

GRANDE PRAIRIE REGIONAL COLLEGE
EARLY CHILDHOOD DEVELOPMENT PROGRAM

CD2130

Perspectives and Options in Child Care

Winter 2004 – 2005

Semester:	Winter 2004-2005	Instructor:	Karen Kennedy
Hours:	30	Phone:	539-2040
Credits:	2	e-mail:	kkennedy@gprc.ab.ca
Days:	Mon. & Wed.	Office:	H133
Times:	1:00 – 2:50 1:00 – 3:20	Office hours:	posted or by appointment

COURSE DESCRIPTION:

This course explores historical influences on contemporary program models and current issues in early childhood care and education. The focus of this course is child care legislation and policy at provincial and national levels, and current issues which influence these.

PREREQUISITES:

Successful completion of first year or consent of the department.

TEXT:

No required text. Students will assume photocopying costs.

OBJECTIVES:

On completion of this course, students will be able to:

- describe historical influences on contemporary early childhood programs in Canada
- describe current federal and provincial policies influencing child care in Canada and Alberta
- describe different approaches to early childhood care and education
- provide developmentally appropriate programs for school age children

CLASS FORMAT:

Lectures will include discussion, in-class activities and presentations

GRADING POLICIES:

A final grade of D (1.0) must be attained to pass this course. Final grades will be based on Attendance/Participation 10% and Assignments 90%. Grades are assigned using the Grande Prairie Regional College 4-point grading system.

Alpha Grade	4-point equivalence	Percentage
A+	4.0	90 - 100
A	4.0	85 – 89
A-	3.7	80 – 84
B+	3.3	76 – 79
B	3.0	73 – 75
B-	2.7	70 – 72
C+	2.3	67 – 69
C	2.0	64 – 66
C-	1.7	60 – 63
D+	1.3	55 – 59
D	1.0	50 – 54
F	0.0	0 - 49

CLASS POLICIES:

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes, but is not limited to, treating others with dignity and respect.

You should be familiar with the ECD student handbook and students' rights and responsibilities described in the College calendar.

- ✓ 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.
- ✓ Assignments are due in-class or before 4:30 on the assignment due date. Late assignments will not be accepted unless a "No Questions Asked" coupon has been submitted. In-class presentations are due on the due date unless there are extenuating circumstances that have been discussed with me in advance of the due date.
- ✓ Points will be deducted for spelling and grammatical errors and when the work does not meet the assignment submission guidelines described in the ECD student handbook. All work should be typewritten (or neatly handwritten in dark ink), double-spaced and single-sided.
- ✓ Group assignments will include a grade based on your contributions to the group work. 10% of the grade will be based on peer evaluations.
- ✓ Graded assignments will normally be returned within two weeks.
- ✓ Changes to the course outline will be discussed with you in class.

ASSIGNMENTS:

Assignment #1

weight – 25%

Due Date: _____

With other members of a group, you will research one of the following program approaches and present the information in class.

Montessori
Reggio Emilia
Waldorf
Head Start
High Scope

You will prepare a class handout (maximum 8 pages) summarizing the information you have researched. The final draft of the handout is due 5 days before the presentation. A minimum of 3 different resources must be cited.

The in-class presentation should be a minimum of 30 minutes. Various ways to present the material include:

Posters
Power-point or overhead presentation
Skit
Video clips

In both the handout and presentation, you should describe:

- a. the origins of the program
- b. the philosophy and goals
- c. materials and instructional practices
- d. the role of the teacher
- e. parent/community involvement
- f. funding arrangements
- g. ways the approach may be incorporated into early childhood programs in our community

Assignment #2

weight – 40%

Due Date: _____

With other members of a group you will research child care policy in Canada and Alberta.

Part 1. You will:

- outline the historic roots of child care in Canada
- describe the historic involvement of the federal government in provision of child care including funding and policies.

- describe current issues regarding the state of child care in Canada, and
- outline current federal initiatives.

Part 2. You will:

- outline the history of child care in Alberta
- describe the involvement of the Alberta government in child care including funding and policies and its impact on child care
- discuss the influence of social attitudes and change, and Alberta government positions on early childhood care and education in Alberta.

Part 3. You will:

- contrast early childhood care and education in Canada with that of programs in Sweden and Italy
- describe a plan of action for governments at all levels to support early childhood care and education.

Assignment #3

weight – 20%

Due Date: _____

Choose one of the following topics :

- Rural child care
- School age child care
- Aboriginal child care

Write an article (500 – 1000 words) outlining the need for this service, (provide reliable statistics), the benefits, and the ways governments (federal, provincial and municipal) can support these programs.

Assignment #4

weight – 5%

Due Date: _____

Prepare a statement of your philosophy of early childhood care and education. Your philosophy statement will outline what you believe to be fundamental to high quality early childhood care and education. Quotations from historical or contemporary influential figures could be included.

**Resources for
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Perspectives and Options in Child Care**

Internet Sites:

A Canada Fit for Children

<http://www11.sdc.gc.ca/en/cs/sp/socpol/publications/2002-002483/page00.shtml>

Aboriginal Circle of Children's Learning www.accel-capea.ca

Alberta Children's Services www.child.gov.ab.ca

Canadian Child Care Federation www.cccf-fcsge.ca

Canadian Coalition for the Rights of Children <http://www.rightsofchildren.ca/>

Canadian Council on Social Development www.ccsd.ca

Canadian Policy Research Networks www.cprn.org

Child and Family Canada www.cfc-efc.ca

Child Care Advocacy Association of Canada www.childcareadvocacy.ca

Child Care Human Resources Council www.ccsc-cssge.ca

Child Care Options www.childcareoptions.ca

Childcare Resource and Research Unit www.childcarecanada.org

Early Childhood Education and Care Policy Canada

<http://www.oecd.org/dataoecd/42/34/33850725.pdf>

Early Childhood Professional Association of Alberta www.cfc-efc.ca/ecpaa/docs

[Early Child Learning and Care in Canada: Who Rules? Who Should Rule?](http://www.ccsd.ca/pubs/2004/cc/mahon.pdf)

<http://www.ccsd.ca/pubs/2004/cc/mahon.pdf>

Hoffman, J. "Child Care Report Card" *Today's Parent* May, 2004

National Child Care Information Center www.nccic.org

OECD Early Childhood Education and Care—Country www.oecd.org

Voices for Children www.voicesforchildren.ca

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NO QUESTIONS ASKED

Good for late submission of one assignment within seven days of the due date.

Not to be used for in-class presentations