Professional Development to Strengthen Leadership and Excellence in Early Childhood Education

Table of Contents

Catalog Organization and Theoretical Model of Professional Development

Catalog Organization

This catalog is organized into six key areas that support high-quality early childhood education and align with the Head Start Program Performance Standards and the Early Childhood Outcomes Framework. These areas reflect research-based best practices, national program frameworks, and insights from early childhood experts. Our professional development offerings focus on early learning and development, transitions and school readiness, inclusion and equity, family and community engagement, staff well-being and professional growth, and creating safe and nurturing environments.

The six areas are as follows:

Early Learning	Transition & School Adaptation	Inclusion & Diversity	Family Involvement	Staff Well-Being	Safe Environments

Each service block is related to one of the six identified axes. By organizing professional development workshops according to these essential areas, we want to ensure that our services are aligned with best practices in the field of early development and education. In this way, we can offer relevant professional development for staff that motivates them to transfer what they have learned into practice. Thus, professional development activities become an essential part of the comprehensive development, not only of the staff, but also of the children who participate in these programs.
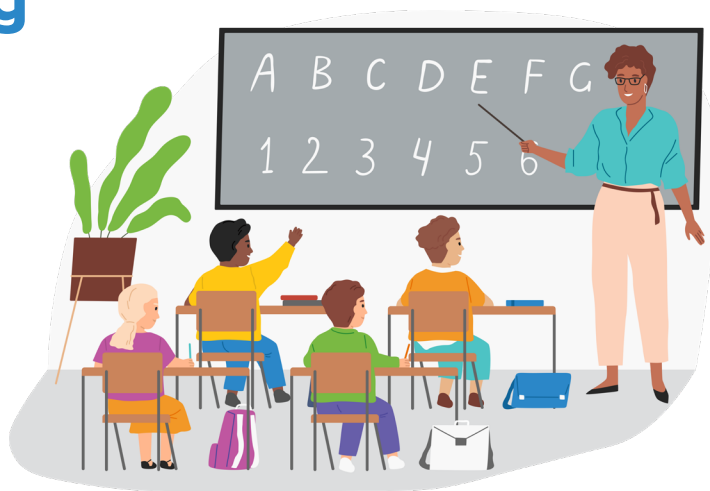
Theoretical Model of Professional Development

The content and activities that will be carried out during the provision of the services included in this catalogue are supported by a theoretical-conceptual framework of professional development that validates its effectiveness. The principles of andragogy are integrated, which highlight the importance of creating a collaborative and respectful learning environment, where adults feel valued and motivated. This involves designing workshops that are practical and applicable to their professional roles, ensuring that the content is relevant and directly linked to their experiences. It is recognized that professional development must be content-centered, sustained over time, contextualized and supported. The strategies we present in this catalog and the pedagogical practices we use in our workshops are evidence-based. This implies that they are based on data and results of rigorous research, ensuring that the actions and methods used are the most effective and appropriate to achieve the desired objectives. The entire professionalization experience is based on the premise that each member of the work team is an integral being and that to help them reach their maximum potential we must ensure their well-being not only in the workplace but in all facets of their lives. This conceptual basis is key for FACTS to be able to responsibly serve early education programs and, more importantly, to be able to jointly improve the quality of life of the children in our country.

Approaches to Learning

These offerings focus on how children learn and how they interact with their environment. This component includes skills such as curiosity, creativity, initiative, persistence, and problem-solving. It emphasizes the importance of fostering an active and positive approach to learning, where children are encouraged to explore, experiment, and learn independently and collaboratively. This approach not only supports academic development, but also social and emotional development, preparing children for success in school and in life.

1 Cooperative Learning

Cooperative learning involves the use of small groups for educational purposes so that students, by working together, maximize their own learning and that of their peers. Cooperative learning experiences must meet five essential elements: positive interdependence, face-to-face interaction, individual auditing, social skills, and group processing. During this workshop, participants will have the opportunity to participate in the modeling of cooperative learning-based lessons so that they can transfer them to their professional practice.

2 Discovery Learning

Discovery learning assumes that learning is best done by guiding the child through a discovery process supported by the child's curiosity rather than by presenting information. The learner takes an active role in the construction of knowledge by integrating the content into his or her prior knowledge schemes. During this workshop, participants will learn how to design educational experiences implementing discovery learning.

3 Conceptual Development

Conceptual development, as a strategy, is aimed at promoting students to form scientific concepts through the processes of generalization and abstraction. The teacher, through an active process, facilitates the child to form systems of relationships that allow the integration of new concepts into his cognitive structure. During this workshop, the participant will learn to promote the development of concepts in children, taking into account the particularities of the process in the early stages up to preschool.

4. Use of Manipulatives

This workshop will train teachers in the effective implementation of manipulative materials to support children's learning. Participants will learn how to use physical objects, such as blocks, cards, and counting tools to teach mathematical concepts, problem-solving skills, and to promote cognitive development. The workshop will include hands-on demonstrations and strategies for integrating manipulatives into everyday activities, promoting more interactive and comprehensible learning for children.

5. Creativity: Full Development of Thought

The creative act is the event par excellence for the full development of students' cognitive faculties. During this workshop, examples of activities that foster creativity while reinforcing the learning of the contents of the various essential areas of the program are presented. Through the exercise of conceptualization, creation and planning, the importance of promoting students' creativity in the different educational offerings is affirmed.

6. Curricular Integration

Curricular integration involves an interdisciplinary approach to the process of knowledge construction. Within the same teaching experience, content and skills from two or more subjects or areas of human development are addressed in an articulated manner. During this workshop, teachers will learn to design educational experiences that integrate areas of knowledge or human development, establishing connections between them for cohesive and comprehensive learning.

7. How to Teach Reading

This workshop will provide educators with practical, evidence-based strategies to promote reading readiness in early childhood. Participants will explore effective methods for developing phonological awareness, word recognition, and reading comprehension, adapting the techniques to the needs and developmental levels of their students.

8. STEM Education

Science, Technology, Engineering and Mathematics (STEM) is a collaborative, integrated, contextual, active, inclusive and expanded learning approach. Its main purpose is to cultivate the skills necessary for children to develop new skills using core knowledge of STEM subjects. Problem solving, collaboration, creativity and hands-on learning are encouraged as part of the process. During this workshop participants will learn how to create STEM activities suitable for early childhood using easily accessible materials.

Early Learning and Child Development

9 Integration of Fine Arts

Fine Arts play a fundamental role in the development of children's cognitive and emotional skills.

This workshop explores how theatre, visual arts, dance and music can be integrated into the educational curriculum to enrich the learning experience. In addition, it discusses how Fine Arts stimulate positive changes throughout the life cycle. Innovative Fine Arts teaching methods that promote critical thinking, creativity and deep learning will be addressed.

10 Assessment of Learning

Assessment is the systematic process of collecting, analyzing, and using data on student performance to evaluate their progress and development. It is used to adapt teaching to the individual needs of children and to ensure that the educational objectives of the program are met. During this workshop, participants will be able to learn various techniques for assessing learning and, in a practical way, design, select, and use instruments to use in their classrooms. Assessment is emphasized as an essential process to provide follow-up and support for the holistic development of children.

11 Integration of ICTs

The integration of ICTs into education involves making pedagogical use of technology. This process is not incidental, but rather responds to a plan in which these tools are meshed to promote more significant and profound levels of learning, which would not be achieved in the absence of these technical resources. During this workshop, participants will learn to evaluate technological resources and to integrate them effectively into their practice.

12 Artificial Intelligence

Artificial intelligence is redefining the way we interact with the world, including education. This workshop will introduce the basic concepts of AI and explore its applications in education, showing how it can enhance teaching and learning from an early age. Participants will have the opportunity to practice with various tools that integrate AI and generate useful productions to use in their professional work.

13 Security in Cyberspace

Online safety is a crucial topic in the digital age. This workshop will cover the fundamentals of cybersecurity, providing educators with the tools and knowledge to safely and responsibly navigate the digital environment. Best practices and recommendations from experts regarding early technology use are discussed.

Transitions and School Readiness

These topics focus on preparing children for their transition from home to early childhood education and from early childhood education to primary school, ensuring a successful academic and emotional adjustment. Tools and strategies are provided to help families and children manage this change. The goal is to ensure that children begin their school journey with confidence, well-being and security.

14 Positive Transitions: Child, Family, Staff and Community

This workshop addresses the fundamental roles played by the family, educational personnel, and the community during the transition processes that children experience during early education. Through a comprehensive approach, the responsibilities of the different people involved in these processes will be explored, as well as the key strategies to ensure fluid and positive transitions, promoting an emotionally and academically supportive environment at each stage of change. The types of relationships and connections that must be fostered for successful adaptation in different environments are examined.

15 Supporting the Transition Using Human Development as a Guide

Throughout a child's life, change is inevitable: families move, siblings are born, children go to child care, and start school, creating transitions. Understanding human development helps us understand how children respond to these changing processes. This workshop focuses on how educational personnel, in collaboration with families, can support children to feel safe and comfortable during the transitions they face in early childhood. Emphasis is placed on how attention to changes in the different domains of development—physical, psychosocial, and cognitive—is vital to selecting and using age-appropriate strategies.

16 Transition: Resilience and Emotional Support

The resilience model is based on the assumption that people, including children, can reintegrate and resume their daily lives after adversity or experiencing significant changes. Each child can handle these processes differently and the internal and external resources they have are fundamental factors for their ability to cope. During this workshop, the resilience model is analyzed as a tool for the comprehensive development and learning of the child, promoting action in the face of change and the need for adaptation.

17 Social Emotional Learning

Social-emotional learning is based on the premise that social and emotional skills, like academic skills, are learned. During this workshop, participants will learn how to promote self-awareness, self-control, social awareness, relationship skills, and responsible decision-making in children through direct teaching or lessons that integrate social-emotional learning into other elements of the curriculum, with the goal of helping them manage the transitions characteristic of early childhood in a positive way.

18 Positive Behavior Interventions and Supports (PBIS)

Positive Behavior Interventions and Supports (PBIS) is a system aimed at promoting positive behavior and improving social, emotional, behavioral, and academic outcomes in schools, families, and communities. It includes three levels, each with a range of impact and a particular type of support. The model is based on the premise that it is necessary to proactively and directly define, teach, and support appropriate behaviors in order to create positive environments. Through this offering, the model, its principles, and postulates are analyzed. Participants will be able to develop a positive behavioral support plan based on the specific circumstances of their centers, taking into consideration the support that children need during transitions.

Inclusion, Equity, and Individualized Supports

The topics in this area promote the creation of educational environments that respect and value the cultural, linguistic and ability diversity of children and their families. It focuses on implementing inclusive practices that recognize individual differences as a source of wealth, ensuring that all children receive equitable learning opportunities.

19 Differentiated Instruction in Early Childhood

Differentiated instruction is a practice that creates different learning pathways to address diversity in the classroom. It integrates the principles of Universal Design for Learning (UDL) with elements of instruction that are differentiated to support learning for all students. The workshop focuses on presenting specific examples of how to modify content, process, product, and environment so that the teaching–learning experience is inclusive, flexible, and has high expectations for all children.

20 Diversity as a Source of Wealth

Diversity is a social and educational reality. It is essential to recognize that every child is unique and can be successful. What is important is to identify the child's strengths and work based on those capabilities. This workshop discusses various models for understanding diversity, highlighting the reality that there are multiple rates and pathways of development and that every child has a unique social situation. Participants will be able to develop action plans to address this diversity in their centers by creating an environment that supports the success of all children.

21 Centers of Interest

Centers of interest are based on the idea that the learner's thinking is global and synthesizing. Therefore, the learning environment must include different spaces or centers so that the student is exposed to the curricular content with diverse activities that respond to his or her interests. During this workshop, practical recommendations are made and specific activities are developed for transfer associated with the practical use of centers of interest as an alternative to differentiate instruction and generate learning.

22 Psychological, Psychometric and Psychoeducational Tests

This workshop provides an introduction to the different types of tools used to conduct psychological, psychometric, and psychoeducational assessments in early childhood and preschool age. Participants will have the opportunity to learn how to interpret the reports generated from these tests. In addition, specific recommendations are offered on how to modify educational practices based on the results of the measurement.

23 Autism Spectrum Disorder

This workshop provides a comprehensive approach to Autism Spectrum Disorder (ASD). It includes up-to-date information on the causes and processes for diagnosing this condition. Strategies are offered for managing this group of disorders in learning centers, specifically how to promote inclusion and respect for students with ASD.

24 Multitiered Systems of Support (MTSS) in Early Childhood

This workshop provides a detailed overview of how to implement differentiated strategies to address the diverse developmental and learning needs of young children. Through a preventative and intervention approach, the three levels of support – universal, group and individual – will be addressed to ensure that each child receives the appropriate support based on their needs. In addition, collaboration between educational staff and families will be explored to monitor progress and adapt interventions in an ongoing and effective manner.

25 Psychoeducational Strategies

Psychology is one of the foundations of education. This area of study provides a broad research base on learning and how the brain functions during this process. This workshop will address a variety of teaching and learning strategies directly related to psychological principles. These strategies, known as psychoeducational strategies, are useful tools to support the learning of students with functional diversity. The use of various psychoeducational strategies will be modeled to promote the comprehensive development of children, taking into account their particular abilities, emotions and behaviors.

26 Various Physical Fitness Activities

This workshop is designed to train staff in the creation and implementation of diverse and engaging physical activities for young children. Participants will learn to plan and lead exercises that develop gross motor skills, coordination, strength and flexibility while considering the inclusion of students with functional diversity. Through practical examples and interactive sessions, educators will explore how to integrate physical activities into daily routines, promoting healthy habits and an active lifestyle from an early age in a safe and playful environment.

Family and Community Engagement

These services are designed to foster active participation of families in their children's educational process. The focus is on strengthening relationships between families and educational staff, promoting a mutually supportive environment that contributes to children's academic and emotional development. Through this approach, staff learn how to increase parental involvement and engagement.

27 Integrating Our Students' Families Into the Learning Processes

Families are the first and most important caregivers, teachers, and advocates for their children. The foundation for healthy development is laid at home. Therefore, it is essential to motivate families to take a leading role in the upbringing of their children. During this workshop, participants will receive recommendations based on scientifically based models for centers to effectively integrate families. A plan of activities will be developed for the integration of families into the early education program or center.

28 The Biopsychosocial Development Model

This workshop is designed to train participants in implementing a comprehensive approach that considers the biological, psychological, behavioral, social, and cultural aspects of child development. Participants will learn how these components interact to influence children's well-being and learning. Through practical examples and interactive activities, strategies will be explored so that center staff can work in coordination with the family to promote physical health, emotional development, and social skills, creating a more balanced and effective learning environment.

29 Restorative Discipline: Support From Home

Restorative discipline is an approach that aims to socialize students in the values and practices that allow them to gain self-control or repair damage caused. This workshop presents restorative discipline as a scientifically proven mechanism to improve coexistence both at home and in the early education center. The essential components of this approach and best practices are discussed to implement it effectively in your centers and promote the continuity of this approach at home.

30 How to Involve the Family: Communication and Commitment

This workshop is designed to provide early childhood educators with effective strategies for improving communication with parents. Topics such as writing clear and concise letters, organizing orientations and conferences, and establishing open and collaborative dialogue with families will be addressed. The goal is for educators to achieve greater parental involvement in their children's education, thereby strengthening the bond between home and school.

31 The Community as an Ally for Early Learning

Promoting the development of the whole child is a challenging task and requires the collaboration of the entire community. This workshop explores how community alliances and support networks are essential to enriching early childhood education. It will examine how local resources and the connections that parents may have with organizations, services and community leaders can complement the work of educators and create a more robust learning environment. In addition, strategies will be provided to foster effective collaborations between families, schools and the community, promoting a holistic approach to child development.

32 Setting Up the Home to Encourage Learning

The environment is fundamental for learning because it directly influences children's concentration, motivation, and cognitive and emotional development. This workshop is designed to help teachers guide parents in creating an environment at home that favors their children's development and learning. Practical advice will be provided on how to organize spaces that stimulate curiosity, play, and study, as well as the importance of establishing routines that promote continuous learning. The goal is for teachers to help parents understand how small adaptations at home can enhance children's cognitive and socio-emotional skills.

Staff Well-Being and Professional Growth

These themes focus on promoting mental health, emotional well-being, and self-care for educators and staff working with early childhood. This approach recognizes the importance of maintaining a balance between professional and personal life, while providing tools to manage stress and improve quality of life in the work environment. Through this support, we seek to ensure that educational staff are physically and psychologically healthy to positively impact children's development.

33 Teambuilding

This workshop is designed to promote collaboration and a sense of community among professionals working with early childhood educators. Through team building dynamics, participants will learn to improve communication, problem solving, and mutual support within their teams. This collaborative approach not only strengthens personal well-being, but also positively impacts the work environment, promoting a more cohesive and productive setting.

34 Positive Psychology

Positive Psychology studies the strengths and positive traits of human beings in a scientific way. This workshop will train educational personnel in techniques to foster emotional well-being, resilience and optimism in themselves and in children. Participants will learn to incorporate practices based on positive psychology in their daily interactions and in the classroom, promoting a happier and healthier learning environment.

35 Emotional Intelligence

Emotional intelligence refers to our ability to recognize our own feelings and those of others, to motivate ourselves and to manage emotions well, in ourselves and in our relationships. This workshop analyzes the importance of promoting emotional intelligence in each member of the school's work team. It explores how emotional literacy is part of the comprehensive training that staff must receive so that they can eventually transfer it to professional practice.

36 Mindfulness

Mindfulness is a meditation practice that can help improve concentration, reduce stress, and promote emotional health. This workshop will introduce mindfulness techniques and how they can be integrated into the practice to increase one's sense of personal well-being and to promote a calmer, more focused learning environment.

37 How Burnout, Stress and Anxiety Affect Our Brain

Burnout, stress and anxiety not only have a psychological impact but also produce important biological changes. This workshop explores the effects that these elements have on the nervous system, mainly the brain. Effective strategies are shared to manage burnout, stress and anxiety after a traumatic event or sudden change, supporting staff on their path to recovery and resilience.

38 Stress Management

Stress is a normal physical and emotional response to situations perceived as challenging or threatening. However, it can affect well-being and health if not managed appropriately. This workshop offers practical tools to help professionals identify, manage, and reduce stress levels in their work environment. Participants will learn to support their emotional and physical well-being through relaxation techniques, time management, and self-care. The aim is to provide them with skills that will improve their quality of life and strengthen their ability to create positive and supportive environments for the children in their care.

39 Anxiety Management

Anxiety is a feeling of fear, dread, and anxiety that anyone can experience. In some cases, it can interfere with daily activities and become a psychological problem. This workshop offers tools to identify the different ways in which anxiety manifests itself. Its effects on academic tasks are emphasized. Strategies to manage it effectively are also presented.

40 Electronic Occupational Portfolio

In the digital age, the electronic portfolio becomes an essential tool to highlight academic achievements and work experiences. In this workshop you will learn how to build and maintain a digital portfolio for occupational use. Recommendations are offered on how to effectively highlight work experiences, competencies and skills that allow the work team to build a competitive digital professional profile.

Safe, Healthy, and Nurturing Environments

These services are focused on ensuring that children develop in safe environments, both at home and in the educational center. Preventive practices and measures are promoted that protect the physical and emotional integrity of children, while fostering a healthy environment that favors their well-being and learning. This approach ensures that spaces are conducive to full and safe development.

41 Safety in the Physical Environment

This workshop is designed to ensure that spaces where children learn and play are safe and conducive to their development. Key practices will be addressed to identify and minimize risks, ensure that materials and equipment are appropriate for each stage of development, and that the layout of the physical space ensures adequate supervision. The goal is to create environments that not only protect children's physical integrity, but also promote their overall well-being and ability to explore with confidence.

42 Promoting Healthy Habits

This workshop is designed to train participants in effective strategies to encourage healthy lifestyle habits among children. Participants will learn techniques to teach and promote the importance of a balanced diet, regular physical activity, emotional health, and personal hygiene. The workshop will include practical activities and resources to integrate these habits into the daily classroom environment, helping children develop healthy routines that support their long-term physical and emotional well-being.

43 Preventing Institutional Abuse

This workshop focuses on the prevention, identification, and management of institutional abuse. The relevant legal basis for the topic is discussed. Behaviors that constitute institutional abuse are identified and warning signs are discussed. Strategies for preventing this type of behavior are provided and ideas are presented on how to create a safe and respectful environment for all children. In addition, tools will be provided to foster an organizational culture that prioritizes the well-being and dignity of all involved.

44 Recreational Athletics

This workshop is designed to train participants in implementing safe, playful athletic activities to support children's physical and social development. Participants will learn to plan and lead athletic games and drills that promote gross motor skills, coordination, and teamwork. Through hands-on activities, teachers will explore strategies for integrating recreational athletics into the daily classroom routine, fostering healthy habits and a fun, active environment for children.

45 Behavior Management and Crisis Intervention

This workshop will equip participants with effective strategies for managing challenging behaviors and responding appropriately in crisis situations. Participants will learn prevention, intervention, and recovery techniques, as well as tools to promote a safe and emotionally supportive educational environment for all children.

46 Managing Aggression

Aggression in the educational environment can be disruptive and detrimental to coexistence. This workshop focuses on presenting the different ways in which aggressive behavior manifests itself and relates these manifestations to the stages of the life cycle. Techniques and strategies will be provided to effectively manage aggressive situations, promoting effective communication and a safe and peaceful learning environment.

Provide your teachers with highly customized professional development that focuses on addressing your school's most important challenges. Whether you choose an in-person small-group workshop, webinar, or conference, FACTS will align your PD content with your school's mission, vision, and needs.