



MISSION

NCAEYC promotes high-quality early learning for all children, birth through age 8, by connecting practice, policy, and research. We advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children.

VISION

All young children thrive and learn in a society dedicated to ensuring they reach their full potential.

PRIORITY INITIATIVES

Through professional development opportunities, resources, collaboration and advocacy, NCAEYC will positively and significantly impact:

1. DEVELOPMENTALLY APPROPRIATE PRACTICE ACROSS 0 – 8 SPECTRUM

An approach to teaching grounded in the research on how young children develop and learn and in what is known about effective early education; its framework is designed to promote young children's optimal learning and development—*"As a teacher, I am the defining element in the classroom..."* ~Haim Ginott

- Effective teaching practices grounded in DAP for all children 0 – 8
- Supporting healthy brain growth and development
- Alignment of teaching and curriculum standards with DAP; NC Foundations of Early Learning
- Alignment of practices, standards, policies, and systems across 0 – 8 spectrum
- Connecting practitioners and leaders across 0 – 8 spectrum

2. WELLNESS AND WELL-BEING OF CHILDREN AND ADULTS

The quality or state of being healthy in body and mind, especially as the result of deliberate effort. Grown-ups must be well to help children be well—*"Take care of yourself so you can take care of others."*

- Importance and implications of wellness and well-being
- Mindfulness and wellness practices for educators
- Trauma-informed care and education; Mental Health First Aid
- Conscious Discipline and The Pyramid Model
- Access to physical and mental health care and resources

3. PROFESSIONALISM OF EARLY CHILDHOOD PRACTITIONERS & PROFESSIONALIZATION OF THE FIELD

Professionalism (adjective): skills, knowledge, attributes, behaviors, perspectives, conduct. *Professional* (noun): meeting defined standards, requirements, educational levels & receiving commensurate compensation and benefits—*"I am an Early Childhood Professional, not a babysitter. I never once sat on a baby."*

- Defining and promoting Professionalism—Skills, Knowledge, Attributes
- NAEYC's "Power to the Profession"—Defining Roles, Standards & Requirements
- NAEYC's Code of Ethical Conduct
- Advocacy opportunities to inform policy, advance the field, and impact compensation and benefits
- Growing and connecting practitioners and leaders through high quality adult education