



Program philosophy: A Roadmap for Practice

2016 NAEYC Annual Conference



Introductions

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Reflection

Miss Tizzy

by Libba Moore Gray

Miss Tizzy





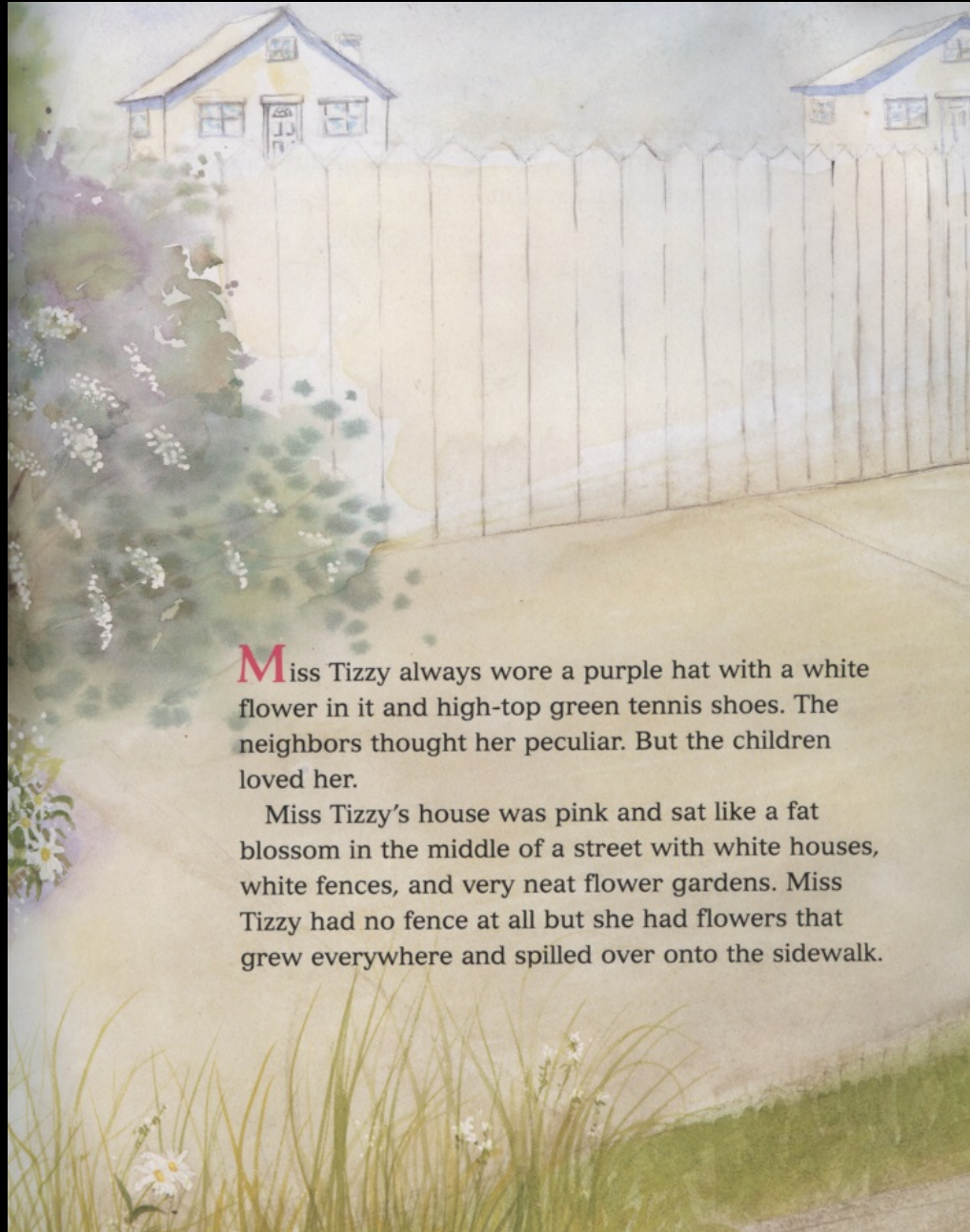
Miss Tizzy

By Libba Moore Gray
Illustrated by Jada Rowland

Aladdin Paperbacks







Miss Tizzy always wore a purple hat with a white flower in it and high-top green tennis shoes. The neighbors thought her peculiar. But the children loved her.

Miss Tizzy's house was pink and sat like a fat blossom in the middle of a street with white houses, white fences, and very neat flower gardens. Miss Tizzy had no fence at all but she had flowers that grew everywhere and spilled over onto the sidewalk.

Miss Tizzy let the children pick the flowers. Then
she gave them clean glass jelly jars to put them in.
And the children loved it.

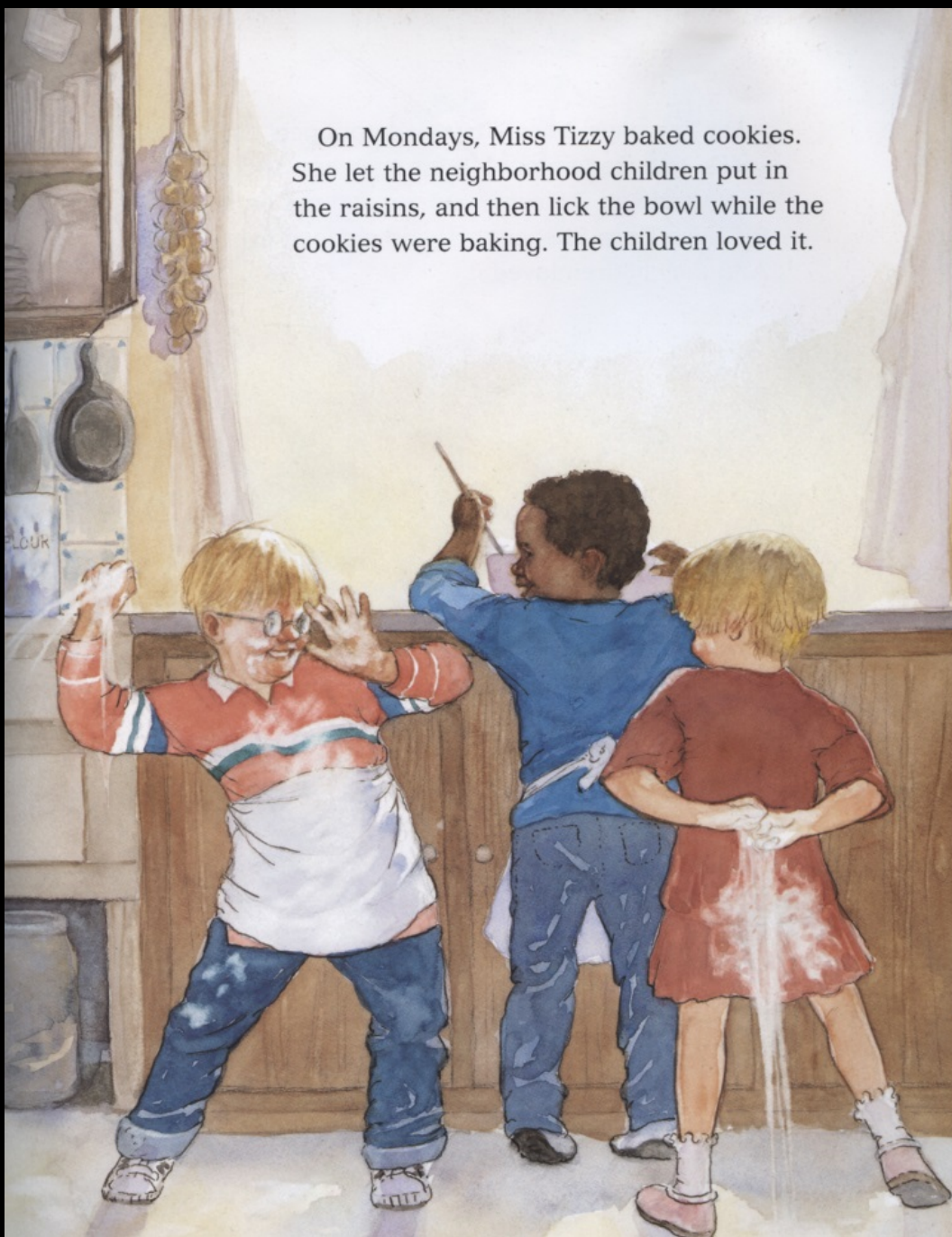


Miss Tizzy's big, yellow cat, Hiram, slept in a window box in the middle of some red geraniums. Sometimes he climbed on her shoulders and hung there like a tired old fur piece.





On Mondays, Miss Tizzy baked cookies.
She let the neighborhood children put in
the raisins, and then lick the bowl while the
cookies were baking. The children loved it.

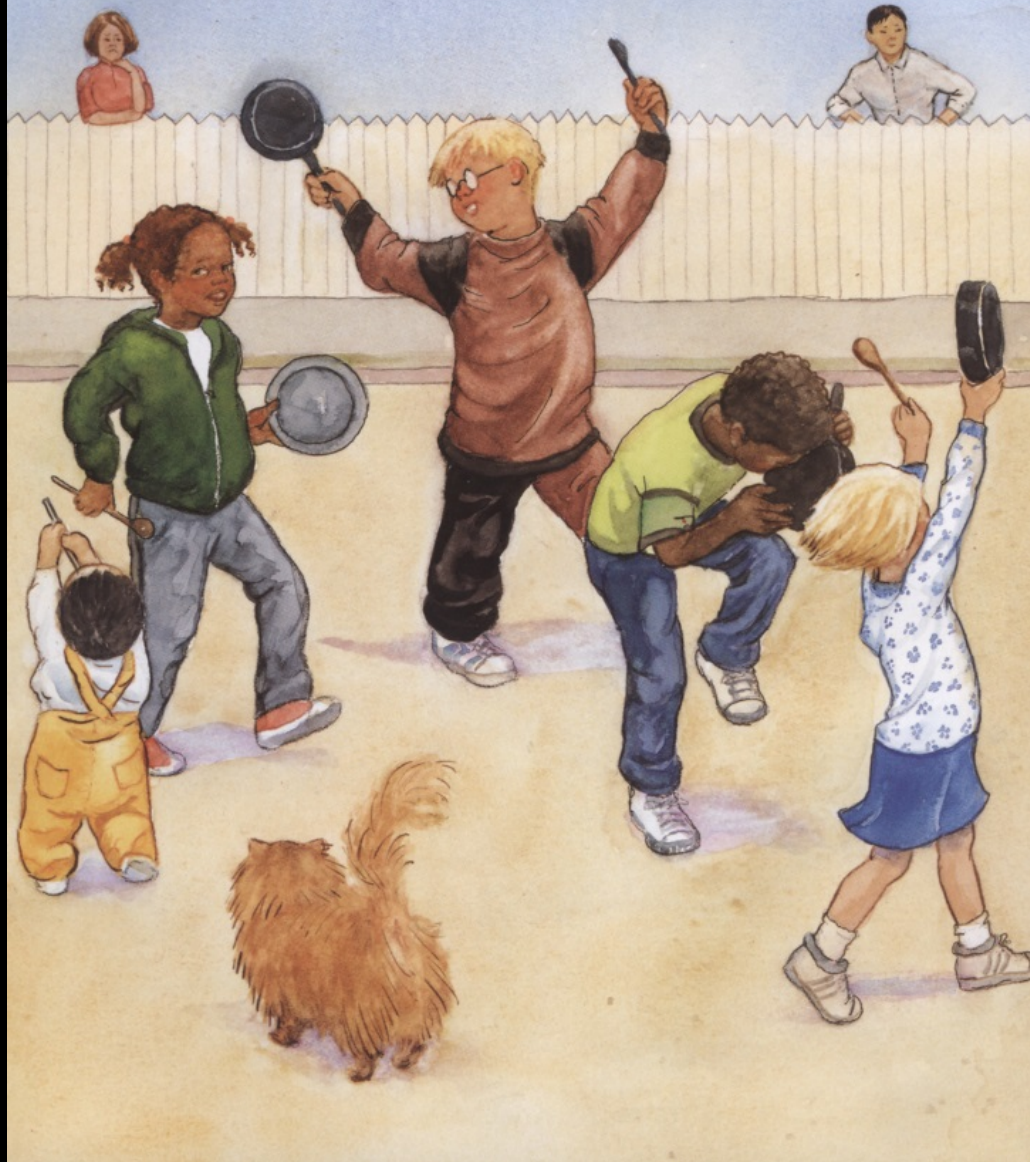


On Tuesdays, Miss Tizzy made puppets out of old socks. She made a puppet for each boy and girl. They made up their own stories and put on shows for Miss Tizzy. She laughed and clapped every time. And the children loved it.





On Wednesdays, Miss Tizzy played her bagpipes.
She gave the children spoons and pans and let
them pretend they were playing real drums. Each
Wednesday, one child got to be special and play a



silver penny whistle. Every child got a turn. They marched up and down the street with Miss Tizzy and her bagpipes leading the parade. Hiram sometimes marched along, and the children loved it.



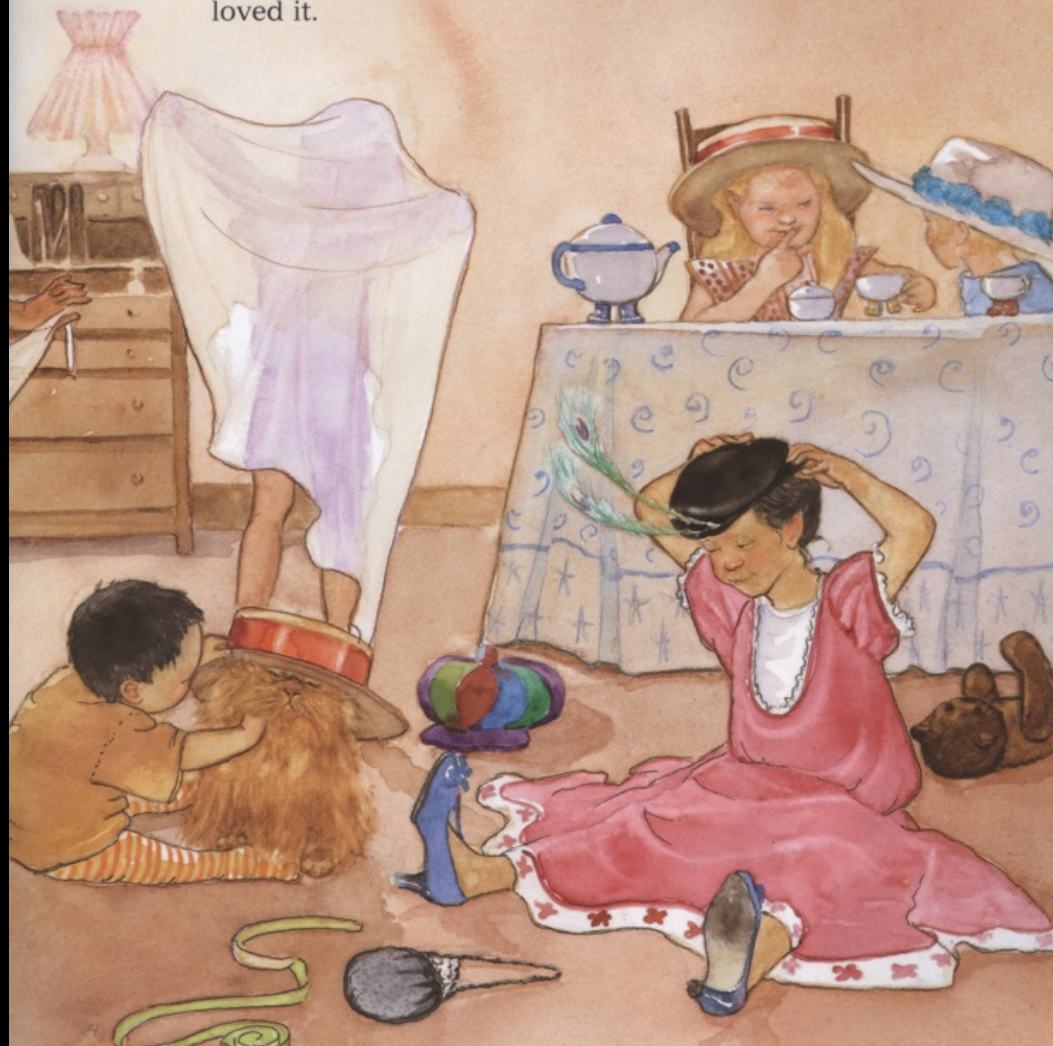
On Thursdays, Miss Tizzy gave the children clean, white paper and crayons. They drew pictures of sunshine and butterflies. They put them in Miss Tizzy's red wagon and delivered them all over town to people who had stopped smiling, and had grown too tired to come out of their houses anymore. Hiram rode in the front of the wagon with a red ribbon around his neck. And the children loved it.







On Fridays, Miss Tizzy opened her trunk and they all played dress up. There were hats with feathers and hats with bows. There were baseball caps and straw hats with bright, red bands. Everyone wore a hat. Miss Tizzy put on a lace shawl and served pink lemonade in her best china cups. The children loved it.

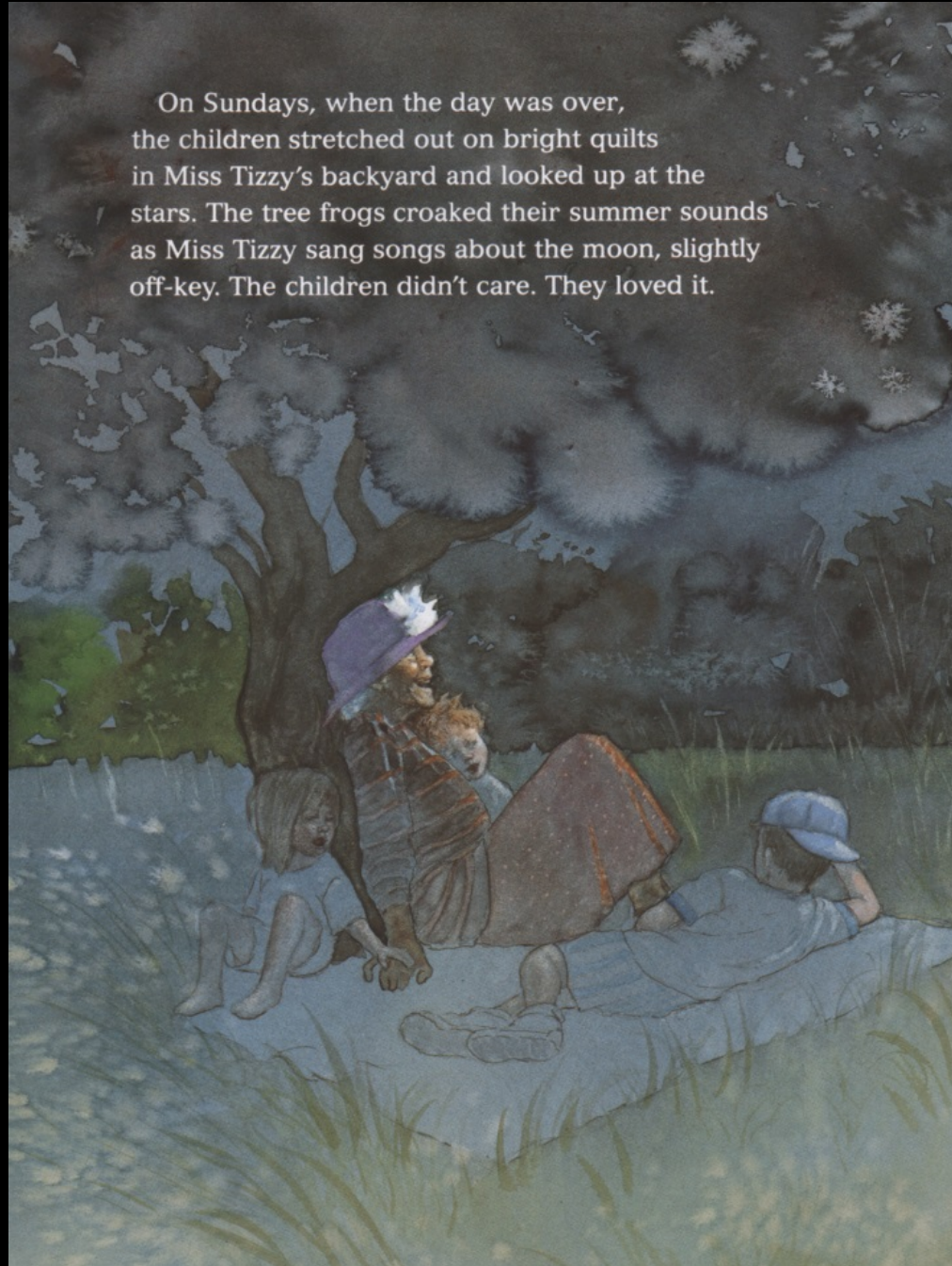




On Saturdays, Miss Tizzy put roller skates on her green tennis shoes and went up and down the sidewalks. The children came out of the white houses and joined her. They made a roller-skate train holding on to Miss Tizzy's long skirt. Hiram was usually the caboose. The children made train sounds and Miss Tizzy was the engineer. She never scolded the children for being too loud, and the children loved it.



On Sundays, when the day was over,
the children stretched out on bright quilts
in Miss Tizzy's backyard and looked up at the
stars. The tree frogs croaked their summer sounds
as Miss Tizzy sang songs about the moon, slightly
off-key. The children didn't care. They loved it.

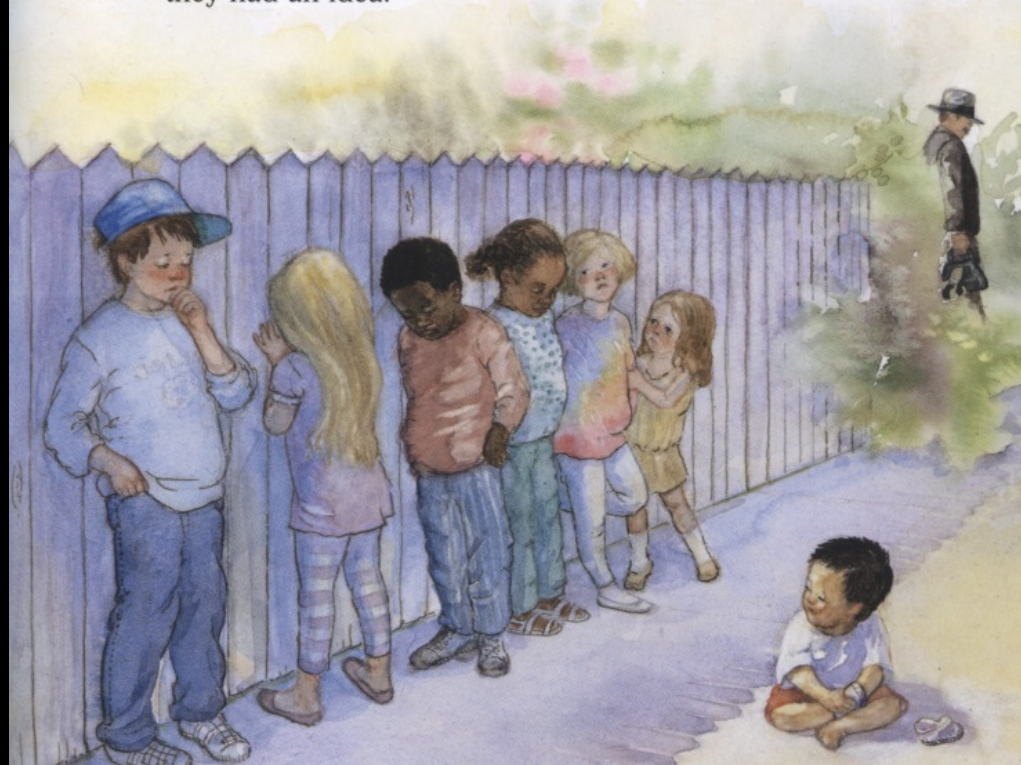






One day Miss Tizzy took off her purple hat with the white flower and laid it on the window seat. Then she took off her high-top green tennis shoes and placed them under her high white bed. Miss Tizzy lay down on her feather mattress. She was very sick. Hiram left his window box and curled up at her feet. He did not purr anymore. The doctor came and went. He shook his head and looked very serious.

The children were sad. They didn't know what to do. They missed their grown-up friend. Finally... they had an idea.



On Monday, they baked cookies with raisins and brought them to the pink house.

On Tuesday, they stood in the yard and held up puppets to the window. They put on a puppet show just for Miss Tizzy.







On Wednesday, they brought pans and spoons
and played a soft little drumming sound just outside
the door.

On Thursday, they drew pictures with orange and
red crayons and put them in Miss Tizzy's mailbox.



On Friday, they put on funny hats and left a tea tray at the front door. They left Hiram a bowl of cool milk.

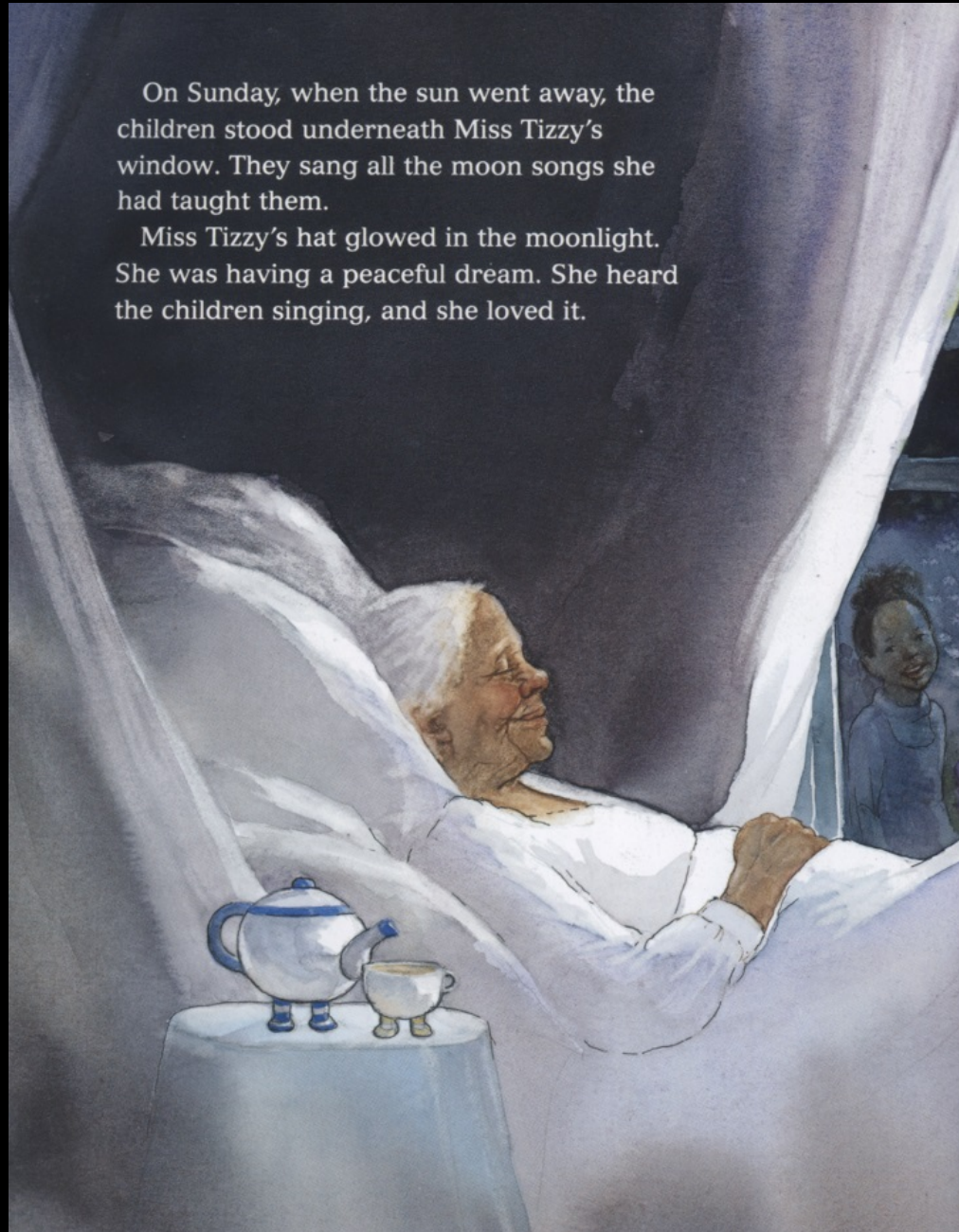
On Saturday, they put a brand new pair of skates in a big box with a purple ribbon on top and took them to Miss Tizzy.



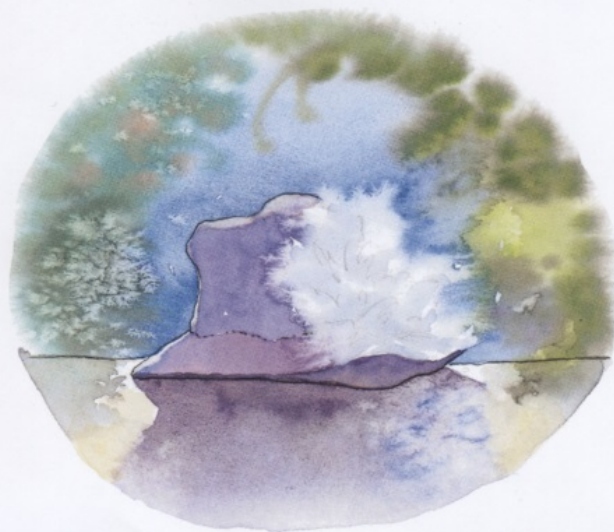


On Sunday, when the sun went away, the children stood underneath Miss Tizzy's window. They sang all the moon songs she had taught them.

Miss Tizzy's hat glowed in the moonlight. She was having a peaceful dream. She heard the children singing, and she loved it.







What I Believe

children education relationships nurture families

learning school community school teachers

home diversity partnership uniqueness respect holistic

learner academic curriculum inclusion caregiver

Individual childhood teaching play environment

Does your program philosophy reflect your values?

Philosophy in Theory

Philosophy is based on values and beliefs

- The image of the child
- The role of the teacher
- The role of the family
- The purpose of “education”

Examples of philosophy in early childhood education

- Waldorf
- Montessori
 - RIE
- Head Start
 - Reggio
- Play based
- High Scope

Philosophy In Action

Oregon's QRIS LD1

Domain - Children's Learning and Development (LD)

Standard LD1 The program is guided by a written statement of philosophy.

★ The program has a written philosophy that is available to staff, families, and visitors that states the program's values, beliefs, and program goals for:

- children
- families

Evidence:

- ☐ Copy of the program's philosophy, which demonstrates the criteria above.
- ☐ Average score of 3 or higher on question #10 on the Family Survey.

Philosophy in Action

QRIS LD1

- Why start the standards with this?
- Standards that are related to philosophy

Philosophy Out Of Alignment With Values

Alex Cruikshank Boulder Journey School

- What are some key components of Alex's philosophy?
- What are the practices she shares that show her philosophy in action?

Philosophy in Alignment With Values

- Overall, how do you feel about the alignment between your personal values and beliefs and your program philosophy?
- How do you feel about the alignment between your program philosophy and your program practices?
- What is one step you wish to take to bring our philosophy and practices into alignment?

Final Thoughts

Complete evaluations

Thank you!