

F. 1988-89

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF
EARLY CHILDHOOD DEVELOPMENT

CD101

INTRODUCTION TO EARLY CHILDHOOD EDUCATION

COMPETENCIES

1

Students will show an understanding of the philosophy and goals of a child-centred, play-oriented program for preschool children.

2

Students will show an understanding of the philosophy, goals and program dimensions of day care and Early Childhood Services.

3

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

4

Students will be aware of the value of developing a portfolio of materials (news clippings, articles, catalogues, etc.) on a range of topics related to their professional growth.

5

Students will know the stages of play development and the developmental sequence of play.

6

Students will be aware of the value of play for the total development of the child.

7

Students will understand methods of adult interaction in a child-centred, play-oriented program.

Students will show an understanding of the philosophy and goals of a child-centred, play-oriented program for preschool children.

Learning Tasks:

1. Through research and discussion become aware of influences that shape and direct early childhood policies e.g. Dewey, Montessori, Piaget.
2. Define the basic objectives of early childhood education.
3. Understand the terminology of early childhood education.
e.g. child-centred, play-oriented, progressive, traditional
4. Begin to articulate, define and analyze an attitude towards working with children.
5. Write an essay demonstrating an understanding of the basic characteristics of a child-centred, play-oriented program.
Include a discussion of theorists who influenced this approach and definitions of all the terms and ideas discussed in the above tasks.

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2

Students will show an understanding of the philosophy, goals and program dimensions of day care and Early Childhood Services.

Learning Tasks:

1. Research and discuss the beliefs and principles inherent in the Early Childhood Services philosophy.
2. Discuss the goals of Early Childhood Services based on these beliefs and principles.
3. Discuss and submit a written summary of the program dimensions of Early Childhood Services.
4. Discuss the pamphlet "Program Guides for Day Care."
5. Submit a written summary of the program dimensions of day care delineated in this pamphlet.

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3

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

Learning Tasks:

1. Describe methods of limit setting and discuss their effectiveness.
2. Discuss the need for setting and maintaining limits in a playroom or classroom and appropriate methods for achieving this.
3. Discuss positive and negative approaches to discipline.
4. Submit and discuss in class written reports describing at least three situations in which a child tests the limits and suggestions of how this might be handled. Identify the essential characteristics of effective discipline.

Students will be aware of the value of developing a portfolio of materials (news clippings, articles, catalogues, etc.) on a range of topics related to their professional growth.

Learning Tasks:

1. Collect diverse sets of materials on a range of topics related to early childhood e.g. newspaper and magazine articles, pamphlets, etc. You may decide to keep these materials in file folders, in card files, in loose leaf notebooks, in boxes, etc.
2. In groups, send away for material as well as collecting material locally from the Health Unit, District Agricultural Office, etc. The portfolio should not include class handouts, assignments, etc.
3. Be prepared to share your portfolio half-way through the course.
4. On the last day of class portfolios should be brought to class to be shared and discussed.
5. Submit a portfolio index including sources of information collected, e.g. Health Unit. Submit at least five new sources of information.

Students will know the stages of play development and the developmental sequence of play.

Learning Tasks:

1. Research and summarize the definitions and theories of play.
2. Research and discuss the kinds of play paying attention to the stages of play development and the developmental sequence of play.
3. Role play in class and submit a written observation of a short play incident in terms of the above stages and sequences.
4. Make a chart showing Fowler's five types of play and Parten's six types of social play. Observe play incidents and record how many types you can identify.

Students will be aware of the value of play for the total development of the child.

Learning Tasks:

1. Consider how play can be used in a program of learning.
2. In groups research and discuss how to promote social, emotional, motor and intellectual development through play.
3. Submit a written observation of a young child at play over a period of time. What were the outcomes? What other materials and equipment would have been used to improve the play?

Students will understand methods of adult interaction in a child-centred, play-oriented program.

Learning Tasks:

1. Discuss the desired qualities of an adult working with young children and the teacher's role in promoting positive attitudes.
2. Research and discuss how to create a stimulating, positive, emotionally secure climate.
3. Discuss how to develop and establish rapport and role play appropriate examples of adult interaction.
4. Submit a written observation of adult/child interactions. Give specific examples of ways in which the adult exemplified attitudes of care, respect and learning.

Students will be aware of the value of play for the total development of the child.

Learning Tasks:

1. Consider how play can be used in a program of learning.
2. In groups research and discuss how to promote social, emotional, motor and intellectual development through play.
3. Submit a written observation of a young child at play over a period of time. What were the outcomes? What other materials and equipment would have been used to improve the play?