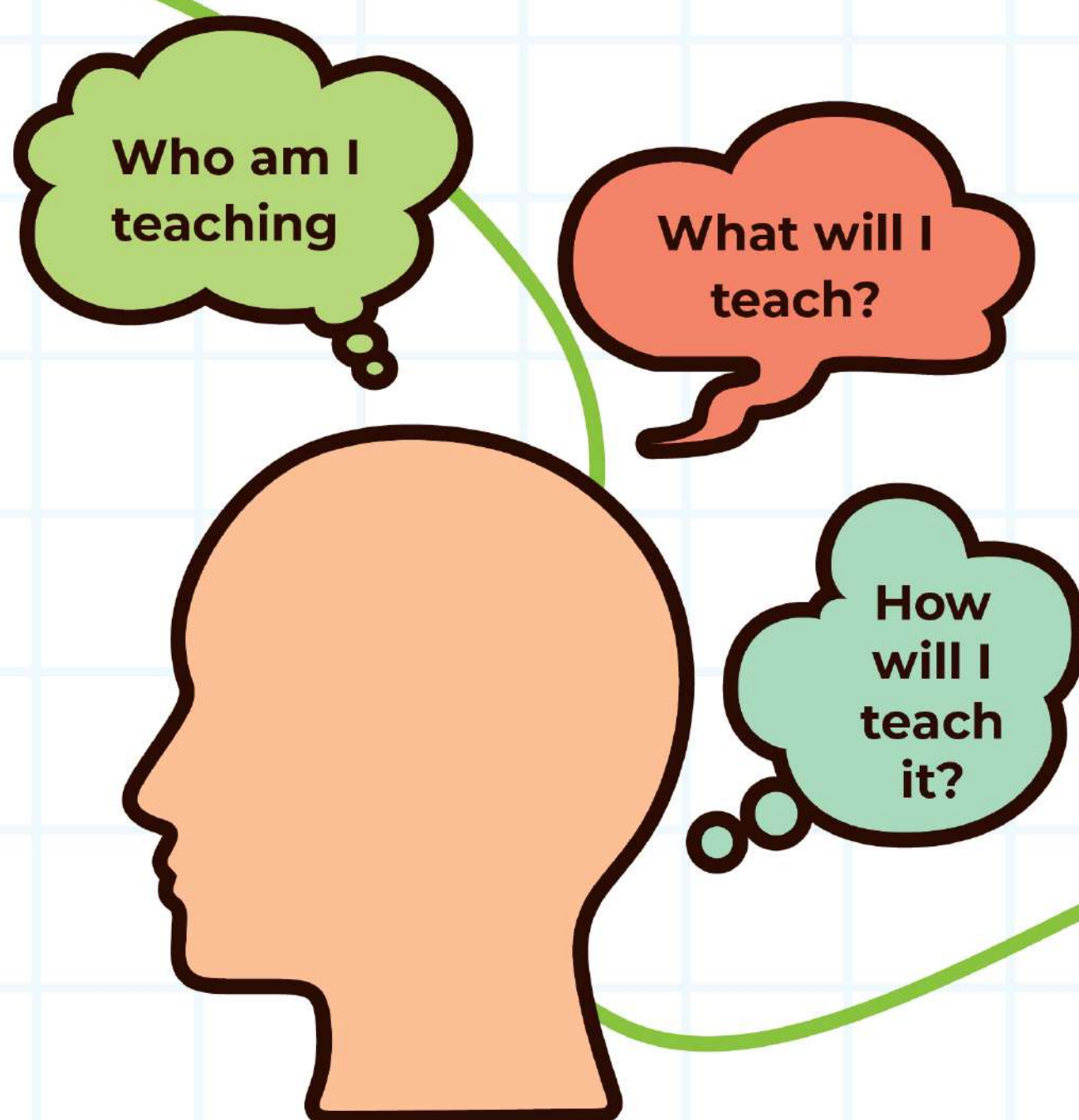
Teachers, parents, and caregivers in the ITED Program **recognize that each child is a unique individual.**

Teachers and parents use their understanding of each child's individuality. This is because when a child's individuality is acknowledged, adults are able to **offer learning experiences that are responsive, meaningful, and developmentally attuned** to her/him.



6. INTENTIONAL TEACHING & CARE ENRICHES CHILDREN'S LEARNING EXPERIENCES

The teachers of the ITED Program always have a goal when creating learning experiences for children. During the creation of learning experiences, teachers are flexible in order to accommodate differences in children's learning strengths and needs.



The ITED Program also fosters **experiences to build connections**. This means that teachers of the program constantly communicate with the parents in identifying the strengths and needs of the children.