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Effects of Training Course Curriculum to Encourage the Early Childhood Teacher's Experience Ability to Enhance Executive Function Skills for Early Childhood

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Abstract
This research aimed to 1) Study the learning experiences management ability of teachers 2) Study the satisfaction of the teachers towards training course curriculum and 3) Compare executive function skill of early childhood before and after learning experiences management. The research method was experimental research design, utilizing the One-Shot Case Study. The sample consisted of 12 teachers and 120 children, which were obtained from purposive sampling, the research tools included: 1) The training course curriculum and user manual (ASSIE Model), the quality of the curriculum's appropriateness was rated at a high level (M=4.29, SD=0.70). 2) The learning experiences management ability assessment form, consisted of two aspects: 2.1) Designing Experience Plans and 2.2) Organizing Experiences, comprising 27 items in total. A 3-level Scoring Rubric was used. The content validity was value between 0.67 to 1.00. It also demonstrated high reliability with a Cronbach's alpha value of 0.976. 3) The teacher's satisfaction questionnaire, consisted of five dimensions: 3.1) Curriculum Content, 3.2) Training Process, 3.3) Trainers, 3.4) Activity Materials and 3.5) Evaluation and Assessment Comprising 21 items, the questionnaire employs a 5-point Likert Rating Scale. The content validity was value of 1.00.and 4) The executive function skill assessment form of early childhood, consisted of three dimensions: 1) Fundamental Skills, 2) Self-Regulation Skills 3) Practical Skills comprising 27 items, the assessment uses a 3-level Scoring Rubric. The content validity was value between 0.67 to 1.00. Its reliability was also high, with Cronbach's alpha value of 0.955.Data analysis used content analysis, mean (M), standard deviation (S.D.) and t-test dependent. The research results found that 1) Teacher's learning experiences management ability have high level (M=2.70, S.D.=0.47) 2) The satisfaction of teachers towards training course curriculum, in overall was at the highest level (M=4.78, S.D.=0.42) and 3) The executive function skill of early childhood who received learning experiences management after class were score higher than before class, with statistical significance at the .01 level

Keywords: Training Course Curriculum, Experience Ability, Executive Function Skills, Early Childhood

Introduction

Early childhood education is the holistic development of early childhood from birth to six years of age, based on caregiving and the promotion of learning processes that align with the natural growth and developmental stages of each child to their fullest potential. This is achieved within the context of the society and culture where the child resides, through love, compassion, and understanding from everyone involved. The goal is to build a foundation for a quality life, enabling children to grow into well-rounded individuals who contribute value to themselves, their families, communities,

society, and the nation. Early childhood, between the ages of 0–6 years, are in the golden age of learning. During this stage, the brain develops rapidly. If children receive proper development and stimulation, it will enhance their physical, emotional, social, and intellectual readiness. The foundation for all aspects of development should begin in early childhood, as laying the groundwork for a child's preparedness depends on nurturing, caregiving, education, and development from a young age. Therefore, the goal of early childhood education and development should be to ensure that every child grows and learns happily. One of the most critical skills for developing children to their full potential is EF (Executive Functions).

EF (Executive Functions) skills refer to the functioning of the brain's frontal lobe, which is responsible for controlling thought processes. It involves the interconnected operations of the nervous system, processing past and present experiences to help individuals think critically, reason, and act in order to achieve their goals (Muangthong et al., 2020). EF skills guide goal-directed behavior, indicating what should be done appropriately within a given context, while taking into account past knowledge and experiences, current situations, future expectations, values, and life purposes. EF also helps individuals develop a sense of readiness, responsibility, flexibility, and collaboration (Moran & Gardner, 2018). Thus, the concept of EF skills plays a vital role in stimulating the cognitive functions of children's brains to work more effectively. EF involves brain processes that evaluate, analyze, make decisions, plan, initiate actions, self-monitor, and solve problems by integrating past experiences with current situations (Tanasettakorn, 2019). These processes lead to better EF development as children grow older. The primary brain region controlling EF skills is the frontal lobe, specifically the prefrontal cortex, which acts as the brain's command center, coordinating various brain functions. Promoting EF skills in early childhood is crucial for fostering critical thinking that aligns with the brain's functionality. This is particularly beneficial in the information age. If stakeholders recognize and understand the key concepts behind developing EF skills in early childhood, it will positively impact both the development of children and the nation's future. There are several approaches to enhancing EF skills in early childhood, such as fostering secure and trusting relationships in children, maintaining physical brain health, creating supportive and appropriate environments, and teaching social-emotional skills (Hanmethee, 2017). Successfully driving these approaches requires collaboration from various parties, with early childhood teachers playing a pivotal role in this endeavor.

A major issue in early childhood education today stems from a lack of proper knowledge and understanding among teachers, school administrators, and educational institutions regarding the appropriate management of early childhood education. The insufficient understanding of age-appropriate intellectual development has led teachers to prioritize reading and writing skills that exceed the developmental stage of early childhood, focusing more on rote memorization than on fostering critical thinking and decision-making skills. Meanwhile, some school administrators prioritize the reputation of their schools, preparing children for competitive examinations rather than focusing on holistic development. This has resulted in unequal access to quality education, prompting a trend of exam-driven learning for admission into prestigious schools, even at the kindergarten level. Additionally, the system for producing early childhood teachers is influenced by societal preferences for government jobs, which are seen as secure and offer good benefits. As a result, there is a push to elevate teachers' educational qualifications. However, the current teacher production system lacks mechanisms for monitoring and assessing quality. For example, the large number of early childhood teachers being trained has led to an imbalance in the ratio of faculty to students, which negatively affects teaching and learning efficiency. The professional development of early childhood teachers cannot rely solely on lectures but requires hands-on training, guided closely by specialists in early childhood education. Furthermore, the education system emphasizes content delivery and testing over curriculum improvement and formative assessment. At the elementary level, the focus on rote memorization of excessive knowledge does not align with early childhood education, which emphasizes

holistic development across physical, intellectual, social, emotional, and psychological domains. Most preschool and childcare centers evaluate memory-based performance without considering authentic assessments. Similarly, government agencies responsible for education often use rigid evaluation criteria rather than assessments aimed at improving student outcomes, leading to a lack of actionable feedback for learner development (Phumipak, 2019). Given these challenges, it is urgent to develop early childhood teachers who can effectively organize experiences to foster their own professional growth and become highly capable educators. These teachers should be able to design activities that are appropriate for the interests, developmental stages, and growth of early childhood. This, in turn, will help children develop executive thinking and self-management skills, equipping them to grow into well-rounded and high-quality adults in the future.

From the aforementioned significance and rationale, it is evident that there is a need to develop a training curriculum aimed at enhancing early childhood teachers' abilities to organize meaningful learning experiences. This approach will enable teachers to improve their critical thinking processes and their capacity to design and deliver effective experiences, ultimately benefiting early childhood by fostering their executive thinking and self-management skills. Therefore, the researcher is interested in developing a training curriculum to enhance early childhood teachers' abilities to organize experiences that promote EF (Executive Function) skills for early childhood. The findings of this research will benefit early childhood, students, teachers, and stakeholders in improving the educational system. This, in turn, will contribute to the stability, prosperity, and sustainability aligned with Thailand's development vision in the long term.

Method

The study of effects of training course curriculum to encourage the early childhood teacher's experience ability to enhance executive function skills for early childhood, represents the second phase of the research project on developing a training curriculum to enhance early childhood teachers' abilities to organize experiences that promote EF (Executive Function) skills in early childhood. This research employed a Pre-experimental research design by utilizing this experiment design:1) The One-Shot Case Study design was employed to address Objective 1: to study early childhood teachers' ability to organize learning experiences that enhance executive function (EF) skills in early childhood. 2) The One Group Pretest-Posttest Design was used to address Objective 3: to compare early childhood's EF skills before and after participating in the organized learning experiences. 3) The One-Shot Case Study design was also employed to address Objective 2: to study early childhood teachers' satisfaction with the use of the training curriculum designed to enhance their ability to organize EF-promoting experiences.

Sample

Early childhood teachers aged between 25–55 years, teaching kindergarten levels 1–3 during the first semester of the 2024 academic year at Thep Sathan 1 Wat Kaen Lek School and Thep Sathan 4 Wat Chai Surin School, under the local administrative organization in Mueang District, Phetchaburi Province. A total of 12 teachers were selected. The teachers had to have at least a bachelor's degree, at least 3 years of experience in teaching early childhood education, and had completed the training course aimed at enhancing their ability to organize experiences that promote EF skills in early childhood. This group was selected through purposive sampling.

Early childhood, both male and female, aged between 3–6 years, enrolled in kindergarten levels 1–3 during the first semester of the 2024 academic year at Thep Sathan 1 Wat Kaen Lek School and Thep Sathan 4 Wat Chai Surin School, under the local administrative organization in Mueang District, Phetchaburi Province. A total of 120 children were selected (60 from each school). This group was also selected using purposive sampling.

Research Instruments

1. Training Curriculum (ASSIE Model) to enhance the ability of early childhood teachers to organize experiences that promote EF skills in early childhood. The curriculum consists of 6 components: 1) Principles, 2) Objectives, 3) Content, 4) Activities,

5) Media and Learning Resources, 6) Evaluation. The curriculum was evaluated for its appropriateness by 3 experts using a 5-point Likert rating scale. The quality of the curriculum's appropriateness was rated at a high level (M=4.29, SD=0.70). The content of the training curriculum includes 5 learning units, with a total of 48 hours, as shown in Table 1.

Table 1 Content of the Training Curriculum

Unit	Topic	Hours
1	Early Childhood Education Management in the Next Normal Era	3
2	EF Brain Skills and Development	15
3	Designing Experience Plans to Enhance EF Skills for Early Childhood	12
4	Organizing Experiences to Enhance EF Skills for Early Childhood	12
5	Measuring and Evaluating EF Skills for Early Childhood	6
	Total	48

2. Assessment Form for Teachers' Ability to Organize Experiences: This form evaluates two aspects: 1) Designing Experience Plans and 2) Organizing Experiences, comprising 27 items in total. A 3-level Scoring Rubric was used. The tool was reviewed for content validity by three experts using the Index of Item Objective Congruence (IOC), showing a consistency index ranging from 0.67 to 1.00. It also demonstrated high reliability with a Cronbach's alpha value of 0.976.

3. Satisfaction Questionnaire for the Training Curriculum: This questionnaire evaluates satisfaction across five dimensions: 1) Curriculum Content, 2) Training Process, 3) Trainers, 4) Activity Materials, 5) Evaluation and Assessment Comprising 21 items, the questionnaire employs a 5-point Likert Rating Scale. Its content validity was reviewed by three experts, with an IOC value of 1.00.

4. Assessment Form of EF skills for Early childhood: This form evaluates three dimensions of EF skills: 1) Fundamental Skills, 2) Self-Regulation Skills 3) Practical Skills comprising 27 items, the assessment uses a 3-level Scoring Rubric. The tool was validated by three experts using the IOC, with a consistency index ranging from 0.67 to 1.00. Its reliability was also high, with Cronbach's alpha value of 0.955.

Data Collection

Before conducting the training, the research team provided detailed explanations to the participants about the structure of the training activities, the assessment criteria, and the objectives of the training curriculum designed to enhance early childhood teachers' abilities to organize experiences fostering EF skills for early childhood.

The training was carried out with early childhood teachers using the developed curriculum to enhance their ability to organize experiences that promote EF skills for early childhood. The training schedule followed the plan outlined in Table 2 below:

Table 2 Training Schedule based on the Training Curriculum to Enhance Early Childhood Teachers' Ability to Organize Experiences that Foster EF Skills for Early Childhood

Training Topics	Duration (hours)
Unit 1 Early Childhood Education in the Next Normal Era	3
Unit 2 EF Skills and Development	
Definition and Importance of EF Skills	3
Activities to Promote EF Skills for early childhood: Music, Songs, and Movement Activities	3
Activities to Promote EF Skills for early childhood: Creative Arts and Educational Games	3
Activities to Promote EF Skills for early childhood: Experiential Activities	3
Activities to Promote EF Skills for early childhood: Outdoor Games	3
Unit 3 Designing Learning Plans to Promote EF Skills for early childhood	12
Unit 4 Organizing Learning Experiences to Promote EF Skills for early childhood	9
Unit 5 Assessing EF Skills for early childhood	6
Unit 5 Assessing EF Skills for early childhood: "Reflection on Learning"	3

Early childhood teachers implemented the designed learning plans to provide learning experiences for early childhood. The EF skills of the early childhood were assessed prior to the experiment. The teachers conducted supplementary experiential activities every Tuesday, Wednesday, Thursday, and Friday for a period of 4 weeks, totaling 20 days. Each session lasted 20 minutes per day. These activities were conducted simultaneously across all participating schools.

At the end of the experimental period, the researcher evaluated the teachers' ability to organize learning experiences using the designated assessment tool. The EF skills of the early childhood were re-assessed using the same EF assessment tool that was used prior to the experiment.

The scores from the evaluation of the teachers' ability to organize learning experiences were summarized. Additionally, the EF skills of the early childhood were compared between the pre-experiment and post-experiment assessments to determine the effectiveness of the training and the experiential learning activities.

Results

Findings on Early Childhood Teachers' Ability to Organize Experiences Enhancing EF Skills for Early Childhood: Overall, early childhood teachers demonstrated a high level of ability in organizing experiences to enhance EF skills (M=2.70, SD=0.47). When analyzed by specific aspects, teachers showed high levels of ability in all areas. The highest-ranked aspect was the ability to design experiential activities (M=2.70, SD=0.49), followed by the ability to implement the experiential activities (M=2.69, SD=0.46), as detailed in Table 3.

Table 3 The result of Teachers' Ability to Organize Experiences Enhancing EF Skills

Evaluation Items	The result		Skill Level
	M	SD	
1. Designing Experiential Activities	2.70	0.49	high
1.1 Components of the experiential plan	2.81	0.40	High
1.2 Designing experiential activities	2.58	0.55	high
2. Implementing Experiential Activities	2.69	0.46	High
2.1 Preparing for experiential activities	2.83	0.38	High
2.2 Conducting experiential activities	2.71	0.46	High
2.3 Teaching skills	2.72	0.45	High
2.4 Use of media or learning resources	2.61	0.49	High
2.5 Assessing and evaluating early childhood	2.58	0.50	High
Overall Summary	**2.70**	**0.47**	**high**

The results of the study on the satisfaction of early childhood teachers towards the use of the training curriculum to enhance their ability to organize experiences for early childhood education show that: Overall, the teachers had the highest level of satisfaction with the training curriculum (M=4.78, SD=0.42). When considering each aspect, teachers had the highest satisfaction in all areas, with the highest satisfaction in the areas of curriculum content and activity materials (M=4.78, SD=0.42). The next highest satisfaction was in the area of trainers (M=4.69, SD=0.47), followed by assessment and evaluation (M=4.65, SD=0.48), and the training process (M=4.55, SD=0.50), as detailed in Table 4.

Table 4 Satisfaction of Early Childhood Teachers towards the Use of the Training Curriculum to Enhance their Ability to Organize Experiences for Early Childhood

Evaluation Items	M	SD	Satisfaction Level
Curriculum Content	4.78	0.42	The highest
Training Process	4.55	0.50	The highest
Trainers	4.69	0.47	The highest
Activities management material	4.78	0.42	The highest
Measurement and evaluation	4.65	0.48	The highest
Overall satisfaction	4.68	0.47	The highest

Results of Comparing the EF Skills of Early Childhood Before and After Experience Organization: The EF skills of early childhood who received organized experiences after learning were

significantly higher than those before learning at the .01 level. The mean EF skills of the early childhood after the experience organization (M=69.23, SD=1.00) were higher than the mean EF skills of the early childhood before the experience organization (M=39.45, SD=1.13).The effect sizes of the difference in standard scores between the pretest and posttest after the learning experience was at a high level (d=12.60).

Table 5 Comparing the EF Skills of Early Childhood Before and After Experience Organization

Evaluation	Number of children (N)	Full Score	Mean (M)	Standard Deviation (SD)	t-test	sig
Before using activity	120	81	39.45	1.13	-29.775	.000*
After using activity	120	81	69.23	1.00		

*Significant at the .01 level

Discussion

The research shows the development of the early childhood teacher's activity ability using the augmented reality storybook set to lessens issues and foster resilience from bullying for early childhood

From the evaluation results of the effectiveness of the training course curriculum to enhance the ability of early childhood teachers to organize experiences that foster EF skills for early childhood, it was found that the ability of the early childhood teachers to organize experiences that promote EF skills for early childhood was at a high level (M=2.70, SD=0.47). This aligns with the research hypothesis, which stated that early childhood teachers who received the training course would have a high level of ability to organize experiences. This may be due to the quality design and development of the ASSIE Model, which was used to enhance the teachers' ability to organize experiences. The model was developed through a Research and Development (R&D) process, which included five steps in the curriculum development process. As a result, the ASSIE Model showed high suitability and was effective in improving the teachers' ability to organize experiences, aligning with Koehler and Mishra (2008), who stated that research and development is a type of research that is very beneficial for the development of work, professional growth, or improving human life. Research and development helps generate new alternatives, methods, or innovations that improve the effectiveness of work. Similarly, Taba (1962) stated that curriculum development helps improve and refine existing curricula to achieve better outcomes in terms of objectives, content organization, teaching methods, and assessment. Curriculum change involves modifying the entire system, including goals and methods, and these changes impact the thoughts and feelings of all stakeholders involved.

From the five-step curriculum development process of the ASSIE Model and the six components of the training course curriculum, it is evident that these processes have helped promote early childhood teachers' ability to organize experiences. This ability stems from curriculum design based on theoretical concept analysis, as well as the opinions of experts with specialization in the field. As a result, the training course curriculum has high quality and effectively enhances early childhood teachers' ability to organize experiences. This is in line with the Constructivism Learning Theory, which is a part of Cognitive Psychology. The theory has roots in the works of Ausubel and Piaget (Sariwat, 2014), and is explained as follows: 1) Learners construct knowledge based on the relationship between what they encounter and their existing understanding by using their cognitive process (Cognitive Apparatus). 2) Learning according to the Constructivism theory, through cognitive structures, is the result of mental effort. Learners build knowledge through their own psychological processes. While teachers cannot directly alter cognitive structures, they can help learners adjust their cognitive structures by creating situations that lead to cognitive dissonance. 3) Learners do not immediately absorb or retain information, but instead interpret the information based on their own experiences, expand upon it, and test their interpretations. 4) Learning occurs when individuals construct knowledge and make

it successful through a process of equilibrium. The mechanism of equilibrium involves adjusting oneself to the environment to remain in balance, which consists of two processes: Assimilation and Accommodation. Assimilation is the process of interacting with the environment and integrating new experiences into existing experiences that are similar or alike. The brain adapts new experiences to the prior knowledge structure. Accommodation is the subsequent process, where if the new experience does not fit into the existing knowledge structure, the brain will either adjust the structure or create a new one to accommodate the new experience. This aligns with the research by Seekheio et al. (2022), which studied the development of training curricula to enhance the competency of designing learning management for primary school teachers to foster advanced thinking skills in students. The research findings showed that: 1) Primary school teachers expressed a significant need for training to improve their skills in designing learning management to enhance students' higher-order thinking skills. 2) The training curriculum consisted of principles, rationale, objectives, content, structure, activities, media, and assessment. The training curriculum proved highly effective. 3) The experimental results of using the curriculum showed that the trainees' knowledge, skills, and attitudes in designing learning management exceeded the 70% threshold, and the trainees expressed the highest level of satisfaction with the training curriculum.

The satisfaction of early childhood teachers with the use of the training curriculum to enhance their ability to organize experiences for early childhood was at the highest level (M=4.78, SD=0.42). This result aligns with the research hypothesis that early childhood teachers are highly satisfied with the training curriculum designed to enhance their ability to organize experiences. The two most satisfied aspects were the curriculum content and the activity materials. This could be because, in terms of content, most early childhood teachers felt that the material matched their needs and interests. The curriculum content was comprehensive and contributed to enhancing the teachers' ability to organize experiences that promote EF skills for early childhood. The sequencing of the content was also appropriate, as it was developed and designed based on input from early childhood teachers. This made teachers satisfied and eager to learn. Regarding the activity materials, the majority of teachers found the materials engaging and that they helped deepen their understanding of the training content. The materials were diverse, complete, and suitable for use in training to promote EF skills for early childhood. The media used in the training were attention-grabbing, such as videos aligned with the training content, and incorporated various technologies. This aligns with Maslow's (1948) theory, which states that human desires are innate and are ranked in a hierarchy, from basic needs to higher-level desires. When these needs are met, satisfaction arises. The training process developed by the researcher meets the fifth level of Maslow's hierarchy: the need for knowledge. This is when people seek knowledge to improve themselves and develop their interests. Similarly, Scott emphasized that motivating individuals to derive satisfaction from their work requires them to understand the connection between their work and their personal desires. Work must be meaningful, and the success of tasks should be planned and measured using an effective system of management and control. For intrinsic motivation to be effective, learners must participate in goal setting and directly experience the success of their tasks. This is in line with the feedback from early childhood teachers and the findings of Seangkla (2022), who studied teacher satisfaction regarding school management using a school-based model in Bueng Kum District, Bangkok. The study found that teacher satisfaction with the school management system was at a high level across all aspects.

The EF skills of early childhood who participated in the experience-based activities after the training were significantly higher than before the training at the .01 statistical level. This result aligns with the research hypothesis that early childhood who underwent the experience-based activities showed improved EF skills after the intervention. This could be attributed to the fact that early childhood teachers gained knowledge and skills from participating in the ASSIE Model training program. As a result, the teachers were able to plan and design experience-based activities aimed at promoting EF skills for

early childhood across all three domains. This led to greater teacher confidence in organizing learning experiences, ensuring that each lesson met the set objectives. As Jaithiang (2010) explained, the importance of lesson planning lies in its ability to provide teachers with confidence. When teachers are confident, they can teach more fluently and follow the planned steps smoothly without interruptions. This careful preparation allows the teaching process to proceed toward the intended goals efficiently, leading to more effective learning outcomes compared to teaching without a plan. Proper lesson planning requires attention to all teaching elements, including time management, setting up the learning environment, and organizing necessary resources, which enhances the overall learning experience. Therefore, when teachers plan their lessons thoughtfully and follow the plans, the outcome is likely to be better than when no planning is done. When teachers are well-prepared, the experience-based activities are more focused, ensuring that the development of early childhood progresses as desired.

In addition, early childhood teachers also incorporate various activities that promote EF skills into the integrated experience activities and daily life of the early childhood, aligning with their interests and developmental stages. This approach has led to greater engagement from the early childhood in the activities and the development of higher EF skills. As Horadall (2018) pointed out, the principles for organizing experiences for early childhood should consider four important aspects: developmental principles, safety, self-esteem, and enjoyment. This approach is consistent with Dawson and Guare (2014), who discussed the principles of developing EF skills and their application. Developing early childhood's EF skills cannot be achieved in a short period of time; instead, it must gradually be integrated into their daily lives. This can be done by modifying the environment to help enhance EF skills or minimize negative factors that may hinder the development of EF. Teaching EF skills involves changing the external conditions that affect the child's development. While small changes can help early childhood with underdeveloped EF skills succeed, even small successes have a positive impact on their skills. Importantly, teachers need to provide ample time for early childhood to engage in tasks and ensure that the environment around them is suitable for their needs. Motivating early childhood to use their EF skills is essential, and teachers should encourage change through positive reinforcement and by involving early childhood actively in the process. This aligns with the research by Khanongdet et al. (2020), which explored the impact of using media and toys in experience-based activities on the EF skills of early childhood in a professional development school network in the southern border provinces. The study found that after participating in experience-based activities with media and toys, the EF skills of early childhood in the professional development school network did not differ significantly, and there was no statistically significant effect.

Conclusion

The ASSIE Model training course developed by the researcher and teacher and early childhood requirement has been synthesized from the curriculum development steps of various scholars and transformed into a training program designed to enhance early childhood teachers' abilities to organize experiences that promote EF skills for early childhood. The content of the training course is comprehensive and meets the needs of both the teachers and early childhood, making the curriculum high in quality. The ASSIE Model training curriculum is designed to equip early childhood teachers with genuine knowledge and competencies in organizing learning experiences that foster executive function (EF) skills for early childhood. Teachers participating in the training will receive foundational knowledge starting from early childhood education management in the Next Normal era, to designing classroom activities that promote EF development in young learners. Through the training, teachers will be able to design EF-enhancing experience plans, implement those experiences in the classroom, and assess and evaluate EF skills for early childhood. The early childhood, in turn, will benefit from EF skill development through activities that are appropriately tailored to the classroom context. These activities are integrated

into daily routines and teaching units. The training follows an active learning approach throughout the process, beginning with discussions and hands-on workshops in the training room, followed by classroom practice, and culminating in reflective sessions where teachers collaboratively share and analyze their experiences in applying what they have learned. Furthermore, the curriculum encourages teachers to explore and engage with various forms of media, technologies, and diverse learning resources both within and beyond the classroom setting using real-world learning environments. However readers who are interested in utilizing this training program to further develop early childhood educators and early childhood, the following considerations should be kept in mind: 1) Teachers' Role in Promoting EF Skills: Early childhood teachers play a crucial role in fostering EF skills for early childhood. Therefore, when developing these teachers, it is important to focus on equipping them with knowledge to promote EF skills for early childhood and providing practical training in designing and organizing experiences for early childhood. 2) Consideration of Issues and Needs: Researchers should consider the problems, significance, and needs identified from the research findings to design training courses that are aligned with the specific needs of the trainees. 3) Assessment of Participants' Knowledge: There should be an evaluation of the trainees' understanding to ensure the effectiveness of the training. 4) Adjusting the Training Duration: The researcher should adjust the time spent on each unit of the training to align with the content of the learning units. This ensures the training process is appropriate and efficient. Additionally, for those interested in further developing this research, the researcher offers the following suggestions for future research: 1) Training Course for Teacher Education Students: It would be beneficial to study the development of a training program aimed at enhancing the ability to organize experiences that foster EF skills for early childhood for teacher education students. 2) Incorporating Other Learning Theories: Future research should explore the development of training programs based on additional theoretical frameworks, such as Activity-Based Learning (ABL) or Project-Based Learning (PBL), to diversify the pedagogical approaches and enhance the training effectiveness. 3) Development of Training for Other Skills: There should be a focus on developing training programs that enhance the ability of early childhood educators to organize experiences that foster various skills for early childhood, such as critical thinking, fine motor skills, and gross motor skills, among others.

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