



## Montana Training Approval System GUIDING PRINCIPLES

The goal of training approval in Montana 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 MT Early Care and Education Knowledge Base.
- B. Training needs to be identified by 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 perceived needs, values, and goals of participants.
- D. Training is based on developmentally appropriate practice and 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 and maintenance of knowledge and competencies that shall be demonstrated by the student or participant. This demonstration of competency shall be determined by the trainer.

**III. The use of sound practices of adult learning encourages participants to seek and use knowledge.**

- A. Adults are involved in the planning of the training.
- B. Adults learn best when new information validates and builds on their prior knowledge and experience.
- C. 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.
- D. 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.
- E. Adults benefit from training designed to contribute to their self-esteem and personal, as well as professional growth.
- F. Individualized follow-up by the trainer in the form of verbal, written or on-site assistance shall be available. This becomes mandatory if CEUs are offered.

**IV. Training approval is granted with the following assumptions.**

- A. Regular attendance is expected and must be documented.
- B. Absences must be reasonable and excused by the instructor prior to class.
- C. Additional assignments shall be given when a session is missed and additional follow-up work, discussion, and/or observation shall occur.

**V. Training must maintain a strong commitment to recognize diversity among trainers, practitioners, children, families, and settings through a process of regular written evaluation.**

- A. Training is conducted in accessible locations and participants are asked whether they may need any accommodations to participate.
- B. Training provides opportunities for participants to view knowledge and implementing skills from a variety of cultural perspectives, family configurations, and parenting styles.
- C. Training acknowledges that children have varying abilities and provides information for individualizing, making accommodations and accessing resources.
- D. Training does not perpetuate prejudice or stereotypes.

Adapted from these sources: 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.

