



Learning Guidelines and Standards

This professional development module is aligned to Massachusetts learning guidelines and standards.

Massachusetts Early Learning Guidelines for Infants and Toddlers

This module highlights the Guiding Principles that provide the foundation for the Massachusetts Early Learning Guidelines for Infants and Toddlers:

- The family, as defined by each culture, is the primary system of support for the development of the child.
- Learning is embedded in the child's culture. Young children learn best through a comprehensive, whole-child approach integrated in culturally meaningful experiences.
- Nurturing, respectful, and responsive relationships are essential for healthy growth and development, providing a context for learning.
- Each child develops at an individual rate and has a personal approach to learning.
- Rich, responsive language experiences, in the family's home language when possible, prime children for later academic success.
- Play is the foundation of early learning.
- Learning in each domain is interconnected.
- Informed, reflective, curious adults can support and respond to the infant and toddler's rapidly changing needs and development.

This module showcases interactions among educators, infants and toddlers, and family members that support children's development in the interrelated domains of social-emotional development, language and communication development, cognitive development, physical health and well-being, and approaches to learning. However, this module does not go into depth on specific guidelines within these domains.

Massachusetts Quality Rating and Improvement System (QRIS)

Center and School Based:

- **Curriculum and Learning 1A: Curriculum, Assessment, and Diversity: Level 2**
Materials that promote cultural and individual identity, family relations, cultural appreciation, and cognitive and social development are integrated into the curriculum and children's everyday experiences.
- **Curriculum and Learning 1B: Teacher-Child Relationships and Interactions: Level 2**
All staff complete orientation, participate in ongoing formal professional development, and receive supervision in how to develop and maintain positive relationships through positive, warm, and nurturing interactions.

Family Child Care:

- **Curriculum and Learning 1B: Teacher-Child Relationships and Interactions: Level 2**
Educator has participated in formal professional development on how to support positive relationships and interactions with children through positive, warm and nurturing interactions.