

**A Place 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:**

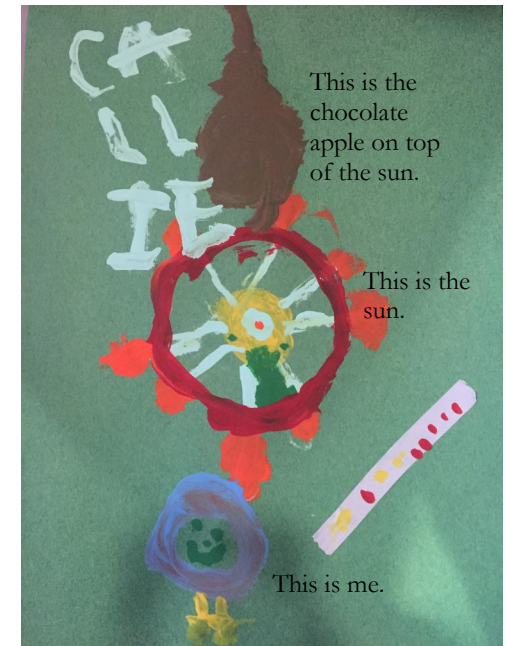
- 1). Developing strong relationships among children, families, teachers, and their environment. Families, children and the school need to work as partners in the education of children.
- 2.). Children are capable and powerful human beings. They have the ability to research and question in order to gain 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**

<http://education.umkc.edu/community-centers-and-programs/the-edgar-l-and-rheta-a-berkley-child-and-family-development-center/>



**The Edgar L. and Rheta A. Berkley Child and Family Development Center**  
1012 E 52nd St  
Kansas City, MO 64110



Callie, age 4

**University of Missouri—Kansas City  
School of Education**

**Phone: 816-235-2600**

**Fax: 816-235-2602**

**Director: Polly Prendergast**

**Scan the QR Code to be directed to our website.**



## 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.



Berkley implements the Project Construct Curriculum ([www.projectconstruct.org](http://www.projectconstruct.org)) a research based curriculum. Project Construct is derived from constructivism--the theoretical view that learners construct knowledge through interactions with the physical and social environments. Project Construct classrooms incorporate many of the activities found in traditional classrooms, such as, pretend play and block building, but have a clear emphasis on cognitive objectives. A feature of a Project Construct classroom is its emphasis on needs of individual children. A Project Construct teacher takes into account and supports varying abilities of individual children, using developmentally appropriate practices and child-initiated experiences. The result is a supportive, collaborative, child-centered environment in which all children flourish. Berkley also facilitates the Project Approach, [www.projectconstruct.org](http://www.projectconstruct.org) Children have a strong disposition to explore and discover. The Project Approach builds on natural curiosity, enabling children to interact, question, connect, problem-solve, reflect, communicate, and more. There are many opportunities for exploration, interaction and experimentation with peers and adults. Great emphasis is placed on the importance of independence and cooperation with reflection regarding thoughts and actions.



## 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. Typically our part-time employees are composed of students attending the University or area colleges. Visit our website to view the staff bios.

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.

