

Gateways Family Child Care Credential

Family Child Care Content Areas

Human Growth and Development (HGD)

Family child care providers use current and emerging principles, theories, and knowledge of developmental milestones as a foundation for all aspects of their work with children, prenatal through age 8*, and their families. Providers continuously acquire knowledge about how children develop and learn, and understand the mutual influences among different domains of development, and between the child and the contexts within which s/he develops. They view child development knowledge as the core of their professional practice, and engage in ongoing learning and reflection about developmental knowledge and theory. They apply these understandings as they plan and implement observations and teaching/learning interactions, and as a context for collaboration with families and other professionals on behalf of children.

Health, Safety, and Well-Being (HSW)

Family child care providers understand that children's physical and mental health, safety, and well-being are the foundations for development and learning in children, birth through age 8*. They acknowledge the value of creating a healthful environment to foster children's physical, cognitive, language, and social-emotional development. Providers collaborate with families and health professionals to provide safe, healthful environments, and to adjust health, nutrition, and safety routines to children's individual needs and abilities. They take responsibility for providing multiple opportunities for children to learn positive habits that will ensure their health, safety, and well-being.

Observation and Assessment (OA)

Family child care providers' knowledge of individual children's development provides the framework for curriculum, teaching and learning interactions, and age-appropriate positive guidance. They understand the purposes, benefits and uses of assessment, including observation, as a way to understand children, as well as for evaluation and accountability. Professionals follow ethical practices when using a variety of age, developmentally, linguistically, and culturally appropriate formal and informal observation and assessment practices to gather and share information on each child's skills, abilities, interests, and needs, birth through age 8*. They evaluate and modify their own roles and practices as part of an ongoing cycle of self-reflection.

Curriculum and Program Design (CPD)

Family child care providers have broad knowledge of appropriate learning contexts and developmentally appropriate, research-based curriculums that are designed for home child care settings with small, mixed-age groups of children birth through age 8*. They understand the importance of promoting children's cognitive and intellectual development through rich conversations, interactive book reading, and active exploration of children's interests in the world. Providers recognize and value the interdependence between children's relationships with others and their construction of knowledge. They view engaging children in authentic learning as an ongoing collaborative, dynamic professional endeavor. They take responsibility for planning and providing emerging, bias-free, integrated learning opportunities and resources that build on each child's current abilities and interests, and to expand competence in all developmental domains.

Interactions, Relationships, and Environments (IRE)

Family child care providers use responsive strategies and interactions to build sensitive and effective relationships with children from birth through age 8* and their family members across a broad range of situations. They recognize the important teaching roles of the physical and social environments, and provide and support interactions that are nurturing, pleasant and intellectually stimulating. Within the context of warm, caring relationships, they foster children's healthy social and emotional development. Interactions and relationships in family child care environments are responsive to each child's abilities, interests, and needs, and reflect appreciation of family and community contexts.

**Also may apply to children up to age 12 for those working in out-of-school settings.*

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Family and Community Relationships (FCR)

Family child care providers understand and value the critical role of positive, collaborative partnerships with families, colleagues, and community service agencies. They respect multiple perspectives and demonstrate integrity in conveying their own personal and professional perspectives and values. They use their knowledge of family and social systems to create reciprocal, productive interpersonal relationships that recognize and enhance the contributions of family, program, and community participants to the development, learning and well-being of children, birth through age 8*, and their families.

Personal and Professional Development (PPD)

Family child care providers identify themselves as professionals and conduct themselves as members of a significant, expanding, and changing profession. Their professional attitudes evolve with experience, professional development, and advances in the profession. They know and value the history and contributions of the profession and its related fields. They are committed to continual self-improvement and ongoing reflection on their practices. They exemplify the ethical standards of early childhood education and take responsibility for their own values, choices and actions. They honor diversity in culture, language, beliefs and practices.

Leadership and Advocacy (LA)

Family child care professionals ensure that the rights and needs of children and families within a community are promoted and upheld. They recognize the implications of local, state, and national trends and laws that affect the families of children, especially their access to high- quality care and education environments. They use experience, knowledge, and research to plan and work towards improvement within community, social, and political systems. They provide leadership and advocacy on behalf of children and families by collaborating with other stakeholders.

Business (BUS)

Family child care providers hold the administrative competencies necessary to build expertise and excellence in financial, ethical, legal, and regulatory oversight of their program, as well as provide planning and management to meet needed quality standards. Family child care providers are business professionals, effective in record-keeping, facilities operation, and communication as they set goals for ongoing quality improvement. They develop effective business plans to apply professional standards in business ethics, legal and regulatory oversight, and administrative management. They utilize knowledge of program administration, organizational planning, human resource management, program operation and facilities management, and professional evaluation in written goals and business practices.

Family Child Care Environment Management (FCEM)

Family child care providers develop and implement a plan and routines for space and material arrangement, in order to effectively meet the needs of both their professional business and the family life that coexist in the home. They recognize the special nature of the social environment of family child care – small groups with a wide range of ages, often including siblings, with many children in the program for several years – and consider these factors when building positive, effective relationships with children and families.

**Also may apply to children up to age 12 for those working in out-of-school settings.*