



Small Faces Child Development Center

Learn Through Play – A Philosophy of Education

Small Faces' Philosophy of Education grows and changes to reflect the current best practices in Early Childhood Education. The philosophy is developed through a system of reflection, continuing education, assessment and definition. The philosophy is rooted in the belief that young children will learn willingly when they are stimulated through experiences which are interesting to them and when they are able to integrate knowledge of their own world through play activities. Building the philosophy begins with reflection on how best to educate young children, based on the personal experience, training and education of our expert staff. This process led to our curriculum's theoretical roots in Erikson's stages of psychosocial development, Piaget's stages of cognitive development, Thomas Gardner's theory of multiple intelligences, and the approach to education associated with the schools of Reggio Emilia in Italy. Together these theories form a view of Early Childhood Education that is child centered, connected with family and community, observation rich and designed to help children achieve competency in age appropriate key concept areas through play, exploration and expression in a manner that encompasses all of the ways in which we express our intelligence.

The second step of the process involves continuous research and continuing education. Through teacher trainings, classes, weekly staff meetings and personal study the staff add to and change the curriculum to fit the needs of the current students. North Seattle Community College Professor Tom Drummond's 15 Capabilities and components of the Creative Curriculum approach have all been recently used to further refine the Small Faces Philosophy of Education.

The Philosophy guides our curriculum and the everyday education of the children at Small faces. The director and staff members are engaged in constant assessment of the success of the philosophy, through informal discussions, written assessments and assessments provided by the City of Seattle and Washington State childcare teams.

As this process continues the curriculum at Small Faces is refined and redefined in an ongoing effort to create a quality childcare environment where young children find success and learn through play.

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Last Updated: 7/30/2009