

NEW Knowledge and Competency Framework

The Knowledge and Competency Framework articulates the skills, knowledge and abilities required of people working with young children. The expansion of the Knowledge and Competency Framework addresses the changing demographics and needs of the families in our communities. The new components were developed in response to feedback of those working in, and impacted by, the field of Early Childhood Care and Education.

Overview of New Components:

Trauma Informed Care and Practices

Trauma has the potential to negatively impact a child's long term physical and psychological health and learning. These competencies demonstrate how educators can thoughtfully support children in ways that help to mitigate the negative effects that could potentially harm children and families who have experienced trauma.

Working with Multilingual Children and Families
Multilingual children and their families bring valuable
resources to their learning environment and have unique
learning needs. These competencies were developed in
collaboration with WIDA Early Years and provide a clear
approach to supporting multilingual learners and their families.

Cultural Responsibility and Practice
When educators understand the importance of including each family's culture in all aspects of learning it creates an enriching classroom experience and positively impacts the learning and developmental outcomes for all children. These competencies have been embedded throughout the Knowledge and Competency Framework demonstrating how these competencies should be embedded in all aspects of learning in order to empower all children intellectually, socially, emotionally, and politically.



Use the Framework to...

- Promote early childhood as a profession with a recognized body of knowledge.
- Identify key concepts and skills for professional development (PD).
- Plan learning objectives for PD offerings which emphasize specific content knowledge and competencies.
- Coordinate and design PD content to facilitate transfer and articulation agreements.
- Identify PD needs and plan training for a group of people, region or state.
- Assess current offerings across all content areas and levels of competency.
- Self-assess PD needs and develop an individual plan.
- Create job descriptions.

Knowledge and Competency Framework for Educators (https://education.mn.gov/MDE/dse/early/highqualel/know/)

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Learn more on the Preschool Development Grant webpage. (https://education.mn.gov/MDE/dse/early/preschgr/).

Picture Toddlers Framework

Beth Dykstra Van Meeteren, Sherri Peterson

Picture Toddlers Framework:

Frameworks for Learning & Development Karen Kearns, 2010-02-09 Written to support delivery of units in the Diploma of Children's Services this text explores children's development and the skills and philosophies needed to design programs for individual children and groups WORKING IN CHILDREN S SERVICES SERIES Each of the books in the award winning Working in Children's Services Series has been written to assist students in attaining the skills and knowledge required to achieve a Children's Services qualification With its easy to read style and engaging full colour presentation this series is an excellent resource for students Handbook of Infant, Toddler, and Preschool Mental Health Assessment Rebecca DelCarmen-Wiggins, Alice Carter, 2004-03-25 The Handbook of Infant Toddler and Preschool Mental Health Assessment brings together for the first time leading clinical researchers to provide empirically based recommendations for assessment of social emotional and behavior problems and disorders in the earliest years Each author presents state of the art information on scientifically valid developmentally based clinical assessments and makes recommendations based on the integration of developmental theory empirical findings and clinical experience Though the field of mental health assessment in infants and young children lags behind work with older children and adults recent scientific advances including new measures and diagnostic approaches have led to dramatic growth in the field The editors of this exciting new work have assembled an extraordinary collection of chapters that thoroughly discuss the conceptualizations of dysfunction in infants and young children current and new diagnostic criteria and such specific disorders as sensory modulation dysfunction sleep disorders eating and feeding disorders autistic spectrum disorders anxiety disorders posttraumatic stress disorder and ADHD Chapters further highlight the importance of incorporating contextual factors such as parent child relationship functioning and cultural background into the assessment process to increase the validity of findings Given the comprehensiveness of this groundbreaking volume in reviewing conceptual methodological and research advances on early identification diagnosis and clinical assessment of disorders in this young age group it will be an ideal resource for teachers researchers and a wide variety clinicians including child psychologists child psychiatrists early intervention providers early special educators social workers family physicians and pediatricians Professionals in early childhood education and care systems Pamela Oberhuemer, Inge Schreyer, Michelle J. Neuman, 2010-05-19 In a European context of rapidly expanding early education care provision for young children the staffing of these services is a critical quality issue What are the requirements for professional education and training How alike or how varied are the qualification profiles and fields of work Through detailed country reports and comparative analyses across 27 countries this book provides answers to these questions

International Handbook of Research on Children's Literacy, Learning and Culture Kathy Hall, Teresa Cremin, Barbara Comber, Luis C. Moll, 2016-10-31 The International Handbook of Research in Children's Literacy Learning and Culture presents an authoritative distillation of current global knowledge related to the field of primary years literacy studies

Features chapters that conceptualize interpret and synthesize relevant research Critically reviews past and current research in order to influence future directions in the field of literacy Offers literacy scholars an international perspective that recognizes and anticipates increasing diversity in literacy practices and cultures Frameworks for Learning and Development 5e Karen Kearns, 2021-02-03 Frameworks for Learning and Development supports training and delivery of the Diploma of Early Childhood Education and Care The text primarily addresses developmental subjects competencies while linking to the EYLF and reflects the key components of the National Quality Framework NQF for Children's Services as they relate to curriculum and pedagogical practices in early childhood settings Premium online teaching and learning tools are available on the MindTap platform Learn more about the online tools cengage com au mindtap **Toddler and Parent** Interaction Anna Filipi, 2009 This book provides a microanalysis of the interactions between four children and their parents starting when the children were aged 9 to 13 months and ending when they were 18 months old It tracks development as an issue for and of interaction In so doing it uncovers the details of the organisation of the sequence structure of the interactions and exposes the workings of language and social development as they unfold in everyday activities The study begins with a description of pre verbal children's sequences of action and then tracks those sequences as linguistic ability increases The analysis reveals a developing richness and complexity of the sequence structure and exposes a gap in Child Language studies that focus on the children's and their carers actions in isolation from their sequential environment By focusing on the initiating actions of both child and parent and the response to those actions and by capturing the details of how both verbal and nonverbal actions are organised in the larger sequences of talk a more complete picture emerges of how adept the young child is at co creating meaning in highly organised ways well before words start to surface The study also uncovers pursuit of a response and orientation to insufficiency and adequacy of response as defining characteristics of these early interactions Publisher's website The Mighty Toddler, An Open Book: What and How Young Children **Learn From Picture and Story Books** Jessica S. Horst, Carmel Houston-Price, 2016-01-21 Looking at and listening to picture and story books is a ubiquitous activity frequently enjoyed by many young children and their parents Well before children can read for themselves they are able to learn from books Looking at and listening to books increases children s general knowledge understanding about the world and promotes language acquisition This collection of papers demonstrates the breadth of information pre reading children learn from books and increases our understanding of the social and cognitive mechanisms that support this learning Our hope is that this Research Topic eBook will be useful for researchers as well as educational practitioners and parents who are interested in optimizing children's learning **Investigating STEM With** Infants and Toddlers (Birth-3) Beth Dykstra Van Meeteren, Sherri Peterson, 2022 The premiere volume in the STEM for Our Youngest Learners Series introduces the Infant Toddler Inquiry Learning Model a new way to think about how young children birth age 3 explore think and learn STEM Accessible to educators from a wide range of educational backgrounds it

is designed specifically to help guide the implementation of STEM experiences into the early childhood curriculum Readers will see how the model works in real life how STEM topics can be naturally embedded in daily routines and activities and how to observe understand and interact with children as they explore This accessible guide presents content and pedagogy aligned with what is known about how children learn and also addresses the challenges educators encounter when implementing STEM with infants and toddlers Each volume in this new series includes vignettes showing educators and children engaging in inquiry learning guidance for selecting materials and arranging the learning environment modifications and accommodations for diverse learners establishing adult learning communities to support professional development and Handbook of Parent-Implemented Interventions for Very Young Children with Autism Michael Siller, Lindee Morgan, 2018-08-09 This handbook offers practical strategies and evidence based parent implemented interventions for very young children with autism spectrum disorder ASD It explores this important subject within the context of rapidly increasing numbers of toddlers who are diagnosed with ASD during the second year of life The handbook discusses how parents of young children with ASD can effectively be supported taught and coached to implement evidence based parenting strategies and intervention techniques and describes a broad range of developmentally appropriate programs at the family community and service delivery levels In addition the handbook examines individual differences in parenting cognitions emotions and practices and proposes strategies for supporting the varying capacities of diverse families to meet the needs of young children with ASD Chapters provide diverse coverage spanning cultural socio economic differences as well as differences in family structure parenting cognitions emotions and practices parental learning styles and access to social support Featured topics include Supporting families of high risk infants who have an older sibling with ASD The use of video feedback strategies in parent mediated early ASD intervention The Incredible Years IY Parent Program for preschool children with ASD and language delays Self help for parents of children with ASD The Family Implemented TEACCH for Toddlers FITT support model Parent implemented interventions for underserved families in Taiwan Family and provider based interventions in South Asia The Handbook of Parent Implemented Interventions for Very Young Children with Autism is a must have resource for researchers clinicians professionals and graduate students in clinical child school and developmental psychology family studies behavioral therapy and social work as well as rehabilitation medicine therapy child and adolescent psychiatry pediatrics and special education educational psychology

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