



National Association for the Education of Young Children

# Overview of Revisions to the DAP Position Statement

Public Draft #1

June 2019

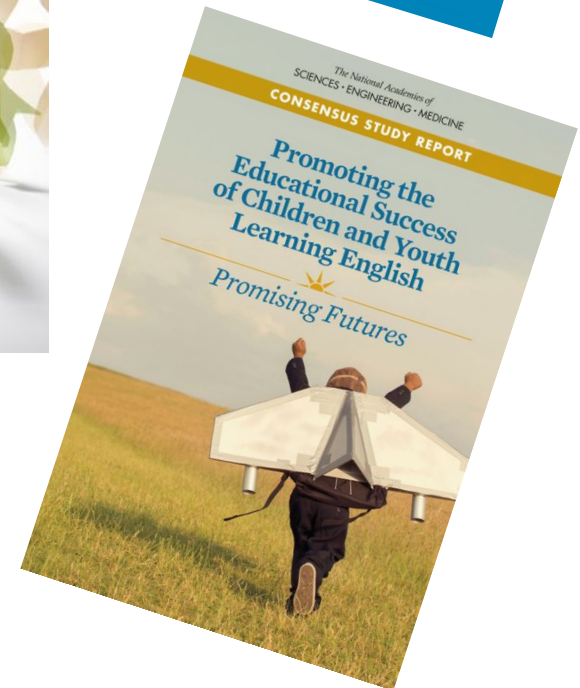
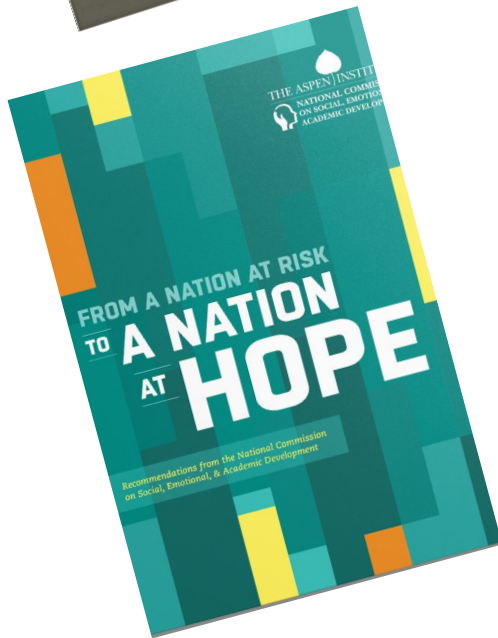
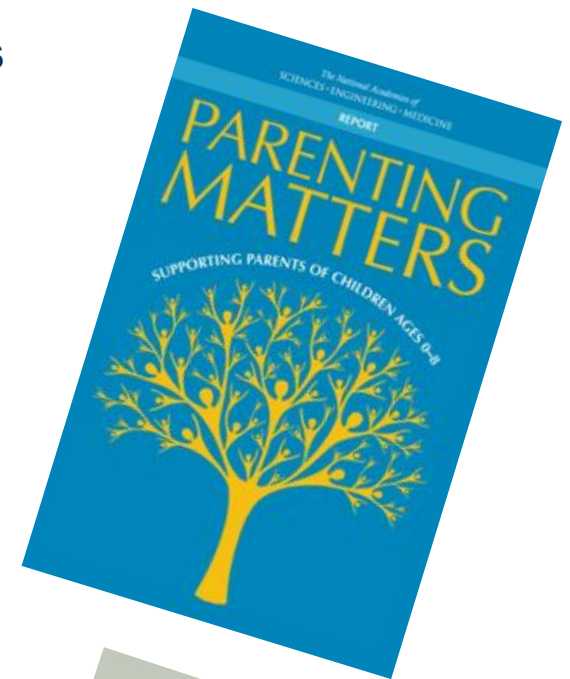
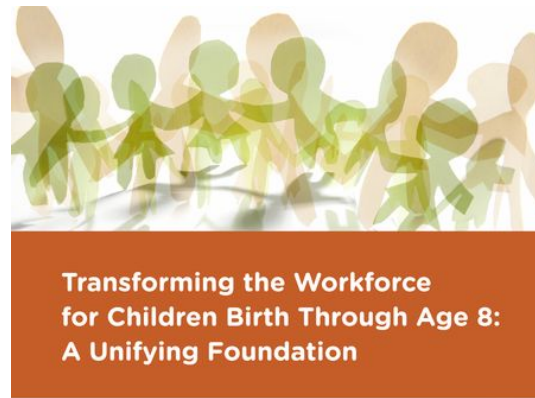
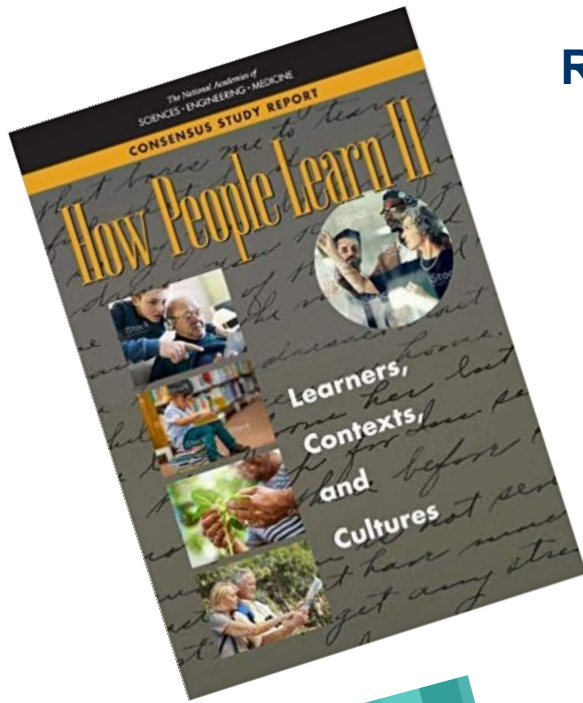
# Key Drivers for Revisions

- NAEYC's cyclical review of Position Statements (last revised 2009)
- New understandings, research, policy and practice
- Correct misunderstandings and misuse

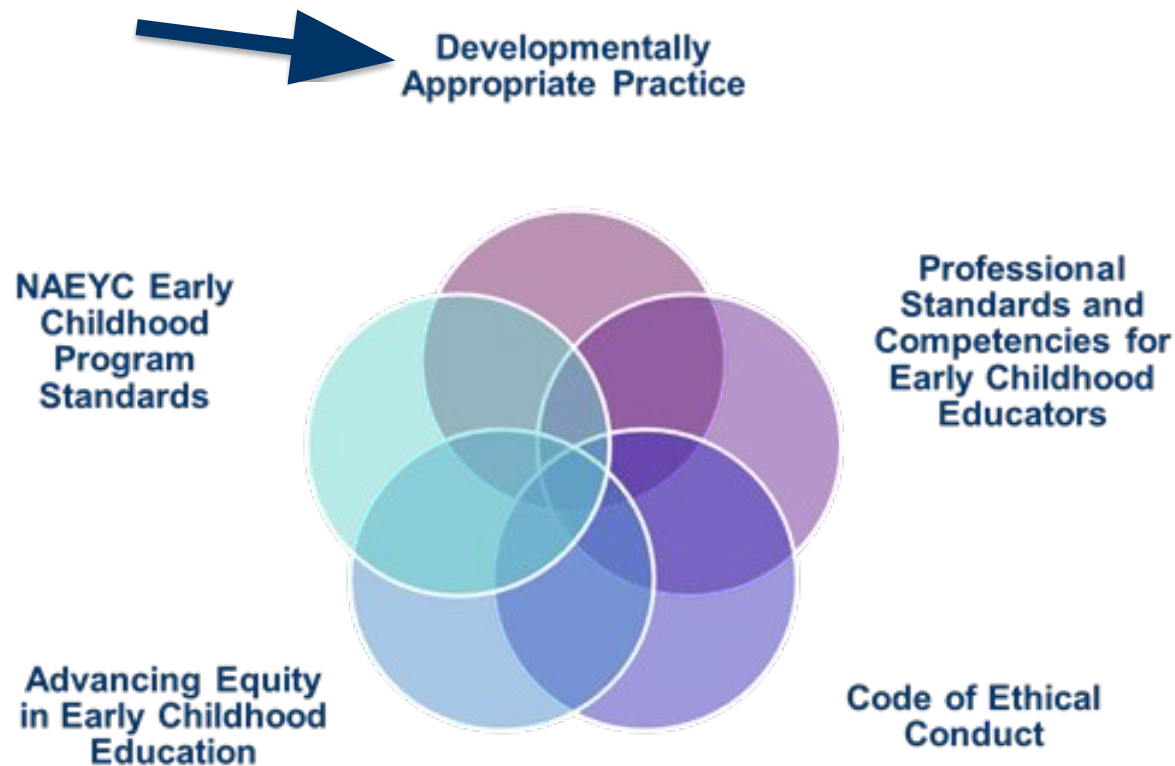
# New Context Since 2009

- Power to the Profession
- EC Preparation Standards □ EC Professional Standards and Competencies
- New *Advancing Equity in ECE* position statement
- Major research syntheses

# Recent Research Syntheses



# 5 Foundational Documents



# Leadership and Engagement in the Revisions

Who	Summary of Role
Governing Board	Final approval
Governing Board - Early Learning Systems Committee	Develops drafts for Governing Board and public review
Position Statement Workgroup (includes P2P task force reps)	Informs drafts
The Field	Informs drafts

# Anticipated Revisions Process

- **Initial plan 2018:** Working group to revise DAP, then develop a new equity statement. Equity had to be addressed first to inform DAP revision.
- **April 2019:** Board adopts Advancing Equity statement with roll-out planned for late summer/early fall.
- **April-May 2019** – The working group and committee finalize initial public draft.
- **June-July 15 – Public comment period for Public Draft #1**

# Anticipated Revisions Process

- **August 2019:** Working group and committee to consider feedback and finalize next draft.
- **September-October 2019:** **Public comment period for Public Draft #2.**
- **November 2019:** Statement finalized for Board consideration and approval.



# https://www.naeyc.org/resources/ position-statements

naeyc®

Member Login

Strategic Plan  
www.naeyc.org/files/naeyc/2014NAEYC\_Strategic\_Borchure\_Final.pdf

Our Work Resources Events Accreditation Get Involved About Us

## Position Statements

Resources / Position Statements

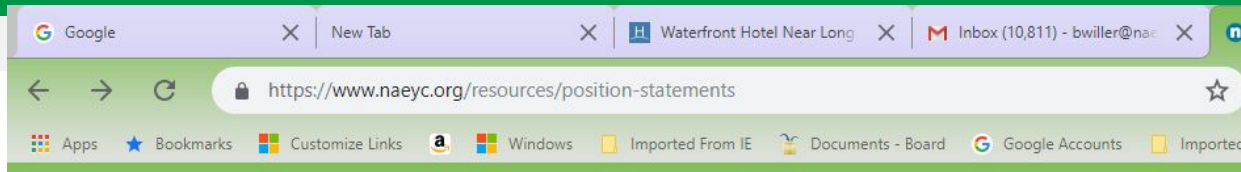
Position statements are an important tool that NAEYC uses to build understanding and support for significant, often controversial issues related to early childhood education. They are reflected in our strategic direction as a part of our commitment to leadership and innovation

### RESOURCES

Books

10:44 AM  
6/3/2019

# Scroll Down



Three position statements are under active development and/or revision:

- **NEW!** *Advancing Equity in Early Childhood Education*
- **IN PROGRESS:** *Professional Standards and Competencies for Early Childhood Educators*
- **REVISION:** *Developmentally Appropriate Practice*

Watch this space for draft statements for your review! For questions and to learn more, email [positionstatements@naeyc.org](mailto:positionstatements@naeyc.org).

# Key Changes in Draft #1

- Core considerations revised
- Principles updated to reflect new research
- 5 guidelines for practice re-ordered and adapted to be more consistent with the EC Professional Standards and Competencies
- New guideline added for professionalism

# Core Considerations Changes

## Core Consideration #1:

- Acknowledges that all development and learning occurs ***within and is profoundly influenced by the social, cultural, and historical context.***

# Core Considerations Changes

## Core Consideration #2:

- Each child is an individual *who is a member of a family and a community.*

# Core Considerations Changes

## Core Consideration #3:

- **All** social and cultural contexts must be considered—the child's, ***the educator's, and that of the school/program setting, and broader community.***

# Profound Change is Needed

- Dominant cultural narrative helps maintain systems of inequities
  - Limitations of current research base
  - Differences too often seen as deficits
- Must address/disrupt implicit bias
- Move away from notion of “best practice”

# Principles

- Updated to reflect current research syntheses and
- To incorporate social and cultural context of development.



# 5+1 Guidelines

1. Creating a caring, ***equitable*** community of learners
2. Establishing ***respectful***, reciprocal ***partnerships*** with families ***and communities***

# 5+1 Guidelines

- 3. *Observing, documenting, and***  
assessing children's development and learning
4. Teaching to enhance development and learning

# 5+1 Guidelines

5. Planning an **engaging** curriculum to meet meaningful goals.
6. ***Demonstrating professionalism as an early childhood educator.***

# Recommendations for:

- Schools, centers, family child care homes, and other program settings
- Higher education and adult development
- Public policy
- Research

# Your Voice Is Needed!

- Two ways to give feedback:
  - <https://www.surveymonkey.com/r/DAP-4>
  - By email: [positionstatements@naeyc.org](mailto:positionstatements@naeyc.org)

**Public Comment Period #1 ends July 15**

# Thank You!

*For all you do on behalf of young children, their families, and the early childhood profession.*