Where children, families and staff experience a sense of connection

We strive to create a community/neighborhood that focuses on the importance of relationships between our families and staff. We view Berkley as a place where we will grow and develop together. We strive to nurture an environment of respect and trust, where the children and adults experience a sense of connection and new possibilities.

Objectives:

1). Developing strong relationships among children, families, teachers, and their environment. Families, children, and the school need to work as partners in the education of children.

2). Children are capable and powerful human beings. They have the ability to research and question in order to gain further understanding of those things they desire to know more about. Teachers are not all-knowing individuals that give all the answers; they encourage children through the investigation process.

3). The environment is a third teacher and represents the values of the school community.

For current tuition information visit our website

It is a ballerina on a stage and a rainbow on the stage and a flower on the stage. Avi, age 4
Philosophy

The Berkley CFDC is a learning laboratory dedicated to reflecting state-of-the-art practices in working with children and families. The School is firmly embedded in constructivism; the theoretical view that learners construct knowledge through interactions with the physical and social environments. Our philosophy is heavily influenced by educational theorists, such as Dewey, Piaget, Vygotsky, and Erickson. As these theorists suggest, children learn through their individual experiences with the world. When children build upon experiences, they "construct" knowledge by building new experiences and connecting them to prior knowledge. Young children are active and curious participants in the construction of their knowledge. Teachers challenge children to make predictions, to explore, to discover, to question, to represent and to reorganize their ways of thinking. Understanding that the young child is a member of his or her family, it is our goal to collaborate with family members. Building an equal relationship between family, child, and teacher is a cornerstone of our philosophy.

Berkley offers programs for infants, toddlers and preschoolers year round.

Curriculum

The School is firmly embedded in constructivism; the theoretical view that learners construct knowledge through interactions with the physical and social environments. Through meaningful and interesting activities with choices, children have the opportunities to function as planners. Critical thinking and problem solving skills are supported by giving children sufficient time to carry-out plans.

There are many opportunities for exploration, interaction and experimentation with peers and adults. Teachers recognize they can promote the development of each child through expressions of respect, acceptance, and trust. Teachers design curriculum to promote the development of each child’s physical, social/emotional, representational, and cognitive skills. They encourage children to hypothesize and predict, pose questions, defend and revise ideas, research answers, and problem solve. Great emphasis is placed on the importance of independence and cooperation with reflection regarding thoughts and actions. We encourage relationship building and support an environment where children learn to discuss different points of view.

Faculty / Staff

All faculty/staff are highly educated and have a wealth of knowledge to share. Most co-teachers hold a Bachelor’s degree in early childhood or a related field. Many teachers are working towards a Master’s degree.


Berkley maintains a teacher-to-child ratio exceeding that required by the state.

Berkley closes for regular business the second Friday of each month for Professional Development Day.

The University of Missouri-Kansas City is an equal opportunity institution.