

## Seeds of Partnership Website Video Descriptive Text Transcription

### High Quality Early Learning Environment, HQELE

#### Key Element:

#### MiraCosta Child Development Center Overview

[http://www.seedsofpartnership.org/hqele/video/center\\_overview.html](http://www.seedsofpartnership.org/hqele/video/center_overview.html)

#### **(Description: Outdoor view of Child Development Center at MiraCosta College)**

The center at Mira Costa College has been at this location now, this is our 12th year. But it has a history of almost 50 years associated with the college

#### **(Description: Center Director seated in front of a large window)**

supporting child development students in some level of training. This particular center was funded through a chancellor's office grant specifically to meet the needs of training new teachers. And so the way it was put together was linking our college courses with experiences, floor experiences. So, as a true campus lab school it's funded through our office of instruction and general fund dollars. One of the few campus-based programs who probably enjoy that level of support from our administration. Very fortunate for that but that connection has shaped our practices and we've ensured, we find ways to link our course content with our practical applications on floors so students use this as a learning laboratory so it's reflected in our employment structure. We use student assistants.

#### **(Description: 3 Children seated at table interacting with 2 student assistants sitting on floor)**

Our supervising teachers are referred to as instructional specialists so they have line of sight supervision responsibilities. But students get involved whether through observations. We have one-way glass and observation booths. Projects in their courses, they might do an art project or another sort of curriculum project with children.

#### **(Description: Center Director seated in front of a large window)**

We do a lot of service learning. Mira Costa College has grown its service learning program to a national level of recognition. But we'll probably account for some 30 service learning students, who have assignments in their courses. They do some level of documentation and then their instructors gain insight of their understanding of practice based on their work. And ultimately we employ our students as assistants in our own classroom so the linkages between the littlest learners (our preschoolers) and our adult learners are found throughout the center. The center provides programming for as many as 150 families a semester. The margin majority of those families are student families who use us for care while they are attending courses.

#### **(Description: Center Director seated in front of a large window)**

But we also have a sizable percentage of faculty/staff and community families as well. There are five classrooms on our site serving children from 18 months through 5 years of age. We meet all Title V requirements for space and ratio and teacher training but close in adult-child ratios and small class size, sort of marks what we do and how we do it. It's a cornerstone of our work. And we have to be responsive to our risk management people,

**(Description: Center Director standing in a classroom)**

our licensing people, our state folks (DRDP and Preschool Learning Foundations). But we have been driven by licensing regulations, square footage,

**(Description: 3 staff seated around table planning with open book, paper, and clipboard)**

and all the regs around it. And have structured programming accordingly. What we constantly try to do is appraise our values and our core beliefs

**(Description: Center Director standing in a classroom)**

and make sure the procedures we create are congruent with those and aligned with the regulations. And I think that growing from in to out is more important than having the regulations imposed out from within I mean it's a dance; It's a balance that you've talked about. It's something we struggle with all the time. All of our classrooms are fully inclusive.

**(Description: Center Director seated in front of a large window)**

We make efforts to include children with a wide range of abilities from different and diverse socio-economic and ethnic and cultural, content, context. I think we have more than a dozen languages represented here at the center. And we have some formal agreements with our colleagues, with HOPE Infant Program and ongoing relationships with at least 4 local school districts accounting for children in transition and the needs that families have to be a part of our program. So we've got, establishing ourselves a reputation specifically for meeting individual needs, whatever that might be, I think is one of the draws that we have that and the support of the administration. We often have greater demand than we can account for. The first thing that frames our own thinking is our own mission and purpose

**(Description: Wall painting of tree branch and leaves; multiple written words and photos surround it)**

and we have a commitment to learners of all ages, our child learners as well as our adult learners. We take to heart the notion of making learning visible

**(Description: A patchwork quilt resembling a colloque with photos of children, buttons, ribbon, and other materials attached.)**

and that shows up in lots of different ways and in our center. It occurred to us the heart of all that we do

**(Description: Painted papers cut out in shape of children's bodies hung on hallway wall with photo of child's face attached at head)**

our values, our beliefs and our philosophy statement is on our website. But people may or may not see that so we decided to literally put it by the front door

**(Description: Framed philosophy statement hung on a wall)**

and we hung it there but that didn't seem to resonate with most. So, we decided one day to create a learning tree or a growing tree, a visual display of some of the key words that are embedded in our philosophy statement

**(Description: Wall painting of tree branch and leaves; multiple written words and photos surround it)**

so when you see the words joy or play or self-fulfillment or respect those are embedded in the statement, but they also come to life in the relationships, in the curriculum, in the connections with families in the opportunities that children have and learners have at the center.

**(Description: Painted tree branch, photos of children with the words, exploration, learning, and confidence written on wall)**

So, this was our initial effort to make learning visible. This year we added some elements, we added pictures of staff and some brief bios of staff at every classroom

**(Description: Center Director standing in Welcome center in front of learning/growing tree painting)**

to sort of bring the place alive to make it more personal to help people to see who literally works here and lives here and spends large portions of their time making such contributions.

**(Description: Center Director seated in front of a large window)**

The core of it, at its heart, is nurturing a sense of belonging, capabilities children's capabilities so we create opportunities not just for children to be capable but the unique part about being a lab school, helps other adults see how capable kids are.

**(Description: 4 children and a student assistant playing at a sensory tub)**

And that is all children