

**GUIDING PRINCIPLES FOR THE DEVELOPMENT OF  
PREKINDERGARTEN LEARNING STANDARDS  
IN NEW YORK STATE**

1. All children are capable of learning, achieving and making developmental progress. The Early 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 key to children’s success in the elementary classroom and later learning.
7. Early 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. The Early Learning Standards acknowledge and respect children’s rich backgrounds, their heritage, cultures, and linguistic differences.
9. The content of the Early Learning Standards is guided by research and effective practice to strengthen instruction and educational experiences across all settings.
10. The Early Learning Standards are systemically aligned with New York State K-12 learning standards, performance indicators for bilingual and preschool special education, Head Start outcomes, and National Association for the Education of Young Children guidelines. They build upon provisions of quality set forth in child-care licensing requirements.