

Building Blocks of Teaching

Karen Emerson (All participants)

Keynote

Staying on the Path God Has Put You on and Bearing Fruit.

Join us for an uplifting training focused on staying grounded in your purpose, trusting God's direction, and growing through every season of life. Together, we will explore how remaining rooted in faith can help us overcome challenges, use our gifts with purpose, and bear fruit that positively impacts the children, families, coworkers, and communities we serve.

Session 1 & 2

Play is Work

Play is the foundation of learning in early childhood. This training helps child care teachers understand how children learn through hands-on exploration, movement, imagination, repetition, and meaningful interactions with adults and peers.

Participants will explore the different types of play and the developmental skills children build while playing, including language, problem-solving, creativity, social-emotional skills, and fine- and gross-motor development. Teachers will also learn how to intentionally support learning during play by observing children's interests, creating engaging environments, asking open-ended questions, and extending children's thinking without taking over the activity.

Sessions 3 & 4

Taking Care of the Teacher: Managing Stress in Child Care

Working in early childhood education is meaningful, rewarding, and sometimes emotionally demanding. This training helps childcare teachers recognize personal and workplace triggers that may affect their responses to children, families, and coworkers. Participants will explore practical strategies for pausing, regulating emotions, responding calmly during challenging moments, and recovering after stressful situations.

Through reflection, discussion, and hands-on tools, teachers will learn how resilience supports positive classroom relationships, effective guidance, and their own well-being. Participants will leave with realistic strategies they can use each day to reset, manage stress, and continue showing up with patience, confidence, and care.

Venice Ray (Infant/Toddler)

Session 1 & 2

Part 1 and Part 2: 🎵 Music & Movement: When Music Stops!

Get ready to move, groove, laugh, and learn! In this interactive, out-of-your-seat course, we'll explore the importance of creating, listening to, and moving to music during early childhood.

Teachers will have the opportunity to experience activities from a child's—and even a parent's—point of view, giving you a fresh perspective on how music and movement can support learning, connection, and joyful engagement.

Come ready to participate, have fun, and get moving! A song list and collection of fun activities will be provided for you to take home and enjoy with the children in your care.

Learning Objectives:

- Participants will identify how music and movement support young children's development, learning, and self-expression.

Participants will experience and practice hands-on music and movement

Sessions 3 & 4

A Joyful Life of Teaching Infants & Toddlers

Come laugh, learn, and grow as we explore why creating a positive learning environment matters and discover practical techniques to help you have more joyful, stress-free days with infants and toddlers. This is an out-of-your-seat, hands-on course filled with movement, fun, laughter, and strategies you can use right away!

Learning Objectives:

- Participants will learn and practice at least three strategies for creating a joyful, engaging, and supportive learning environment for infants and toddlers.

Halie Murphy (All participants)

Sessions 1 & 2

Preparing the Child for the Road Rather than the Road for the Child

Purpose: to equip staff to shift from “removing every obstacle” to helping children build resilience, problem-solving, emotional regulation, confidence, and safe independence. The guiding concept is to **prepare the child for the road, rather than preparing the road for the child.**

Sessions 3 & 4

Creating Classrooms for Independent Learners

Explain the difference between a learning center and toy/material storage, using child independence and learning purpose as the standard.

Identify the core guidelines that should be considered when arranging interest areas, including safety, supervision, accessibility, organization, and developmentally appropriate materials. Apply classroom geography principles to arrange centers so children can move, select materials, use them, and clean up with increasing independence.

Use an interest area checklist to identify at least three strengths and three needed improvements in a classroom or sample layout.

Dr. Joanna Neel (All participants)

Sessions 1 & 2

Creating Lifelong Learners: One Book at a Time

Research-proven ideas & strategies will be shared to support:

- Creating a literate environment
- Creating & sustaining a schedule for literacy development
- Partnering with parents to build literate learners.
- Book lists in multiple genres will be shared
- Ways to build school & home libraries
- Research articles will be available.

Sessions 3 & 4

Talk! Literate Conversations

Getting students to talk is essential!

Come to this session for:

Research-proven ways to help foster communication

Simple tools to maximize meaningful circle-time conversations.
Listening & observation strategies.

Amy Wingfield (All participants)

Sessions 1 & 2

The Importance of Social Emotional Development

Our children, 0-13 yrs old, are facing challenges and mental issues we've never seen before at such an early age. To help support these needs, we offer early childhood professionals training on how to support social emotional learning, handle behavioral challenges and special situational needs with evidence based strategies and guideline to intentional teach, actively encourage good choices, prevent over stimulation, meltdowns, potential harm to self or others and we teach crisis intervention through techniques that teach educators how to be highly engaged, responsive caregivers that understand the need for routines, consistency and norms or what a child expects each and everyday in their world. We learn to create safe spaces where children can freely learn, explore and build essential skills that they will use everyday to cope and manage through life no matter what comes their way.

Sessions 3 & 4

Positive Parent Communication Skills

Do we really need to get to know the parents, talk with them and build working relationships with them?

Yes! - We are not just the babysitter. Our job and theirs is so much more than that during the first five years of a child's life. This really needs to be a partnership of all parties working together for the sake of the child. Easier said than done sometimes, but it can be done. Let's spend some time learning about the importance of building positive teacher/child relationships and teacher/ parent relationships in the forms of daily communications, emails, text, written & social media messages, the sharing of knowledge, observation, assessment and parent conferences.

Claudia Wood (All participants)

Session 1 & 2

Natural Learning: Inspiring Curiosity Through Nature

Nature provides endless opportunities for children to observe, investigate, create, and imagine. This training equips educators with practical strategies for using natural materials indoors to enrich learning across all developmental domains. Participants will discover ways to design engaging learning experiences, promote rich conversations, encourage scientific thinking, and create beautiful, inviting classroom environments that nurture children's natural curiosity.

Sessions 3 & 4

Different Needs, Same Need to Belong Supporting Young Children Before—and Beyond—a Diagnosis

Every child develops, communicates, learns, and responds to the world differently. When a young child struggles with communication, behavior, transitions, sensory experiences, social interactions, or regulation, caregivers may recognize that the child needs additional support—even when there is no diagnosis. This interactive training helps early childhood caregivers look beyond their behavior and consider what a child may be communicating. Participants will learn how to observe without labeling, identify possible areas of need, communicate concerns respectfully, and use practical classroom strategies such as modeling, visual support, prompting, choice-making, positive reinforcement, co-regulation, sensory and environmental supports, and wait time. The focus is not on diagnosing children, but on creating responsive, inclusive environments where every child can participate, connect, learn, and belong.