



Frequently Asked Questions

What are the *HELDS*?

The *Hawai'i Early Learning and Development Standards (HELDS)* are a set of research-based standards that identify expectations of knowledge and behavior for children through a chronological continuum.

How are the *HELDS* intended to be used?

The standards are a source document to guide practitioners to intentionally integrate developmental knowledge with the concepts and skills children need to make progress in all domains of learning and development. The *HELDS* are designed to be supportive, rather than prescriptive or instructive. Guidance is being developed by various stakeholders to set age-specific and possibly setting specific implementation strategies and guides that identify resources and curriculum ideas and activities.

How are the *HELDS* organized?

The *HELDS* are divided into **five domains**:

- Physical Well-Being, Health and Motor Development
- Social and Emotional Development
- Approaches to Learning
- Cognition and General Knowledge
 - Mathematics and Numeracy
 - Science
 - Social Studies
 - Creative Arts
- English Language Arts and Literacy

The *HELDS* span **five age groups***:

- Infants (children from birth to 12 months old)
- Younger Toddlers (children 12 to 24 months old)
- Older Toddlers (children 24 to 36 months)
- 3-year-olds (children 36 to 48 months old)
- 4-year-olds (children 48 months to Kindergarten Entry)

*Please note that the standards listed for each age range indicate what the child should be able to do by the **end** of the age range.

What does “Kindergarten Entry” mean in the last age group?

The *HELDS* are grouped by children’s ages; however, the HIDOE standards are grouped by grade. Since some children will turn five prior to attending kindergarten, we wanted to address their development in the *HELDS*.

Is one Domain more important than another?

No one area of development and learning is more important than another.

How were the Domains, Topics and Strands selected?

The five Domains were organized according to the National Education Goals Panel framework recommendations. The Topics and Strands were named to follow the language used by HIDOE, which includes:

- Common Core State Standards (CCSS)
- Hawai’i Content & Performance Standards III (HCPS III)
- General Learning Outcomes (GLOs)
- National Academy of Science’s K-12 Science Education Framework

Is there a set curriculum that must be used with the *HELDS*?

No, the *HELDS* do not mandate specific teaching practices or materials. This is why there are no examples of how to encourage children to develop the indicators or skills identified within the *HELDS*. The *HELDS* were designed for all children, not just those enrolled in a specific program setting.

What does “ethical use of technology” mean?

“Technology” is a term used in the HIDOE General Learning Outcomes and refers to all materials and tools used in school, such as books, computers, TVs, DVDs, crayons, pencils, scissors, and glue. “Ethical use” refers to the proper use of these materials and tools.

What does one-to-one correspondence mean?

One-to-one correspondence can be defined as the ability to match each member of one set to the member of an equal set. For example, if a child is given a stack of plates and puts one on each placemat, the child is demonstrating an understanding of one-to-one correspondence.

Why are there not more specific examples of children’s motor development?

The *HELDS* are designed to be a guide for children’s development, rather than a complete list of skills. In the interest of space and clarity, examples are provided only in instances when the language of the standard may not be widely understood.

What about children who have developmental delays or are English Language Learners (ELL)?

Children are unique and develop at their own pace. However, there is a predictable sequence of milestones in which children develop skills and competencies. All children within an age group should not be expected to arrive at each benchmark at the same time or show the same degree of proficiency. The *HELDS* are arranged as a continuum that allows teachers to adjust the timeline in a developmentally appropriate way.

How do the *HELDS* address cultural diversity?

Through the work of the statewide focus groups in July and August 2012, we were able to understand what supplemental materials early childhood practitioners in Hawai'i needed. One of the materials that will be developed includes a guide on implementing the *HELDS* within culturally sensitive context.

Do the *HELDS* apply to the Hawai'ian medium education settings?

One of the recommendations made during the October 2012 Early Learning Advisory Board meeting was to establish an advisory committee under the direction of the Executive Office on Early Learning to answer this question. This group will be charged with recommending if an additional *HELDS* Domain needs to be created to ensure that they are appropriate for all of Hawai'i's keiki.

Why is the word "emerging" used?

If a child is not yet able to demonstrate a behavior that can be observed, the skill is defined as "emerging".

Are the *HELDS* connected to the HIDOE's Standards?

Yes, the *HELDS* are vertically aligned with three sets of learning standards for kindergarten children currently being implemented in the HIDOE:

- The Common Core State Standards (CCSS) for English Language Arts and Literacy, and Mathematics
- The Hawai'i Content and Performance Standards III (HCPS III) in seven content areas (Social Studies, Science, Health, Physical Education, Fine Arts, World Languages, and Career and Technical Education)
- General Learner Outcomes (GLOs) that have indicators that identify student effort, work habits, and behavior