

POSITIVE EARLY CHILDHOOD EDUCATION PROGRAM



WHAT IS THE POSITIVE EARLY CHILDHOOD EDUCATION PROGRAM?

The Positive Early Childhood Education Program (PECE) is an online professional learning program, designed to build educators' knowledge, confidence and skills and enhance educators' self-efficacy in implementing strategies that promote children's development, social competence and self-regulation. The overall goal is to support educators in engaging with children in a positive and supportive way, that encourages them to reach their potential.

Center directors, lead teachers, supervisors, or consultants complete face-to-face training, where they learn the content of the online program and the consultation skills necessary to facilitate practice sessions with educators using a self-regulatory approach to become a PECE Coach.

Educators complete four 1-hour online modules (PECE Online), including video modeling, interactive activities, and key take away messages to help educators acquire new knowledge and skills, self-evaluate their performance and set themselves goals for change. This is followed by two to four practice sessions with a PECE Coach.

WHO IS IT FOR?

PECE Online is designed for professionals in the early childhood education sector, including early childhood education and care centers, preschools, home-based child care and after school care. PECE Coach Training is suitable for center directors, lead teachers, supervisors, consultants, or others in a position to support professional learning.

WHAT IS COVERED IN PRACTICE SESSIONS WITH EDUCATORS?

The practice sessions are designed to assist educators with the practical implementation of the PECE strategies introduced in the online program. After observing educators interacting with children, coaches provide clear, specific and helpful information about their interaction and support educators' use of skills such as self-tracking, self-identification of strengths and areas for improvement, problem solving, and the self-selection of future goals for change. Each session is approximately 40-50 minutes in length. The number of sessions required will vary, however two to four sessions are usually sufficient.

HOW MUCH TIME IS NEEDED TO DELIVER THE PRACTICE SESSIONS?

Please see the table below for an approximate delivery guideline time for practice sessions.

CONSULTATION TIME	3 hours (45 minutes per educator for 4 sessions)
SESSION PREPARATION	¼–½ hour
CASE NOTES AND REPORT WRITING*	¼–½ hour
TOTAL TIME	3 ¼ –4 hours per educator

*Not including comprehensive reports for government agencies.

WHAT IS INVOLVED IN COACH TRAINING?

To provide PECE practice sessions, the center director, supervisor or consultant must have completed an approved active skills training program and demonstrated their knowledge and competence in program delivery through a skills-based accreditation process. The table below provides an estimate of the time commitment for Coaches to attend training and support days, as well as time needed for preparation and peer support.

NUMBER OF TRAINING DAYS (9.00AM–4.30PM)	2 days
PRE- ACCREDITATION DAY (9.00AM–4.30PM)	1 day
PREPARATION TIME FOR ACCREDITATION DAY	4–6 hours (quiz and competency preparation)
ACCREDITATION DAY	Half day
PEER SUPPORT	Hourly meetings per month
TOTAL TIME	5 days

DO PRE-REQUISITES APPLY?

No pre-requisites are required. Coaches will not be trained to deliver Triple P. It is recommended Coaches have established a successful referral process for families requiring assistance (either to in person or online Triple P programs).

An Extension Course is available for PECE Coaches also interested in delivering Triple P. The Extension Course can be added to Primary Care, Primary Care Stepping Stones, Group, Group Stepping Stones, Standard, or Standard Stepping Stones Triple P. Please contact your Triple P representative for more information.



WHAT ARE THE COACH LEARNING OUTCOMES?

- Be familiar with the content, structure and rationale of the PECE Program.
- Be familiar with assessment procedures suitable for early childhood education and care settings.
- Describe specific positive childcare strategies for promoting children's development, social competence and self-control.
- Be skilled at using the self-regulatory approach to provide educators with constructive feedback regarding implementation of strategies.
- Be able to use behavioral rehearsal to help educators practice strategies and routines.
- Be equipped to understand and address educator resistance and other common process issues.
- Have a plan for implementing the program in your workplace (identify educators requiring more coaching support or external assistance and be aware of appropriate options in their community).

WHAT RESOURCES DO COACHES RECEIVE?

Each coach will receive a copy of the following resources at training:

- Facilitator's Manual for Positive Early Childhood Education.
- PECE Online Access Code.
- Participant Notes.