



Early Childhood Education at NSBSD

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What is Early Childhood?

And what makes it different?

- At its most basic level, early childhood education (ECE) encompasses all forms of education, both formal and informal, provided to young children up to approximately **8 years of age**. This education is fundamental to the development of a child and can significantly shape the later years of an individual's life.

Twelve Principles of Early Childhood (NAEYC)

1. All areas of development and learning are important.
2. Learning and development follow sequences.
3. Development and learning proceed at varying rates.
4. Development and learning result from an interaction of maturation and experience.
5. Early experiences have profound effects on development and learning.
6. Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.
7. Children develop best when they have secure relationships.
8. Development and learning occur in and are influenced by multiple social and cultural contexts.
9. Children learn in a variety of ways.
10. Play is an important vehicle for developing self-regulation and promoting language, cognition, and social competence.
11. Development and learning advance when children are challenged.
12. Children's experiences shape their motivation and approaches to learning.

NSBSD Strategic Plan Goal

2.5 K3/K4 INUPIAQ LANGUAGE & CULTURE:

Implement K3/K4 language and culture programs to revitalize the Inupiaq language

Learning in our schools is rooted in the values, history and language of the Iñupiat. Students develop the academic and cultural skills and knowledge to be:

- Critical and creative thinkers able to adapt in a changing environment and world;
- Active, responsible, contributing members of their communities; and
- Confident, healthy young adults, able to envision, plan and take control of their destiny.

What is Immersion?

Models:

Model	Immersion Type	Aim
Enrichment	Additive/Strong	The aim is bilingualism and biliteracy as well as extension of the minority language and culture into the community and nationally.
Heritage	Additive/Strong	The aim is rejuvenation of an indigenous language. The aim is usually bilingualism and biliteracy, although the heritage language can take priority.
Maintenance	Additive/Moderately strong	The aim is bilingualism and biliteracy, albeit somewhat limited. The student's L1 is maintained so that it can become the basis for L2 learning, but the L1 is not developed or extended. The student's culture and identity is affirmed.
Transitional	Subtractive/Weak	The aim is monolingualism. Instruction in the student's L1 is temporary because the aim is to leave that behind and teach only using L2. The dominant culture and identity is affirmed.

What do we have now?

- Ipalook K3/K4 Iñupiaq classroom
 - Language Learner as Teacher
 - Language and Culture Mentors (Inupiaq Education Department and Curriculum and Instruction)
 - Place Based (Grounded in Inupiaq Culture) Content and Classroom Structure
- ILF Units, Iñupiaq Developmental Language Skills Program, ILF materials, Custom Created Educational Resources (sleds, tents, ulus, felt boards etc) , Teacher created materials, Inupiaq Language Materials
- Creative Curriculum + Teaching Strategies Gold

Immersion Goals of Five Years

Year One:

- Two classrooms (Pt. Lay and Utqiagvik) that are working toward immersion with community supports to provide speakers and mentorships
- Summer intensive for two pilots toward immersion
- Recruit and train community language supports
- Create Intern ParaProfessional positions with Career Ladder and longevity incentives

By Year Five:

- Create Community Resource Network
- An Immersion classroom in each building
- Established mentorships and a sustainable structure for NSBSD teachers and new immersion teachers
- Strong community compacts between stakeholders
- Cycle of teachers with internships as paraprofessionals that they then become the teachers of those