



Kent County Early Childhood Professional Development System Research Brief:

What is the Relationship Between Early Care and Education Teacher Education and Training and Positive Outcomes for Young Children?

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A review of the literature on the relationship between teacher education and training and positive outcomes for young children found:

- Training can stimulate both center teachers and family child care home teachers to improve their early education and care.
- As the level of education of center teachers increased, they were more likely to be sensitive to infants, toddlers and preschoolers, have developmentally appropriate beliefs and practice, do more appropriate caregiving, be more responsive and less harsh.
- As the level of education of family child care providers increased, they were more likely to be more sensitive, less detached, more nurturant, less restrictive in their childrearing attitudes, be more responsibly involved, have children who engaged in the most complex play with objects, creative activities and higher frequencies of language play, and manage the setting more positively.
- The higher the amount of training, the more likely child care center teachers were to play, mediate objects, express positive affect, be more positive in their interaction styles, and respond positively to children. They were also more likely to engage in more appropriate caregiving, be more sensitive, hold authoritative childrearing attitudes and provide less detached care. They were less likely to restrict toddlers' activities, ignore toddlers' requests, be harsh, and punitive.
- The higher the amount of training, the more likely family child care providers were to play, mediate objects, respond positively to the social bids of children, be more sensitive and less detached.
- Teacher education and training and child care center quality were related and teacher training was especially important to quality in infant and toddler rooms.
- Teacher education and training and family child care home quality were related and these two variables showed the most consistent indication of quality.

- Center teacher education was associated with higher scores on verbal intelligence, children who engaged in the most complex play, and children who engaged in the most language activity.
- Children whose family child care provider had been to college scored higher on cognitive tests at 24 and 35 months of age.
- Children in family child care homes with higher quality scores scored higher on cognitive and language assessments at 15, 24, and 36 months.
- Children's cooperation and behavior problems were predicted by quality of care in family child care homes.