



Quality ChildCare

For Registered Home-Based Providers

LEARNING TO GROW ★ WINDWARD COMMUNITY COLLEGE

Vol. II, No. 8

10 Hallmarks of Quality Child Care

- ★ Build trusting relationships
- ★ Provide consistent care
- ★ Support children's health
- ★ Provide a safe environment
- ★ Provide positive guidance
- ★ Provide a language-rich environment
- ★ Foster curiosity and development through play
- ★ Individualize care and learning activities
- ★ Partner with parents
- ★ Pursue personal and professional growth

This Month's Hallmark of Quality Child Care

Pursue Personal and Professional Growth

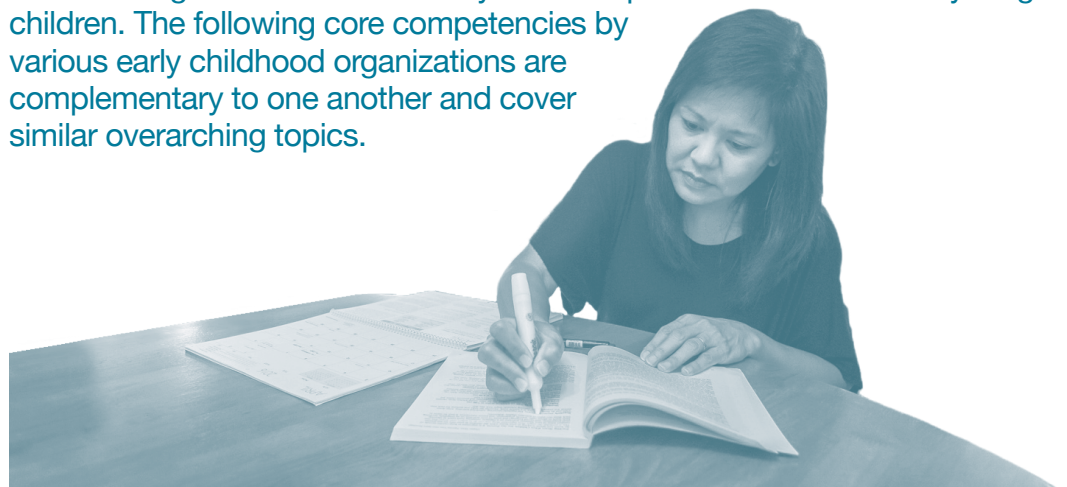
Continuing Education

Significant research identifying the importance of children's development and care in their early years, has resulted in higher expectations and standards for training of early childhood professionals.

In family childcare settings, providers are responsible for all aspects of their family child care operation; they most likely work alone and are the sole person responsible for the children in their care and the sustainability of their business. Few providers know everything there is about child care and operating a business when they start. Everyone has areas in which they can improve. Pursuing continuing education and training can help providers:

- enhance their child care and development knowledge and skills.
- build knowledge on best practices for child care quality.
- be better prepared to recognize, prevent, and correct health and safety hazards.
- keep up to date and learn about new research, for example, new guidance on how to prevent Sudden Unexplained Infant Death Syndrome (SUIDS) was recently modified.

This month's issue will focus on our state and national recommendations for knowledge and skills needed by those responsible for the care of young children. The following core competencies by various early childhood organizations are complementary to one another and cover similar overarching topics.



Core Competencies by Organization

A number of professional groups, such as the Council for Professional Recognition which awards CDA, the Hawaii Canoes Registry which monitors qualifications of preschool employees, and the National Association for Family Child Care (NAFCC) which awards Accreditation, identify core competencies for caring for children. Though there are some differences in the specific content areas, they are all similar to the 10 Hallmarks of Quality Child Care used by our program and listed on page one of this newsletter.

The CDA is based on 13 functional areas (describing the major tasks or functions in which a caregiver must show competency in order to earn CDA:

1. Safe
2. Healthy
3. Learning environment
4. Physical
5. Cognitive
6. Communication
7. Creative
8. Self
9. Social
10. Guidance
11. Families
12. Program management
13. Professionalism.

Hawai'i's Canoes Registry, which is mandatory for center-based providers but voluntary for family child care, identifies 10 areas of Attitudes, Skills, and Knowledge (ASK):

1. Growth and development
2. Professionalism
3. Diversity
4. Observation and assessment
5. Health, safety, and nutrition
6. Relationships and guidance
7. Learning environments
8. Planning learning experiences
9. Working with families
10. Program management.



The National Association for Family Child Care (NAFCC) organizes their 289 indicators of quality into five content areas:

1. Relationships
2. The environment
3. Developmental learning activities
4. Safety and health
5. Professional and business practices.

While the specific way that each of the core competencies are organized varies slightly from one organization to the other, the intent is the same—to focus attention on indicators of high quality child care.

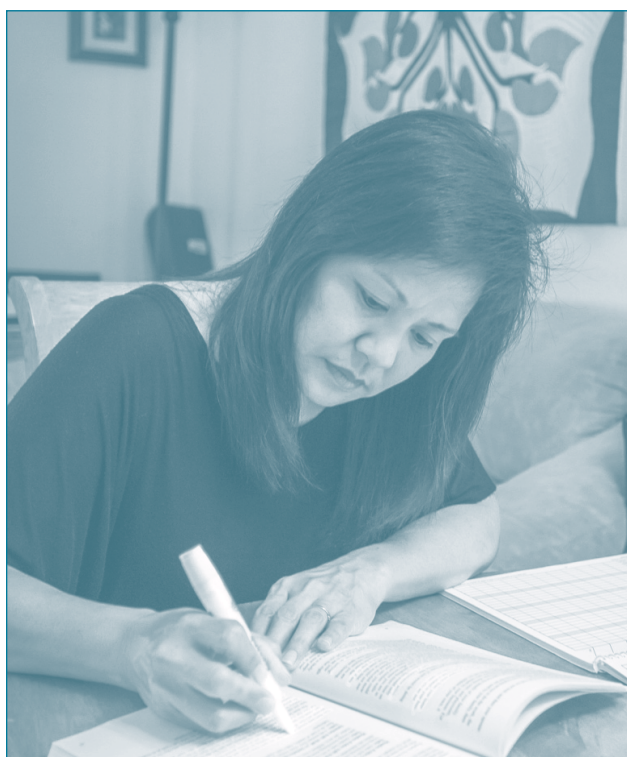
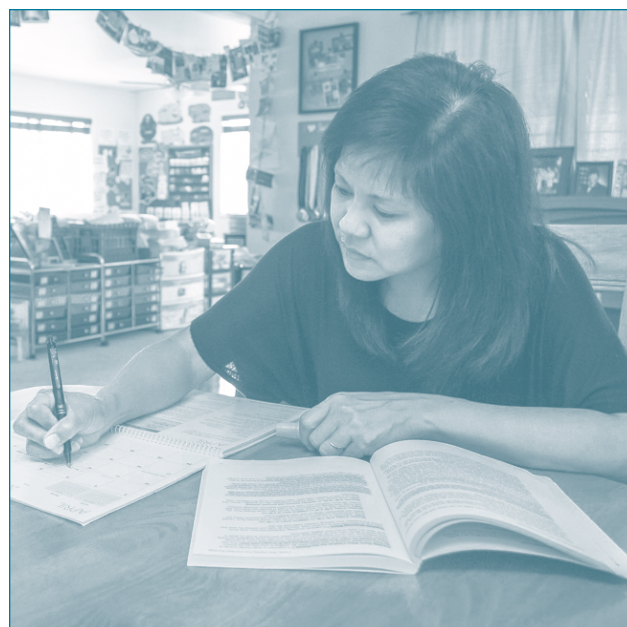
Recently, the National Academies Committee on the Science of Children Birth to Age 8 in Washington, D. C. published a seminal document titled *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. This 700 page tome reflects current knowledge about early childhood which was gathered by hundreds of researchers across the nation and identifies core knowledge and competencies needed by care and education practitioners (See citation on Page 4).

As a result of current research, standards of NAFCC and the Hawai'i Canoes Registry are currently under review and may undergo some modifications in the near future.

Accessing Continuing Education Opportunities

It isn't always easy finding opportunities for learning that fit around a family child care provider's schedule and in a convenient location. Providers need to be planful in determining areas of knowledge that they want to strengthen and then seek the resources to meet their specific needs. Rather than attending just any available training that is convenient, providers should first identify areas they want to work on. Then they can seek appropriate coursework from the following sources:

- PATCH free community based trainings—available at multiple sites on 4 islands, as well as some on-line trainings for a fee; including Certificates of Competence (CDA)
 - HAEYC—annual conferences on Oahu and Maui
 - University of Hawai'i at Manoa, Master's Degree in Early Childhood—summer workshop by invited early childhood experts, available to the public
 - West Oahu College—Bachelors in Early Childhood Education (ECE).
 - Maui College, Kauai Community College, Honolulu Community College, Hawaii Community College—Certificates of Achievement, (CDA), Associate Degree in ECE
 - Honolulu Community College—PACE (Professional and Career Education for Early Childhood), 16 three-hour non-credit workshops that can be converted for credit
 - Chaminade University—CDA, Associate Science in ECE, BS in ECE, Adult Evening and On-line programs: http://www.chaminade.edu/sites/default/files/document/2015/03/08/edu_ece_packet.pdf
- Other on-line trainings available:
- Child Care Aware—various on-line trainings for family child care for a fee. <http://www.childcareaware.org/child-care-providers/training/types-of-training>
 - Penn State Better Kid Care—free and very low cost on-line training including coursework for CDA. <http://extension.psu.edu/youth/betterkidcare/on-demand>
 - Zero to Three <http://www.zerotothree.org/about-us/areas-of-expertise/training-and-professional-development/center-for-training-services.html>
 - National Association for Family Child Care (NAFCC), <http://www.nafcc.org>



Citations:

Hawaii Careers With Young Children (2012) and Goya, M. (2015). *E Mālama i Nā Keiki Essential Principles of Practice for Hawai'i's Early Childhood Professionals* [Available online <http://hawaiikeiki.org/wp-content/uploads/2015/10/2015-E-Malama-i-Na-Keiki-final-July2015.pdf>]

Hawaii Careers with Young Children (2000). *Attitudes, Skills, and Knowledge*. <http://www.patchhawaii.org/files/content/providers/center/careers/ASK%20Booklet.pdf>

Schmalzried, B. (2006). *Professional and Business Practice Standards for NAFCC Accreditation*. National Association for Family Child Care. Utah.

LaRue Allen and Bridget B. Kelly, Editors (2015). *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. Committee on the Science of Children Birth to Age 8. National Academies Press. Washington, D.C.



Reflection Sheet and Award Book

- To receive the award book for this month, fill out your caregiver's reflection sheet and return it to the Learning to Grow Program in the postage paid envelope by the deadline posted.
- Indicate on Question #8 if you would like to receive free technical assistance or support related to a child care issue.
- Update your address or contact information if any changes have taken place.

REMINDER: Registered QCC participants can use their participation in the program to fulfill the relicensing requirement of "increased knowledge." Ask your DHS Licensing Social Worker about the requirements today.

DID YOU KNOW?

Any time that you are submitting more than one reflection sheet at the same time, feel free to enclose them in a single envelope. It will save postage costs for our funder and facilitate efficient data entry when they arrive.

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