

**GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT
CD1010
INTRODUCTION TO EARLY CHILDHOOD EDUCATION**

HOURS: **45 HOURS** **CREDITS 3**

SEMESTER: _____

INSTRUCTOR: _____

PHONE: _____

TEXT: Developmentally Appropriate Practice

COURSE DESCRIPTION:

CD1010 Introduction to Early Childhood is an introduction to the philosophy and goals of child-centred play oriented programs for young children. Students learn positive approaches to guiding childrens' behaviour as well as the teacher's role in a child-centred program. Students will learn about the stages of play and it's value for the total development of the young child.

COURSE OUTLINE REVISED: MAY, 1992

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COMPETENCIES

COMPETENCY 1

The student will demonstrate an understanding of the philosophy and goals of a child-centred, play-oriented program for pre-school children.

COMPETENCY 2

The student will demonstrate an understanding of the philosophy, goals, and program dimensions of a variety of programs for young children, (ECS, day care, nursery school, family day homes).

COMPETENCY 3

The student will understand methods of establishing and maintaining limits in an early childhood setting.

COMPETENCY 4

The student will be able to develop a portfolio of materials, (newsclippings, journal articles, catalogues, etc.) on a range of topics related to their professional growth.

COMPETENCY 5

The student will know the stages of play development and their developmental sequences.

COMPETENCY 6

The student will demonstrate an understanding of the value of play for the total development of the child.

COMPETENCY 7

The student will demonstrate an understanding of the adult's role in a child-centred programme.

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COMPETENCY 1

The student will demonstrate an understanding of the philosophy and goals of a child-centred, play-oriented programme for pre-school children.

Sub-topics

1. Historical influences on modern day educational practices, in particular, child-centred play-oriented programmes.
2. Objectives of child-centred early childhood education.
3. Philosophy and characteristics of child-centred, play-oriented programmes for young children.

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COMPETENCY 2

The student will demonstrate an understanding of the philosophy, goals, and programme dimensions of a variety of programmes for young children, (ECS, day care, nursery school, family day homes).

Sub-topics

1. Philosophy, goals, and programme dimensions of each of the following programmes for young children: ECS, day care, after school care, nursery schools, and family day homes.
2. Similarities and differences between each of the above programmes.

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COMPETENCY 3

The student will understand methods of establishing and maintaining limits in an early childhood setting.

Sub-topics

1. Discipline/punishment
2. Preventing discipline problems
3. Goals of a child-centred approach to guiding childrens' behaviour.
4. Developmentally appropriate guidance practices in early childhood programmes.

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COMPETENCY 4

The student will be able to develop a portfolio of materials, (newsclippings, journal articles, catalogues, etc.) on a range of topics related to their professional growth.

Sub-topics

1. Possible resources.
2. Possible topics.
3. Organizing the portfolio.

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COMPETENCY 5

The student will know the stages of play development and their developmental sequences.

Sub-topics

1. Definitions of play.
2. Parten's six types of social play
3. Piaget's four cognitive categories of play.
4. Simlansky's stages of play.
5. Free play in an early childhood setting - What is it? How free is it?

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COMPETENCY 6

The student will demonstrate an understanding of the value of play for the total development of the child.

Sub-topics

1. Characteristics of play.
2. The value of play in terms of the following areas of development: physical, social, cognitive, emotional and creative.
3. The value of play in the following centres:

Dramatic Play Centres
Block Centre
Art Centre
Manipulative Toy Centre
Water Centre
Sand Centre
Modelling Centre

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COMPETENCY 7

The student will demonstrate an understanding of the adult's role in a child-centred programme.

Sub-topics

1. Desired qualities of caregivers.
2. Adults role in developing and establishing a rapport with young children.
3. Adults role as a facilitator of play.
4. Adults role in interacting with children in their play.
5. Adults role in preparing an environment for free play.