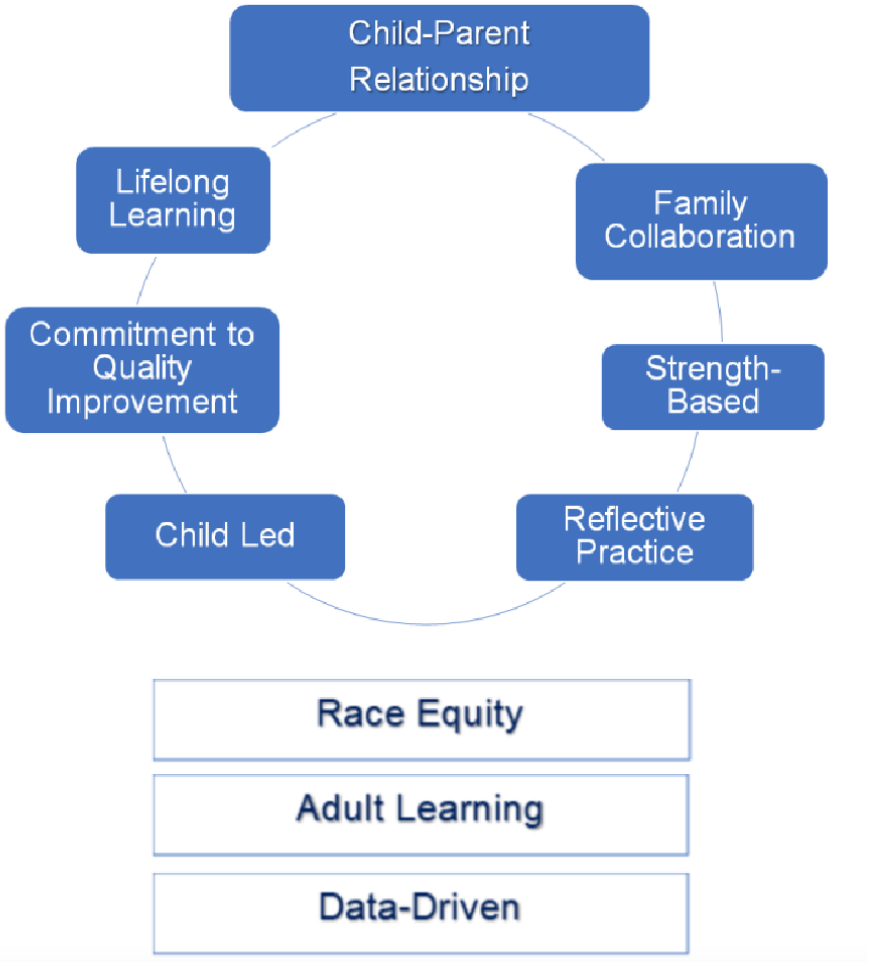
ParentChild+ Core Values



- What does this look like in practice? Can you give an example of how an ELS would apply this during a home visit?

- What does this look like at the Coordinator level? Can you give an example of what this looks like at a program implementation level

★ Adult Learning	•ELSs support caregiver learning through relationships, hands-on practice, reflection, and feedback. •Coordinators apply the same principles when training and coaching ELSs.

★ Data-Driven Practice	• ELSs use family goals, observations, and assessments to guide home visits. • Coordinators use visit observations, program data, and feedback to support ELS practice and program decisions.

★ Race Equity	•ELSs recognize and value families' cultural and linguistic strengths, address barriers to participation, and provide equitable, responsive support. •Coordinators apply these principles to staffing, supervision, and program decisions.

Building a Shared Language (p. 10)

1. In your small group, select one person to facilitate the discussion and another to report back to the larger group.

2. As a group, develop a **working definition** of your assigned core concept(s), focusing on how they connect to program implementation.

3. Go beyond the "what" of the concept and discuss the **"how:"** How do we move from a conceptual ideas to real, practical steps that can be operationalized in our work? Provide examples.

Group 1	Parent–child interaction, child-led practice
Group 2	Strength-based approach, reflective practice
Group 3	Parent collaboration
Group 4	Lifelong learning, commitment to quality improvement

Parent–Child Interaction	• Caregivers and children engage in reciprocal interactions through play, conversation, and everyday activities. • ELSs facilitate these interactions to strengthen relationships and child development.

Parent collaboration

Engagement, foundation of early learning, relationship building

What does it look like?

Sharing decision making

Providing resources

Funds of knowledge – strengths

Child-Led Practice

ELSs follow children's cues, interests, and developmental readiness and support caregivers in doing the same during play and everyday interactions.

- Meeting chidl where they are at – every day looks different, using different toy,

Strength-Based Approach	• ELSs identify and build on families' existing strengths, knowledge, and what caregivers are doing well. They use strength-based comments to reinforce positive caregiver–child interactions. • Coordinators use the same approach when coaching ELSs.

Reflective Practice	• ELSs reflect with caregivers on interactions, strengths, and goals, and examine their own facilitation. • Coordinators support ELS reflection through supervision and coaching.

What it looks like at PC+?

Shared goals at family level – Reflection Reflection
Shared goals at ELS level – 2x/observation

Strength based approach	• ELSs reflect with caregivers on interactions, strengths, and goals, and examine their own facilitation. • Coordinators support ELS reflection through supervision and coaching.

What it looks like at PC+?
Reading at home – adding to it
ELS strengths

Commitment to Quality Improvement	ELSs and Coordinators use observations, data, and feedback to identify strengths, set goals, make changes, and assess progress in home visit practice and program implementation.

- Intentionally build practice to receive feedback

- QA/QI process (certification)
- Observations of ELS practice 2xannually

Lifelong Learning	• ELSs continually strengthen their facilitation skills through experience, reflection, and professional development. • Coordinators continue developing their coaching and leadership practices.

- Staying curious, checking assumptions (or biases)