



Guiding Principles for Training

The goal of training approval in Palm Beach County is to improve the quality and content of training and education for early care and education practitioners. The system is based upon the following Guiding Principles:

- I. Training approval is a supportive process that assures quality standards for training and provides assistance in meeting standards.**
- II. The key to quality early care and education programs lies in an effective on-going process of professional development.**
 - A. Training shall be coherent, cumulative, comprehensive and integrate with the identified core knowledge areas.
 - B. Training needs to be identified by core knowledge areas, content, specific objectives, levels of training and specialty areas so that trainers can plan and potential participants can identify offerings appropriate to their needs.
 - C. Training is designed based on the needs, values, and goals of participants.
 - D. Training is based on developmentally and culturally appropriate practice and research based theories of child development which are understood by participants and directly linked to practical implementation.
 - E. Training is designed so that knowledge and competencies can be realistically used in the participant's work, including all early childhood practitioners, support staff and management.
 - F. Training provides for the acquisition of new knowledge and updating of knowledge and skills. This demonstration of knowledge and skills shall be determined by the trainer.
- III. The use of sound practices of adult learning encourages participants to seek and use knowledge.**
 - A. Adults learn best when new information validates and builds on their prior knowledge and experience.
 - B. Adults are more motivated to learn if they are active participants in the learning process and viewed as a partner with the trainer in the learning experience.
 - C. Adults are concerned with actual practice and want to apply their learning to present/personal situations where opportunities for learning are rooted in a problem-solving context.

- D. Adults benefit from training designed to contribute to their self-esteem and personal, as well as professional growth.

IV. Training must maintain a strong commitment to recognize diversity among trainers, practitioners, children, families, and settings.

- A. Training is accessible (location, day/time, modes of delivery).
- B. Training provides opportunities for participants to increase their ability to implement new skills within the context of individual family differences and values, such as, cultural perspectives, family configurations and parenting styles.
- C. Training acknowledges that learners have varying abilities. Training provides information for individualizing, making accommodations and accessing resources.
- D. Training recognizes that prejudice or stereotyping are unacceptable.

Adapted from these sources: The Montana Early Childhood Project, The Georgia Child Care Training Approval Project Guiding Principles (1994); Training Approval Systems (1994), Joan Costley and Gwen Morgan, The Center for Career Development in Early Care and Education; McLaughlin and Marsh (1978); and the MT Early Care and Education Career Development Training Committee.