



Promoting Young Children's Language, Literacy, and Social-Emotional Competencies: An Institute for Early Education Leaders

April 11 – 12, 2018 | Tuition: \$199 per person | gse.harvard.edu/ppe/pyc

OVERVIEW

To lead high-quality early learning settings, directors and administrators are charged with promoting conditions that result in instruction that is both cognitively stimulating and developmentally sensitive. Specifically, these settings must lay a foundation for children's language, literacy, and social-emotional development while at the same time meeting regulations and requirements. This program supports leaders to critically examine the features of instruction that promote language, literacy, and social-emotional development in an integrated manner, and to work towards a strategic plan for improvement.

This new program, led by HGSE faculty Nonie Lesaux and Stephanie Jones, is offered as part of the Saul Zaentz Professional Learning Academy and is squarely aligned with the Academy's mission to equip leaders with the cutting-edge knowledge, strategic tactics, and collaborative networks that ultimately foster enhanced early learning environments.

PROGRAM DETAILS

This two-day on-campus program will be guided by the continuous improvement cycle—a practice that supports early education leaders to notice, reflect, build knowledge, plan, and try. Sessions from early childhood experts will focus on building core knowledge in the science of early language, literacy, and social-emotional development, and their impact on later outcomes. This program will then link the science to site- and classroom-level strategies that promote effective learning, and to tools that support leaders to examine features and characteristics of instruction at their site(s). Working with experienced facilitators, participants will analyze case studies and then apply their learning to build or revise a strategic plan for enhancing children's language, literacy, and social-emotional development.

Participants in this program will work closely with Nonie Lesaux and Stephanie Jones, Co-directors of the Saul Zaentz Early Education Initiative at the Harvard Graduate School of Education.

PROGRAM OBJECTIVES

- Understand the links among language, literacy, and social-emotional development and their impact on young children's development
- Examine the site- and classroom-level features and characteristics and educator competencies that promote children's language, literacy, and social-emotional development
- Gain the tools needed to critically examine your setting and lead improvement
- Build or revise a strategic plan for enhancing language, literacy, and social-emotional development for the children you serve

WHO SHOULD ATTEND

- Directors of early education centers or programs
- Leaders of early education service organizations across the mixed-delivery system
- Directors, administrators, and coaches in public school pre-K programs
- Teams of directors, leaders, and those who are responsible for directly supporting teachers in their work, such as instructional coaches, supervisors, or teachers who take on leadership roles



Learn more about
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[www.gse.harvard.edu/
ppe/pyc](http://www.gse.harvard.edu/ppe/pyc)

FACULTY CHAIRS



Nonie K. Lesaux, Academic Dean, Juliana W. and William Foss Thompson Professor of Education and Society, Harvard Graduate School of Education. Her research focuses on promoting the language and literacy skills of children from diverse linguistic, cultural, and economic backgrounds. Lesaux currently serves as the chair of the Massachusetts Board of Early Education and Care.



Stephanie M. Jones, Professor of Education, Harvard Graduate School of Education. Her research focuses on the long-term effects of poverty and exposure to violence on children's social and emotional development, as well as the impact of education interventions focused on promoting social-emotional and academic skills.