

Aurora Public Schools Framework for Early Childhood Education

“Ready Child” – High Quality Early Childhood Programming

The goal of Aurora Public Schools Early Childhood is for all children to start school ready to learn and succeed. Knowing children well, what they know and can do in all areas of development (social emotional, physical, language and cognitive) as well as academic learning in reading and mathematics is an important step in guiding children’s learning.



School readiness describes the ability of a child to engage with and learn about the world around them. This means having the opportunity to explore a variety of objects, relationships, and situations with plenty of time and guidance to make the most of each experience.

Constructive, Purposeful Play

Purposeful, engaging play is an important vehicle for children’s learning. Purposeful productive play is positively related to:

- Self-regulation skills
- Memory development
- Symbolic thinking
- Positive approaches to learning
- Positive social skills
- Language and literacy skills



A Comprehensive Curriculum

The National Association for the Education of Young Children recommends a curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children. (NAEYC, 2003) A comprehensive curriculum encompasses critical areas of development and content area learning. A comprehensive curriculum for young children includes:

- physical well-being and motor development;
- social and emotional development;
- approaches to learning;
- language development;
- cognition and general knowledge;
- subject matter areas such as science, mathematics, language, literacy, social studies, and the arts

Philosophy and Core Beliefs

Early Childhood Education in the Aurora Public Schools is founded on high expectations, equity, and support to accelerate all students. The following fundamental principles guide teaching and learning, as well as, drive decisions about environment.

- Positive interactions and relationships with adults provide a critical foundation for successful learning.
- Social-emotional competence is a significant factor in school success.
- Constructive, purposeful play supports essential learning.
- The physical environment affects the type and quality of learning interactions.
- Teacher-family partnerships promote development and learning.

The instruction is coherent, rigorous and focused on standards-based learning.

Individual Differences

The Colorado P-12 Academic standards include preschool content. The academic standards are built into the Colorado Early Learning and Development Guides lines, which describe the trajectory of children’s learning and development. They include a broad description of children’s growth to ensure a holistic approach to creating learning environments

Academic success is only possible when crucial developmental foundations are firmly in place. Early Childhood Teachers in Aurora Public Schools use the Teaching Strategies GOLD assessment system to gather information about each child’s unique progressions across all areas of development and learning.

