



Early Learning and School Readiness: Approaches to Learning Tip Sheet

For Early Head Start/Head Start (EHS/HS); Refugee Resettlement; Migrant and Seasonal Head Start (MSHS);
Early Care and Education Providers

All providers can support families in building their child's curiosity, persistence, and problem-solving skills. These attributes all strongly influence children's development and learning.

This Approaches to Learning Tip Sheet corresponds to page 24 of the [Raising Young Children in a New Country: Supporting Early Learning and Healthy Development Handbook](#).

Conversation Starters: (or staff, families, and partners can design program-specific questions)

- Tell me about your child. What are his/her interests? Skills? Preferences?
- What do you notice when your child is engaged in a favorite activity? What do you notice when your child is engaged in a new activity?
- How do you help your child stay focused on an activity for a period of time?
- How do you help your child to work or play with other children?

Cultural Considerations:

- Some refugee families, especially from ethnic minority groups, may be wary of participating in early childhood settings due to concerns that their children will lose their home language skills and culture. This might be particularly true if they were persecuted in their home country due to their language, culture, or religion.
- Reassuring families that dual language ability is encouraged and supported in early care and education settings may help promote family engagement.
- Families may welcome opportunities to discuss how to maintain their home language.
- Some cultures may not encourage questioning by children, especially if inquiry is viewed as a challenge to parental authority or as disrespectful of elders.
- Some cultures may show praise in an indirect manner rather than through direct verbal compliments out of concern that direct praise will "pamper" children or destroy their humility. For example, parents might have a relative compliment their child rather than offering direct praise themselves. Also, a parent might occasionally offer a small treat for a job well done, rather than saying directly, "What a good job you did!"



Remember to Mention:

- *Approaches to Learning* refers to the ways in which children approach and remain engaged in social interactions and learning experiences. A child's approach to learning contributes to all areas of his/her development and shapes how the child will process different information. It is often considered one of the most important aspects of early childhood development.
- Parents, guardians, and families are vital resources in supporting a child's development of cultural, ethnic and linguistic identity, self-esteem, and approaches to learning.
- It is important for children who are dual language learners to learn and demonstrate their skills and knowledge in both their home language and English.
- Each child's personality, temperament, early experience, and family culture contributes to developing his or her approach to learning.



Early Learning and School Readiness: Approaches to Learning Tip Sheet (cont'd)



Remember to Mention (cont'd):

- It is important for children to develop the ability to stay focused, interested, and engaged in their experiences.
- Children need a wide variety of learning opportunities (imaginative games, playing with blocks, paint, etc.) as well as adult support to build skills. These opportunities provide practice in following

simple directions, completing tasks, problem-solving, taking risks, and working with others to succeed in school. These abilities help children to acquire new knowledge and learn new skills.

Applicable Head Start Program Performance Standards:

<http://eclkc.ohs.acf.hhs.gov/hslc/standards/hspss/1304>

- 45 CFR 1304.21 (a)(1)(i)(iii)(iv)
- 45 CFR 1304.21 (a)(3)(A)(B)(C)(D)(E)
- 45 CFR 1304.21 (a)(4)(i)(ii)(iii)(iv)
- 45 CFR 1304.21 (e)(1)(2)(3)

Resources on ECLKC:

Early Head Start National Resource Center
School Readiness –

- **News You Can Use: Approaches Toward Learning Foundations of School Readiness Part 1.** <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/school-readiness/nycuschoolread01.htm>
- **News You Can Use: Approaches Toward Learning Foundations of School Readiness Part 2.** <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/school-readiness/nycuschoolread02.htm>
- **News You Can Use: Approaches Toward Learning Foundations of School Readiness Part 3** <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/school-readiness/nycuschoolread03.htm>

National Center on Cultural and Linguistic Responsiveness

- **Dual Language Learning Institute Webcast Part 4: Approaches to Learning.** http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/prof_dev/conferences/DualLanguageLaring.htm

National Center on Health

- **Approaches to Learning.** <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/link-between/approaches.html>

National Center on Quality Teaching and Learning

- **Approaches to Learning.** <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/curricula/AtoL.html>
- **Tips for Families — Providing Feedback: Words to Create Confidence** <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/providing-feedback-family-tips.pdf>

