

“Play is the highest form of research.”



Pre-Kindergarten is the introduction to school for students all around the country. There has been a great increase in Pre-K programs due to the important work around language development, physical development, social-emotional skills and academic knowledge that is at the core of Pre-K. There is a tremendous amount of research around Pre-K and the importance of good programs as the building block to a successful education. “They came away with one clear, strong message: Kids who attend public preschool programs are better prepared for kindergarten than kids who don't. The findings come in a report ["The Current State of Scientific Knowledge on Pre-Kindergarten Effects,"](#) and the authors include big names from the early childhood world: Deborah Phillips of Georgetown University, Mark W. Lipsey of Vanderbilt, Kenneth Dodge of Duke, Ron Haskins of the Brookings Institution and others.”

<https://www.npr.org/sections/ed/2017/05/03/524907739/pre-k-decades-worth-of-studies-one-strong-message>

Marshall School is committed to facilitating the growth of our students through play and hands-on learning.

Planning for High-Quality Prekindergarten Programs

GUIDING PRINCIPLES

Planning for High-Quality Prekindergarten Programs is based on the same guiding principles that were used in the development of the New York State Prekindergarten Foundation to the Common Core.

1. All children are capable of learning, achieving and making developmental progress. Learning standards are intended for all children regardless of economic, linguistic, and cultural differences or physical, learning, and emotional challenges.
2. Children develop at different rates and each child is unique in his/her own development, growth, and acquisition of skills. Appropriate and reasonable supports and accommodation must be provided to enable all children to succeed.
3. Children are active learners. A primary approach to learning is through purposeful play. Intentional planning promotes rich learning experiences that invite participation, involve multiple contexts, and engage the senses that help children explore their environment.
4. Early learning and development are multi-dimensional. Children's learning is integrated and occurs simultaneously across all domains, which are interrelated and interactive with one another.
5. Children learn in the context of interactions and relationships with family members, caregivers, teachers, and other children in their immediate environment and in their community.
6. The family is a significant contributor to children's lifelong learning and development. Actively engaging parents in the early education of their children is essential to children's success in the elementary classroom and later learning.
7. Learning standards may be used as tools to empower parents, teachers, and caregivers to better support and enhance young children's learning and development.
8. Learning standards acknowledge, respect, and embrace children's rich backgrounds, their heritage, cultures, and linguistic differences.
9. The content of learning standards is guided by research and effective practice to strengthen instruction and educational experiences across all settings.

<http://www.p12.nysed.gov/earlylearning/2017PreschoolPlanningGuide.pdf>