

Kide Science®

supporting

Michigan's Curriculum Quality Standards

Featuring:

- Michigan Program Quality Standards
- Key Elements of High-Quality Early Childhood Learning Environments: Preschool
- GSRP Implementation Manual 2023



Kide Science - A high-quality supplemental curriculum for early years classrooms



Our activities are story-based inquiries - creating playful scenarios in your classroom.

In every single lesson, children advance crucial scientific-process skills (also known as inquiry skills):

- ✓ Observation
- ✓ Classification
- ✓ Communication
- ✓ Measurement
- ✓ Predication
- ✓ Interpretation
- ✓ Conclusion



Egg-straordinary Nest Building
How do birds look after their babies?

Engineering Science Arts Mathematics

🕒 45 min lesson 📊 Easy preparation

In addition to these scientific inquiry skills, each lesson supports many other skills, including technological, relationships, linguistic, mathematical and movement skills.

We really are cross-curricular, making us an ideal supplemental curriculum.

See [our other standards documents](#) for more details.

Contents



In this document we will show you:

1. How we support the **Michigan Program Quality Standards**.
2. How Kide Science contributes to the **Key Elements of High-Quality Early Childhood Learning Environments in Preschool**.
3. How we help programs adhere to the **GSRP Implementation Manual 2023**.



Something missing?

If you have other curriculum requirements, don't hesitate to contact us through info@kidescience.com

Kide and the Michigan Program Quality Standards

Whilst Kide Science is not a comprehensive curriculum, we still support many of the the **Program Quality Standards** defined by Michigan DOE. We too believe that *'high-quality relationships and learning environments are critical to young children's development and learning.'* See below for the standards we contribute to.



Administrative Support, Staffing and Professional Learning



Goal 4 Professional Learning

All program staff are provided with and participate in a variety of ongoing professional learning activities, annually and as needed.

- Online, self-paced, video PD modules available with every licence
- Up-to-date and research-backed PD
- Certifications available
- Tailored hybrid PD options are available. These can include content relevant to the population served and teachers particular needs



Family Partnerships



Goal 1 Relationships

The program supports relationships as the cornerstone of family partnerships.



Goal 2 Partnerships

Within the program, families are engaged and supported partners in their child's education.



Goal 3 Participation

The program's family engagement efforts include intentional inclusion of families in program improvement processes.



Goal 5 Welcoming Environment

A positive learning environment contributes to family engagement within the program.

- We provide home activities for families. These communicate about the lesson completed in school, and include a follow up task.
- Home tasks include support on developing inquiry skills for families.
- We include a family guide for additional support.
- Kide lessons are often used during family days in programs, as a wonderful activity for families to come and take part in.



Environment of Care and Learning



Goal 1 Relationships and Interactions

The program's emotional and social environment supports a positive atmosphere where all children and families feel welcome.

- Strong interactions are formed as children and teachers play together, fostering an inclusive, safe learning space.
- Use our adaptation tips to personalize learning for a range of interests, abilities and ages.
- Learning in an imaginary world means all children can bring their own cultures, backgrounds and experiences into the lesson.
- Communication and collaboration are two of our core skills which we develop in every single lesson, as children work together to solve problems.



Goal 2 Space and Materials

The program's physical environment is designed to promote high-quality, inclusive learning and interactions in all domains throughout the day.

- We provide high quality posters and flashcards to display in the learning space. We encourage teachers to collect evidence of children's learning and display it, to celebrate their achievements.
- Supplies for our lessons can be left out for children to access independently, to suit their own needs.



Goal 3 Consistent Daily Routine

The daily schedule, routines, and transitions are predictable, supportive, and responsive to the individual and developmental needs of children.

- Each lesson follows the same pattern, scaffolding the Playful Inquiry model but also creating a safe routine for children.
- Our lessons provide opportunities for open-ended investigations to be explored.



Goal 4 Intentional Teaching

The process of assessment, planning, and implementation is an ongoing and intentional cycle designed to support all aspects of children's development and learning.

- We provide guidance for developmentally-appropriate formative assessment throughout our lessons.
- All lessons include formative assessment questions.
- We have skills assessment tracking grids to monitor and challenge children's science process skill development.
- We encourage teachers to work together with the children to collect and display evidence of children's learning e.g. on working walls or as a 'treasure chest' of work.
- Our adaptation tips support teachers to scaffold and extend children's thinking and learning.



Child Assessment



Goal 3 Assessment, Documentation, and Planning

In collaboration with families, the program uses information gained from a variety of sources to address individual needs and plan learning experiences for individual children and groups.

- We have in depth assessment documents detailing how teachers can use ongoing observation of children as the primary method of child assessment. We provide skills assessment sheets to help with this.
- We encourage teachers to use a variety of evidence-based methods to document children's growth, development, and learning over time.

For example:

- observation and anecdotal reports
- teacher questions
- family observations
- products and samples of children's work
- children's self-appraisals



Physical and Mental Health



Goal 1 Policies and Procedures

The program implements policies and procedures to meet and support children's physical, nutritional, and social-emotional health, and safety needs.

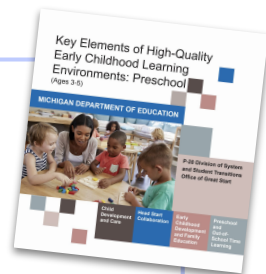
- We foster safe spaces for children to share their thoughts and feelings through play.
- We have lessons which support children's physical, nutritional, and social-emotional health and safety needs. See our **Michigan Early Learning Development Standards Correlation** for specific lesson recommendations.

Kide and the Key Elements

"In learning settings for young children, certain elements must be present to create an environment that ensures robust development and fosters ideal learning experiences"

—Key elements of High Quality Early Childhood Education

See below for how Kide lessons support these key elements, and therefore how we can help to build *"high-quality experiences and strong outcomes"* for preschool children in Michigan.



Key Element #1 High Quality Learning Environments

The environment is designed to promote high quality learning and interactions in all domains throughout the day.

The routine of a Kide lesson lends itself to a high quality learning environment.

- For a starting circle, we encourage teachers to use an open space to engage the children, then move to smaller 'hands-on' areas. Teachers can also leave out our lesson supplies for children to continue using in their child-led discovery time.
- We provide a range of **posters and flashcards** which can be used to enhance the learning space, and to support children's recollection of learning moments.
- Our **assessment guide** suggests that teachers celebrate children's ideas by collecting evidence and presenting it in either a 'treasure chest' of learning, or on the walls.
- Our lessons are also written to develop children's active agency: children can select their own supplies, which can be open-ended, varied and challenging. E.g. in [Welcome to Supraland](#)



Key Element #2 Consistent daily routine

A consistent daily routine is implemented to promote balanced participatory learning through all portions of the day.

Our lessons follow the same structure each time: The children step into role, followed by an opening circle, hands-on-inquiry then a 'reporting' back phase. Children soon learn and anticipate these stages. To signpost them, teachers are encouraged to use actions, posters, fancy dress and 3D puppets to visualise them.

Our activities range in length, and can be adapted to suit a range of children's learning styles. Even our longer '60min' sessions can be split into shorter activities, and they always, always, include an active, hands-on sections with the children.

Kide and the Key Elements



Key Element #3 Adult-child relationships

Responsive adult-child interactions promote secure relationships that support learning throughout the day.

Every single Kide lesson takes place in an imaginary world, using play to engage the children. Teachers are encouraged to join the children in their play, facilitating and celebrating the ideas, and developing their problem solving skills.

Teachers are able to use these moments to model meaningful interactions, in a context which is most suited to the children's needs and interests. Meaning and learning is built together, through collaboration and communication.

Particularly excellent examples of this can be found in our [relationships](#) and [collaboration](#) bundles.



Key Element #4 Intentional Teaching

Adults use intentional teaching practices to support continued growth in all aspects of children's development and learning.

Kide Science's complete approach to [assessment theory](#) can be found here. We encourage teachers to formatively collect evidence on their children's ideas and achievements, in the form of work samples, quotes, photos and notes. These are to be used as celebrations of learning, with the child, to document progress, and to inform next planning steps.

To guide these formative assessments, we also provide a range of grids to track children's development in their science process skills. E.g. [Measuring](#) or [Interpretation](#).

Finally, we scaffold and extend children's thinking throughout our lesson plans by providing teachers with a 'script' of guiding questions, a range of extensions and adaptability tips. Teachers can use these to modify our lessons into intentional teaching experiences.



Key Element #5 Engaging families

The relationship with each family is valued and strengthened by seeking multiple ways to partner in their child's development and learning.

Kide lessons are so fun, so engaging and so active that we frequently hear they are used as part of parent events in schools.

Many of our lessons also include a home activity, which can be sent to the family after the lesson. These provide many benefits:

- they extend the children's learning
- create stronger communication links between school and home
- provide safe and purposeful activities to build relationships at home
- support parents with an understanding of how to use our playful inquiry pedagogy at home



GSRP Implementation Manual 2023

'Curriculum models are essential in determining program content and professional learning, as well as supporting and coaching staff to implement high-quality programs.'

Here's how Kide Science, **as a supplementary curriculum**, can still contribute to the indicators for a quality curriculum model, as defined by Great Start Readiness Program (GSRP) Implementation Manual



	Is the curriculum model research-based and research-validated?
	Are there learning experiences and activities in all areas of development outlined in the ECSQ?
	Does the methodology promote important development in “approaches to learning”?
	Does the curriculum include guidelines on setting up the indoor and outdoor learning environments?*
	Is the curriculum child-focused, supporting emergent and meaningful curriculum for currently enrolled children?
	Are the materials for children’s use appropriate?
	Is there a balance of teacher-planned and child-initiated activities?
	Is there evidence that authentic assessment for instructional purposes is integral to implementation of the curriculum model?
	Is there evidence that family engagement is valued?
	Are the resources for teaching staff sufficient and appropriate?
	Do the authors or publishers of the curriculum model offer professional learning opportunities to support staff members in their initial training and ongoing, full implementation of the model?
	Horizontal Alignment (and vertical)

*Guidance for setting up the learning environments is specifically for our lessons