

T.E.A.C.H. Early Childhood® National Center

Core Values and Guiding Principles

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The T.E.A.C.H. Early Childhood® National Center holds true to a set of guiding principles and a set of fundamental core values that define the character and culture of the Center. These principles and values are born out of knowledge and understanding developed through years of service to state and national early childhood education systems and through the growth and expansion of the Center's work. They are enduring qualities and shared convictions that we bring to our profession and are a fundamental strength of our work.

We believe the Center should be held to a set of principles that ensure:

- Accountability – Promoting programs and practices that result in measurable outcomes based on data.
- Responsiveness – Ensuring timely technical assistance based on an understanding of the needs of our customers and responding to those needs.
- Data Driven Results – Creating well-focused and well-planned and well-informed solutions and outcomes that are backed up by data.
- Adequate and Sustainable Services – Providing programs, services and products based on current industry drive research, data and best practice.
- Advocacy and Public Education – Providing a voice and face for the early education workforce.
- Integrity – Safeguarding the quality of the programs and the financial investments in T.E.A.C.H. and WAGE\$ as they grow nationally.

The T.E.A.C.H. Early Childhood® National Center's core values are what we believe about:

- The Early Education Workforce
- Children and Families
- Early Education Programs
- Center Customers, including state T.E.A.C.H. and WAGE\$ Projects, state and federal governmental agencies, nonprofit organizations, foundations, higher education institutions, early education programs and early educators
- Federal Early Education Systems
- State Early Education Systems
- State Higher Education Systems
- Low-resourced Women in Low Wage Jobs

THE CENTER'S CORE VALUES REQUIRE US TO:

- Support and create **opportunities** for women in low wage jobs.
- Develop for and provide **resources** to the early education field that support and make the case for increased education, compensation and retention of the early education workforce.
- Build **partnerships** at the state and national level in support of the early education workforce professional development.
- Support programs, policies and initiatives that ensure the **diversity** of the field is reached.
- Promote policies that strengthen existing **higher education** systems.
- Increase **collaboration** by engaging national and state stakeholders to serve on an advisory committee.
- Collect, analyze and share **data**.
- Promote the creation of **educational pathways**.
- Support the strengthening of early childhood **infrastructure** within states.

- Work to deliver high-quality, **outcome-focused** services.
- Think **system**, not program as we grow and develop workforce initiatives.
- Advocate for **increased compensation** for the early childhood workforce.
- Be **accountable** to funders, T.E.A.C.H., WAGE\$ and other customers, the workforce, policymakers, and higher education systems.

IN ADDITION, THE CENTER'S CORE VALUES REQUIRE OUR STAFF to be continuous learners, utilize evidence and data to build individualized and system resource and solutions and to deliver services and supports in a manner that is:

- | | |
|----------------|-----------------|
| ➤ Ethical | ➤ Data-driven |
| ➤ Professional | ➤ Collaborative |
| ➤ Accountable | ➤ Respectful |
| ➤ Transparent | ➤ Inclusive |
| ➤ Innovative | |

GUIDING PRINCIPLES

For the Early Education Workforce

We believe the all early education teachers should:

- Have access to affordable and effective education and training, including higher education and research-informed training.
- Be recognized and supported as professionals.
- Be fairly compensated commensurate with the education they have attained and the work they perform.

For Children and Families

We believe children and their families deserve:

- Highly educated early childhood teachers who know and use effective teaching practices and who are fairly compensated and committed to their field.
- High quality early education programs.
- Early education programs that value, promote and implement parent engagement activities.
- Access to health care and developmental screenings.
- Teachers who match their diversity and the diversity of the communities where they live.

For Early Education Programs

We believe all early education programs should:

- Adhere to high quality program standards including standards for teacher qualifications and practice.
- Provide a supportive work environment that advances their own practice, continuous learning and professional growth as well as children's development and learning.
- Fairly compensate teachers based on their attained education.

For Center Customers

We believe all Center customers should have access to:

- Center staff that is well trained and educated on the latest research and best practices.
- Training and professional development opportunities that support networking, continuous program quality improvement and learning.
- Products, tools, materials and resources related to emerging issues in the field.
- Data on national outcomes/outputs of T.E.A.C.H. and WAGE\$ Projects.

- A national voice and presence that advocates for T.E.A.C.H. and WAGE\$ projects and other integrated education and compensation initiatives.
- Diverse perspectives representative of the segments of the early education workforce and the populations served.

In addition, we believe T.E.A.C.H. and WAGE\$ Project customers should have access to:

- Appropriate policies and procedure for program operations
- A set of T.E.A.C.H. Early Childhood® Ethical Guidelines which can be used as a best practices roadmap for T.E.A.C.H. Early Childhood® Projects.
- A set of accountability standards by which continuous program improvement and quality assurance can be measured.
- A functional database with extensive capabilities for generating program materials, record keeping, and producing reports.
- Timely technical assistance support that is responsive to identified needs.

For Federal Early Education Systems

We believe that federal early education systems should:

- Build and maintain strong systems of support for the early education workforce.
- Target funding to support workforce development, enhanced compensation and retention.
- Target funding and policies to increase compensation toward parity for teachers with similar education in the K-12 system.

For State Early Education Systems

We believe state early childhood education systems should:

- Build and maintain strong systems of support for the early education workforce.
- Invest in evidence-based supports to meet the education and compensation needs of the workforce.
- Actively seek input from the workforce on their needs and interests and provide opportunities for workforce engagement, leadership and professional development.
- Target funding and policies to increase compensation toward parity for teachers with similar education in the K-12 system.
- Create education standards for pre-service and ongoing professional development of the workforce.
- Develop and maintain quality rating improvement systems that include standards and incentives for improving the education and compensation levels of the workforce.
- Work with national leaders to articulate national education standards for early educators.
- Advocate for increased education, compensation and recognition of the early childhood workforce.

For State Higher Education Systems

We believe that state higher education systems should:

- Have high quality and accessible early childhood education degree and certificate programs at the two and four-year level.
- Create educational pathways through the development and maintenance of a fully articulated higher education system.