

NEW Knowledge and Competency Framework

The Knowledge and Competency Framework articulates the skills, knowledge and abilities required of people working with young children. The expansion of the Knowledge and Competency Framework addresses the changing demographics and needs of the families in our communities. The new components were developed in response to feedback of those working in, and impacted by, the field of Early Childhood Care and Education.

Overview of New Components:



Trauma Informed Care and Practices

Trauma has the potential to negatively impact a child's long term physical and psychological health and learning. These competencies demonstrate how educators can thoughtfully support children in ways that help to mitigate the negative effects that could potentially harm children and families who have experienced trauma.



Working with Multilingual Children and Families

Multilingual children and their families bring valuable resources to their learning environment and have unique learning needs. These competencies were developed in collaboration with WIDA Early Years and provide a clear approach to supporting multilingual learners and their families.



Cultural Responsibility and Practice

When educators understand the importance of including each family's culture in all aspects of learning it creates an enriching classroom experience and positively impacts the learning and developmental outcomes for all children. These competencies have been embedded throughout the Knowledge and Competency Framework demonstrating how these competencies should be embedded in all aspects of learning in order to empower all children intellectually, socially, emotionally, and politically.



Minnesota's Knowledge and Competency Framework for Early Childhood Professionals:

Working with Preschool- Aged Children in Center and School Programs

This initiative is made possible using federal funding, CDEEN 84-4528. Based on the Top Early Learning Challenge Grant.



Use the Framework to...

- Promote early childhood as a profession with a recognized body of knowledge.
- Identify key concepts and skills for professional development (PD).
- Plan learning objectives for PD offerings which emphasize specific content knowledge and competencies.
- Coordinate and design PD content to facilitate transfer and articulation agreements.
- Identify PD needs and plan training for a group of people, region or state.
- Assess current offerings across all content areas and levels of competency.
- Self-assess PD needs and develop an individual plan.
- Create job descriptions.

[Knowledge and Competency Framework for Educators](https://education.mn.gov/MDE/dse/early/highqualel/know/) (https://education.mn.gov/MDE/dse/early/highqualel/know/)

This product is made possible using federal funding, 93.434 - ESSA Preschool Development Grants Birth through Five. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

Learn more on the [Preschool Development Grant webpage](https://education.mn.gov/MDE/dse/early/preschgr/). (https://education.mn.gov/MDE/dse/early/preschgr/)