

# Infant Toddler Credential

## Infant Toddler Content Areas

The seven content areas below encompass the depth of knowledge and skills of the Infant Toddler Credential.

### **Human Growth and Development (HGD)**

Infant-toddler practitioners use current and emerging principles, theories, and knowledge of developmental milestones as a foundation for all aspects of their work with young children, birth to age 3, and their families. Practitioners have a curiosity about how children develop and learn, and understand the mutual influences among different domains of development, including those related to special needs. They recognize the power and influence of the social, emotional, cultural, community, and physical contexts within which children develop, and of the interactions between the child, family, and other primary caregivers as the foundation for future development and learning in all domains. They view child development knowledge and its application with individual children as the of their practitioner practice, and engage in ongoing learning and reflection about developmental knowledge and theory. They use their understanding as they plan and implement observations, assessments, and teaching/learning interactions, and as a context for collaborating with families and other practitioners on behalf of children.

### **Health, Safety, and Well-Being (HSW)**

Infant-toddler practitioners understand that children's mental health, physical health, and safety are the foundations for development and learning in children, birth to age 3. They acknowledge the value of creating and fostering healthy social and physical environments that promote children's adaptive behavior and emotional, social, physical, cognitive, and language development. They collaborate with families and other practitioners to understand their perspectives on health, nutrition, and safety. They provide and promote health, nutrition, and safety practices and routines that recognize individual children's needs and abilities and are congruent with individual families' cultures, values and preferences. They take responsibility for providing and promoting multiple opportunities for children to learn habits that will ensure their health and safety.

### **Observation and Assessment (OA)**

Infant-toddler practitioners recognize that knowledge of each infant's or toddler's development and learning provides the framework for what infant-toddler practitioners do with each child, birth to age 3, and family. Infant-toddler practitioners are curious about how children develop and learn, and value the roles of informal and formal observation and assessment in understanding what and how each child is developing and learning. They understand and value the purposes, benefits, and uses of observation and assessment information for obtaining a holistic view of each child. They view observation and assessment as ways to understand children and their interactions and relationships with their families and other caregivers, peers, and physical environments, within the context of culture and community. They understand that families have important information to share about their children. They use a variety of age, developmentally, linguistically, and culturally appropriate formal and informal assessments to gather and share information on each child's skills, abilities, interests, and needs, birth to age 3; to promote their own and the family's understanding of the child; to monitor developmental progress; to identify developmental concerns; and continually to reflect on and modify their own roles and practices.

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## Infant Toddler Content Areas *(con't)*

### **Curriculum or Program Design (CPD)**

Infant-toddler practitioners take their cues for curriculum from the child and family. Infant-toddler practitioners use child development knowledge, knowledge of developmentally appropriate practices, and content knowledge to design, provide, promote, and evaluate opportunities and experiences that support optimal development and learning in children, birth to age 3. With each individual child, this complex process is embedded in relationships that support observations, scaffolding, and joint construction of meanings about self, others, and the world. Knowledge of each child's approaches to interaction and engagement, as well as family preferences, become the basis for what and how development and learning are supported and promoted in center and home environments, in collaboration with the family, other caregivers, and practitioners. The observations and interactions that provide curriculum information are grounded in a thorough understanding of children, families, cultures, and communities. Practitioners encourage young children's social-emotional competence, problem solving, critical thinking, and academic competence within a nurturing, supportive, challenging learning environment that emphasizes relationships, interactions, routines, and play.

### **Interactions, Relationships, and Environments (IRE)**

Infant-toddler practitioners use their understanding of early development to support and provide healthy early relationships, both in their own work with children and as they collaborate with families on behalf of children. They provide and promote developmentally, culturally, and individually appropriate environments and seek to engage young children, ages birth to age 3, in social, play, and caregiving interactions that support and promote their development and learning. Relationships established with children and their families in support of development and learning recognize and promote the primacy of the parent-child relationship as well as foster emerging relationships with other adults and with peers. Environments and interactions reflect knowledge of the ways in which infants and toddlers develop and learn and are responsive to each child's emerging abilities, interests, and needs within the context of family, culture, and community.

### **Family and Community Relationships (FCR)**

Infant-toddler practitioners understand the roles that culture, community, and family play in the growth and development of infants and toddlers, knowing that parenting styles, ethnicity, cultural expectations, household make-up, and community influence all domains of development. They 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 practitioner 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 young children, birth to age 3, and their families.

### **Personal and Professional Development (PPD)**

Infant-toddler practitioners demonstrate respect for children, families, and colleagues. They identify themselves as practitioners and conduct themselves as members of a significant, expanding, changing profession. Their practitioner attitudes evolve with experience, practitioner development, and advances in the profession. They honor diversity in cultures, beliefs, and practices. They know and value the history and contributions of their profession and its related fields. They are committed to ongoing practitioner development. They continually reflect on and take responsibility for their own values, choices, and actions, including the judgments they make as they work with children and families. They advocate for young children, birth to age 3, and their families, and exemplify the ethical standards of their profession in their personal and practitioner interactions and activities.