

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

**HOURS:** 45

**Credits: 3**

**SEMESTER:** \_\_\_\_\_

**INSTRUCTOR:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_

**TEXT:** \_\_\_\_\_

**COURSE DESCRIPTION:**

An introduction to the philosophy, goals and characteristics of a child-centred programme for young children. You will learn positive approaches to guiding children's behaviour and will also develop an understanding of the role of play in children's development.

**COURSE OUTLINE REVISED: JUNE, 1995**

# INTRODUCTION TO EARLY CHILDHOOD

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## UNITS

### UNIT 1

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

### UNIT 2

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

### UNIT 3

The learner will demonstrate an understanding of the term, play, and its developmental nature in early childhood.

### UNIT 4

The learner will recognize the value of play in the lives of young children.

### UNIT 5

The learner will be able to explain the adult's role in facilitating children's development through play.

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**Unit One: The learner will demonstrate an understanding of the philosophy and goals of a child-centred, play-oriented programme for young children.**

**Objectives:** Upon successful completion of this unit you will be able to:

1. Define the philosophy of child-centred programming.
2. Define the adult's role in child-centred programming.
3. Identify child-centred characteristics in a variety of programmes for young children.
4. Describe how past educators and events have influenced current thinking about early childhood education.

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**Unit Two: The learner will understand methods of establishing and maintaining limits in an early childhood setting.**

**Objectives:** Upon successful completion of this unit you will be able to:

1. Explain the differences between punishment and discipline.
2. Justify the use of discipline rather than punishment in early childhood settings.
3. Use child-centred, developmentally appropriate practices to establish and maintain limits in an early childhood setting.

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**Unit Three: The learner will demonstrate an understanding of the term, play, and its developmental nature in early childhood.**

**Objectives:** Upon successful completion of this unit you will be able to:

1. Describe the characteristics of play.
2. Describe the social and cognitive levels of play and their developmental nature.

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**Unit Four: The learner will recognize the value of play in the lives of young children.**

**Objectives:** Upon successful completion of this unit you will be able to:

1. Compare and contrast theories which attempt to explain the value of play.
2. Explain how children's play in specific learning centres contributes to growth and development.

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**Unit Five: The learner will be able to explain the adult's role in facilitating children's development through play.**

**Objectives:** Upon successful completion of this unit you will be able to:

1. Describe the personal characteristics of a competent caregiver.
2. Describe the adult's role in facilitating children's development through play.