

**GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT
CD2010
HISTORICAL PERSPECTIVES & CONTEMPORARY ISSUES**

HOURS: **30**

CREDITS 2

SEMESTER: _____

INSTRUCTOR: _____

PHONE: _____

TEXT: _____

COURSE DESCRIPTION:

Historical Perspectives and Contemporary Issues examines the philosophies of the early theorists and their contributions and influences on current early childhood programme models. The students will critically examine current issues and define a personal philosophy with regard to the education of young children.

COURSE OUTLINE REVISED: JUNE, 1995

CD2010

HISTORICAL PERSPECTIVES & CONTEMPORARY ISSUES

UNITS

UNIT 1

The learner will demonstrate an understanding of the historical influences on contemporary early childhood programmes.

UNIT 2

The learner will know the philosophy and characteristics of the major contemporary programme models.

UNIT 3

The learner will be able to identify current issues effecting the field of early childhood and express an opinion based on a personal philosophy.

UNIT 4

The learner will be able to express a personal philosophy for an early childhood programme based on the theories and ideas examined in this course.

HISTORICAL PERSPECTIVES & CONTEMPORARY ISSUES

Unit One: The learner will demonstrate an understanding of the historical influences on contemporary early childhood programmes.

Objectives: Upon completion of this competency the student will:

1. Be conversant with and understand the major philosophers and theorists of Early Childhood (e.g. Plato, Rousseau, Froebel, Montessori, Piaget, Dewey, Steiner, Mead, etc.).
2. Explain the relationships between the impact of historical figures and current early Childhood theory and practice.
3. Describe the philosophies and theories of Plato, Rousseau, Froebel, Montessori, Piaget, Dewey, and Steiner.

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Unit Two: The learner will know the philosophy and characteristics of the major contemporary programme models.

Objectives: The learner will study and demonstrate an understanding of:

1. The characteristics and philosophy of contemporary programme models. (Montessori, Waldorf, Highscope, Headstart, British Infant Schools etc.).
2. The various programme models used in Early Childhood.
3. The influences of each model on current educational practices.

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Unit Three: The learner will be able to identify current issues affecting the field of early childhood and express an opinion based on a personal philosophy.

Objectives: Upon completion the learner will be able to:

1. Identify current social, political and economic issues affecting children and early childhood programs.
2. Examine their personal views and biases related to the issues.
3. Evaluate the relationships between what is known historically about quality care and what is practiced in our society today.
4. Compare and contrast the NAEYC position statement of Developmentally appropriate practice with current programming in the community.

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Unit Four: The learner will be able to express a personal philosophy for an early childhood programme based on the theories and ideas examines in this course.

Objectives: Upon successful completion of this unit the learner will:

1. Understand the major theories and their impact upon current programme models, and practices.
2. Analyze their beliefs in relation to the theories.
3. Formulate a personal philosophy based upon these theories that reflects an analysis of historical and current philosophies and theories.

HISTORICAL PERSPECTIVES

They will gain knowledge of:

1. Educational leaders who have influenced early childhood theory and practice.
2. The significance of the history of early childhood.
3. Societal pressures that effect children and their caregivers.
4. Optimal early childhood practices in current usage today.
5. The significance of developing a personal philosophy of early childhood.
6. The major philosophers and theorists - their theories and beliefs, their impact on attitudes toward children and practices of the time, and their influence on current practices.
7. Historical views and contemporary views of childhood.
8. Social influences and events that have contributed to Western society's attitudes toward children, their care and education.
9. The practices and principles of a variety of contemporary program models.
10. Current philosophies regarding early childhood programs.

They will gain skill in:

1. Identifying quality early childhood programmes.
2. Evaluating current issues relevant to early childhood.
3. Developing their own priorities for quality care.
4. Articulating a personal philosophy.

They may develop attitudes which reflect:

1. Understanding, caring, effective and nurturing adult caregiver practices.
2. A commitment to the philosophy of quality early childhood programmes.
3. An awareness of the significant contribution made to the field of education by early childhood educators.
4. The playful nature that adults who care for young children need, to become effective models in their chosen field.