

# **CD1011**

*Introduction to Early Childhood*

*September 2009*

**Grande Prairie Regional College**

**Instructor: Jane Howes**

**GRANDE PRAIRIE REGIONAL COLLEGE  
EARLY LEARNING AND CHILD CARE PROGRAM  
CD1011**

**Introduction to Early Childhood**

**Semester:** Fall 2009      **Instructor:** Jane Howes  
**HOURS:** 30  
**CREDITS:** 2      **PHONE:** 780 539 2045  
**DATES:** Sept. 3 - Dec.10      **E-MAIL:** jhowes@gprc.ab.ca  
**DAYS:** Thursdays.      **OFFICE HOURS:**  
**Time :** 1:00 -2:50

**COURSE DESCRIPTION:**

This course introduces the field of early childhood. Programs and services for young children and their families including the roots of early childhood, the evolution of early learning and child care in Canada, and aspects of quality programs will be examined. The role of the early childhood professional in supporting children's development through child centered developmentally appropriate interactions and experiences will be introduced.

**REQUIRED TEXTS:**

None

**COURSE OBJECTIVES:**

- 1) Identify historical figures who have had an influence on current early childhood theory and practice.
- 2) Describe the historical growth and need for early childhood programs.
- 3) Compare the characteristics and philosophy of major contemporary program models.
- 4) Describe the types and purposes of some current program models.
- 5) Identify the characteristics of quality early childhood programs.
- 6) Define play and identify examples of play and non-play activities.
- 7) Explain how play-based programs meet children's developmental needs.
- 8) Describe the personal characteristics of a competent early childhood professional.
- 9) Explain the role of the adult in facilitating children's development through play.

**CLASS FORMAT:** Classes will be comprised of lectures, independent and small group tasks, and class discussion.

**TEACHING METHODS:** Lectures will incorporate A.V. materials and group work and discussion.

**GRADING POLICY:** A final grade of D (1.0) must be obtained in order to pass this course. Assignments and final grades will be based on the following alpha grading system.

<b>ALPHA GRADE</b>	<b>4-POINT EQUIVALENCE</b>	<b>DESCRIPTOR</b>
A+	4.0 (90- 100 )	Excellent

A	4.0 ( 85-89 )	
A-	3.7( 84-80)	First Class Standing
B+	3.3 (79-75)	
B	3.0 ( 74- 71)	Good
B-	2.7( 70-66)	
C+	2.3 ( 67-69 )	Satisfactory
C	2.0( 64-66)	
C-	1.7( 60-63)	
D+	1.3 (55 59 )	Poor
D	1.0 (50 -54 )	Minimal Pass
F	0.0 ( 49 – 0 )	Failure

### **CLASS POLICIES:**

**It is your responsibility to become familiar with the basic student rights and responsibilities found in the College calendar and the following policies for this class.**

- Demonstrate your commitment to learning by attending all classes, arriving on time and leaving when the class is dismissed.
- Use class time to its best by being prepared for each class, contributing thoughtfully to discussion, and participating actively and appropriately in class.
- Keep your discussion related to the topic or activity. Side conversations are very distracting. Whether the instructor or a classmate “has the floor”, please respect others by refraining from conversing with your neighbors.
- Cell phones are not permitted in the class, If you are expecting an urgent call, please let me know at the beginning of the class, and put your phone on vibrate.
- Regular attendance and active class participation help you understand the content and be a successful student. Absence from 20% and over of the class hours will result in a grade of 0 for attendance/participation.
- You do not need to ask for permission to be absent. If it is necessary for you to miss a class, I will assume that you have made the best decision for the circumstances and that you accept the consequences of your decision. Arrange to obtain copies of handouts, lecture notes, and other information you may need from a fellow student.
- Submit your assignments on time. On time means at the end of class or, at the latest, 4:30 on the due date.
- Late assignments will be penalized :
  - 1) An initial 5% a week for late assignments and after two weeks the student cannot hand in his/her assignment.
  - 2) Should a student be allowed to resubmit an assignment a grade of 60 % is the highest grade the student can receive.
  - 3) If a student lets the instructor know at least one week prior to the due date that it is not possible to have the assignment in on time a contract can be made with the instructor stating when you can submit the assignment.

- 4) Any assignment turned in and considered not to be your own work will result in the assignment being graded “0” and no opportunity to make up the assignment or missed points.
- Graded assignments will normally be returned within 2 weeks
- If you have concerns, questions or difficulties please contact me by phone, email or after class.

**TOPICS:**

The following topics, although not necessarily in the listed order, will be covered in this course.

1. The Field of Early Childhood
  - a. Overview of the profession and the issues
2. The Roots of Early Childhood
  - a. Influential people in the history of early learning and child care
  - b. The evolution of early learning and child care in Canada
  - c. Issues in Early Learning and Child Care in Canada and Alberta
3. Early Childhood Programs
  - a. Types and purposes
  - b. Program models: Reggio Emilia, Waldorf, Montessori
4. Quality in Early Childhood programs
  - a. Components of high quality programs
  - b. The impact of quality (or lack of quality) on children’s development
5. The Early Childhood practitioner
  - a. Personal qualities
  - b. Roles and responsibilities
6. Creating positive relationships with children
7. Child-centered programs
8. The Importance of Play

**CLASS SCHEDULE:**

This is a **TENTATIVE** schedule of the course content and assignment due dates. The schedule **MAY CHANGE** based on your needs or mine. Any changes will be discussed with you in class.

<b>Date</b>	<b>Topic and Reading</b>	<b>Assignments/ Tasks</b>
Sept. 3	1. Introduction to CD1011 2. The Field of Early Childhood	
Sept. 10	Early Childhood Programs and Services	
Sept. 17	Class Cancelled	
Sept. 24	Quality in Early Childhood programs	
Oct. 1	Quality	

Oct. 8	The Early Childhood practitioner – characteristics, roles, and responsibilities	
Oct. 15		Assignment #1
Oct. 22	Creating positive relationships with young children	
Oct. 29		
Nov. 5	Child centered & Developmentally appropriate practice	
Nov. 12	Play, learning and development	Assignment #2
Nov. 19	(Note Nov. 20 is the National Day of the Child)	
Nov. 26		
Dec. 3	Program models: Reggio Emilia, Montessori, Waldorf	Assignment #3
Dec. 10	Last Class	

### **ASSIGNMENT OVERVIEW :**

#### **Assignment #1**

**weight: 30%**

**Due Date: Friday, October 16, 4:30 p.m.**

#### **Developmentally Appropriate Practice**

#### **PART A: EVALUATION OF DEVELOPMENTALLY APPROPRIATE PRACTICE**

You will need to interview a staff to answer the following introductory questions, ..

#### **Section 1: Type of Program**

- i. Describe the program philosophy.
- ii. What are the goals of this program? (Find out what the teacher / caregiver thinks is the most important purpose of the program in terms of the children and their needs.)
- iii. What needs are met for the families using this program or service?

- iv. What services are provided for the children, e.g., meals, transportation, field trips?
- v. What is the age range of the children served?
- vi. How many children does each adult have to care for (child-staff ratio)?
- vii. Outline the program schedule (or daily routine).

### **Observation**

#### **2: Characteristics of Quality in Early Childhood Programs**

During your observation, **focus on the physical environment and experiences** available for the children. Do **not** look at the interactions between staff and children, as that is not the focus of this assignment.

1. In a two to three page summary, outline what you observed in relation to the following characteristics of quality early childhood programs as focusing on:
  - choices for children,
  - time allotted for play,
  - small groups,
  - play-oriented programming.
2. Explain whether or not the program is an example of a developmentally appropriate program. Use examples from your observation.
3. Outline what areas you feel could be improved to make the program more developmentally appropriate and state what you would do to implement these changes.

This assignment will be evaluated on:

Clear explanations of your observations.(15 points)

Detailed analysis of how class materials relate to reality (10 points)

Professionalism grammar, spelling, appearance (5 points)

#### **Assignment #2**

**weight: 30%**

**Due Date: November 12 (allows time to display poster prior to Nov 20. )**

#### **The Value of Play**

Create a set of 2 posters (minimum size 8 ½ x 11in. maximum size 24 x 24 in.) explaining the importance of play and how play supports children's development. Each poster should show a child or children engaged in play and describe the learning/development that is acquired through play. Decide how these posters will tie

into the following seven developmental domains: physical; creative; cognitive; language and literacy; social; and emotional.

This assignment will be evaluated on:

- Clear illustrations of children's play (10 points)
- Thorough descriptions of learning/development (10 points)
- Presentation – Attractive/appealing (5 points)
- Professional presentation (5 points)

**Assignment #3**

**weight: 35%**

**Due Date: varies throughout the semester**

Throughout the semester you will carry out in-class tasks. Some examples are:

1. Now and Then- article and questions. ( 5 )
2. “In the public interest” video and questions( 5 )
3. In class research of historical figures and a time line. ( 5 )
4. Good Job - article and questions. ( 5 )
5. Bev Bos – video ( 5 )