

Positive Early Childhood Education (PECE) Logic Model

Problems

Self-regulation is a policy and practice priority, as a crucial part of children's development across many areas. Evidence suggests children from disadvantaged backgrounds have higher needs and educators could benefit from support to learn and implement evidence-based strategies around this theme.

Overall aim

To support all educators in early years settings to make improvements in how they respond, interact with, and create environments to support children's self-regulation and development

Target population

Early childhood educators working with children in early years settings. This includes children in their care who exhibit social, emotional or behavioral problems and children from disadvantaged backgrounds

Inputs

One leader per setting receives coach training (2 full days of virtual training teaching strategies to support educators in promoting children's development and responding to children's behavior using a self-regulatory framework). This is followed a month later by a pre-accreditation workshop (1-day: practice of the role-plays), immediately followed by accreditation (1/2 day: demonstrating role-plays and submitting a quiz) to become an accredited coach. This training, which also includes activities designed to support and create an implementation plan, enables coaches to support all educators in their setting with all components of the PECE program.

Coaches receive 1:1 clinical support from a Triple P trainer to conduct practice sessions with educators in their setting.

Coaches receive resources such as the Positive Early Childhood Coach's manual, and access to the online Triple P Provider Network where they can download clinical tools and resources to support other educators in their setting, such as checklists and forms to conduct the observations as part of the practice sessions.

All educators in the setting complete four online self-paced learning modules to understand the PECE approach and positive caregiving principles and strategies(e.g., building children's social and emotional skills and helping children learn new ways to behave, and 'working as a team').

All educators receive (2-4) further practice sessions with their coach during which they are provided additional support to implement these strategies and refine their practice.

All educators have access to range of downloadable resources such as checklists on giving instructions, managing interrupting, activity planners on circle time worksheets and keeping track charts to monitor changes in their own and in the children's behavior to be explored during their practice sessions for further support.

Outputs

Coaches learn specific positive childcare strategies for promoting children's self-regulation development.

Coaches are trained to support all educators in their setting through all components of the PECE approach, including introducing peer review with their educators.

After educators complete their self-paced learning modules, coaches provide 2-4 practice sessions to educators in their setting to improve their practice through observation, feedback, and other implementation support.

Educators have improved knowledge, skills and confidence on how to respond, interact with, and create environments to support children's self-regulation and development.

Educators apply strategies for interacting with children and creating a positive environment for learning and development in the classroom such as by improving how they talk, listen and give attention to children, and by modeling self-regulatory behavior and encouraging positive child behavior.

Educators work with their setting coach and use the resources to further support the implementation of the strategies and develop their practice. Educators reinforce their learning through peer review.

Children engage in social interactions with peers through free play, educator-structured activities, independent, and group activities.

Short-term outcomes

Improvements in coaches' knowledge, skills, self-efficacy and confidence in supporting educators to create environments that promote children's self-regulation and development in their setting.

Reduced negative assumptions between educators and caregivers/parents, and increased trust and collaboration between education and home environment.

Reduced negative assumptions between educators and children in their care, and increased trust and collaboration in the classroom.

Improvements in educators' knowledge, self-efficacy and confidence in promoting children's self-regulation and development.

Improvements in educators' interactions with children in their care, especially in difficult or stressful situations.

Improvements in educators' problem ownership and accountability towards challenging behaviour.

Improvements in communication between educators and children's caregivers/parents.

Children feel empowered and experience a nurturing and predictable environment that fosters emotional self-regulation.

Reduced duration and frequency of challenging child behaviour.

Long-term outcomes

PECE approach implemented in setting and embedded for sustainability.

Reduced educator work-related stress and improved job satisfaction.

Improved teamwork among educators.

Children have improved behaviour and prosocial skills.

Children have improved emotional self-regulation.

Improved school readiness of children.

Improved children's development outcomes (EYFSP) in the following academic year.

Coaches

Educators

Children