



National Child Care Information Center

A service of the Child Care Bureau

NCCIC

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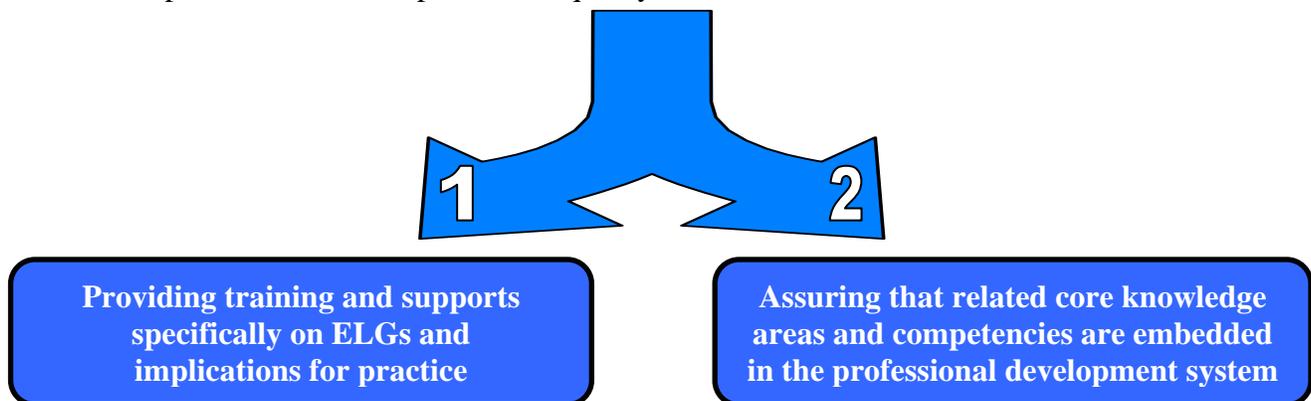
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EMBEDDING EARLY LEARNING GUIDELINES in the PROFESSIONAL DEVELOPMENT SYSTEM

Early learning guidelines (ELGs) articulate a common vision and commitment to children; provide a map of what children should know, understand, and be able to do; and a basis for what adults working with children should know, understand, and be able to do.

Taking a two-pronged approach to linking ELGs and professional development helps to ensure that ELGs have a positive and real impact on the quality of care and education children receive.



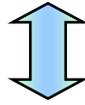
While training and supports specifically on ELGs are essential to making the tool useable for program staff and adults who work with young children, assuring that ELGs have a significant impact on practice requires a coordinated professional development system that links to the ELGs. The second-prong listed above is one step to embedding ELGs in the professional development system.

For adults who work with young children, ELGs can inform appropriate expectations by providing a simplified framework of typical developmental benchmarks and can enhance curriculum planning and implementation. When *core knowledge areas* that early childhood professionals acquire and put into practice (*competencies*) align with the desired child outcomes in early learning guidelines, practitioners can more readily attain approved training that supports their abilities to create and sustain an environment that prepares children in their care to succeed in school and in life.

Core Knowledge: The range of *knowledge* that adults working with young children need to facilitate child learning and development, linked to early learning guidelines.

Core Competencies: The range of *observable skills* that adults working with young children need to facilitate child learning and development, linked to early learning guidelines.

Early Learning Guidelines
what children need to know, understand, and be able to do



Core Knowledge Areas and Core Competencies
what adults who work with children need to know, understand, and be able to do to support children in reaching desired outcomes

Selected State Core Knowledge and/or Core Competencies

The following samples of core knowledge and/or core competency documents illustrate a range of formats and approaches. Some of the States listed have early learning guidelines in place, some are in the process of developing them, and some have reported they are reexamining their core knowledge documents.

Georgia

Professional Development Competencies (1999), by the Georgia Childhood Care and Education Professional Development System. An outline and other information are available on the Web at

http://www.caresolutions.com/calendar/key_comp.html#prof_dev_comp.



Hawaii

Hawai'i Careers with Young Children: Attitudes, Skills, and Knowledge for Early care and Education Practitioners Center Based (Birth - 5 years old), by the Hawaii Careers with Young Children Initiative, Hawaii Early Childhood Career Development Coalition.

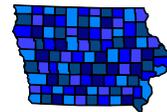
Available on the Web at http://www.hawaiiececareers.com/pdf/ask_for_ec_ep.pdf.



Iowa

Core Body of Knowledge for Best Practices (October 2001), by The Iowa Early Care & Education Professional Development Project. Available on the Web at

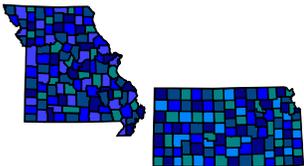
http://www.iaeceprofdev.org/training_resources/core_body.html.



Missouri and Kansas

Core Competencies for Early Care and Education Professionals: First Edition (January 2001), by Opportunities in a Professional Education Network Initiative in Missouri (OPEN), Kansas Association of Child Care Resource and Referral Agencies, and Mid-America Regional Council Metropolitan Council on Child

Care. Available on the Web at <http://www.openinitiative.org/>.



*For related information, see *Discussion Questions on Embedding Early Learning Guidelines in the Professional Development (PD) System*.

The National Child Care Information Center does not endorse any organization, publication or resource.