

**CURRICULUM GUIDELINES**

A. Division: Instruction Effective Date: **01 January 2001**

B. Department / Program Area: Faculty of Child, Family and Community Studies/Early Childhood Education Revision New Course

If Revision, Section(s)
Revised:
Date of Previous Revision:
Date of Current Revision:

C: ECED 121 **D: Transforming Teaching: Observing and Documenting the Learning and Care of Infants and Toddlers** **E: 3**

| Subject & Course No. | Descriptive Title | Semester Credits |
|---|--|--|
| F: | Calendar Description: Students will practice the art, methods and skills relating to observing, recording and documenting the care and learning of infants and toddlers in family and care environments. To implement these skills, students will learn the principles of developing aesthetic and appropriate environments for young children. | |
| G: | Allocation of Contact Hours to Type of Instruction / Learning Settings | H: Course Prerequisites: None |
| | Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Discussion | I: Course Corequisites: None None |
| | Number of Contact Hours: (per week / semester for each descriptor) 60 hours per semester | J: Course for which this Course is a Prerequisite ECED 220 and ECED 282 |
| | Number of Weeks per Semester: Flexible delivery ranging over 1 to 15 weeks | K: Maximum Class Size: 30 |
| L: | PLEASE INDICATE: Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary. | |
| <input type="checkbox"/> | Non-Credit | |
| <input type="checkbox"/> | College Credit Non-Transfer | |
| <input checked="" type="checkbox"/> | College Credit Transfer: | |
| SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca) | | |

M: Course Objectives / Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. **Examine methods of observing, documenting and planning care and curriculum experiences for infants and toddlers as both an art and a skill.**
 - Realize that observing young children is an art (personal influences and perceptions) as well as a set of skills, which require constant practice
 - Be able to select the appropriate methods of observing a young child in a situation
 - Recognize the components of observation skills
 - Consider the impact of the environment on the young child
 - Connect the observation to planning an individual emergent curriculum for the young child
 - Use the documentation as a means of scaffolding the current interests of the child into new learning experiences
 - Use documentation panels to communicate with the children, other staff, families and the community.
2. **Develop a deep respect for young children and curiosity about their experience of childhood.**
 - Reawaken the ability to observe with all senses
 - Practice seeing details of children's sensory explorations
 - Learn from children's use of senses to explore and understand their world.
3. **Understand the connection between being aware of each child and the pedagogy of co-constructing quality learning experiences.**
 - Practice seeing the details of how the young child uses open materials
 - Learn from the child's interests and connection with their world
 - Examine the significance of power, adventure, drama and challenge
 - Use the principles and practices of emergent curriculum.
4. **Develop an image of each child as competent and inquisitive about their world.**
 - Practice seeing the young child from the child's perspective
 - See each child as a unique individual capable of fully experiencing their life.
5. **Reflect upon the connection between observing a child, theories of child development and individualized emergent curriculum.**
 - Understand the connection between the child's interests and their development
 - Understand the connection between the child's interest and emergent curriculum.
6. **Understand the principles of infant and toddler care and learning.**
 - Understand current theories of holistic infant and toddler development
 - Foster learning and development during care giving routines
 - Understand attachment theory and strategies used by caregivers to ease transitions from home to centre
 - Understand that child care is practiced from a family-centered approach.
7. **Understand the importance of aesthetic age-appropriate learning environments.**
 - Design and discuss an aesthetic learning environment appropriate to infants and toddlers
 - Describe the role of play as a learning medium for infants and toddlers.
8. **Develop attitudes and skills of guiding infants and toddlers in a sensitive and caring manner.**
 - Select from a range of positive guidance methods, an appropriate strategy for guiding infants and toddlers
 - Guide each child in a respectful manner
 - Use preventative and/or problem solving measures wherever possible.

N: Course Content: The following global ideas guide the design and delivery of this course:

1. **There are observable behaviours typical of infant and toddler development. Observers take an integrated approach to the development of the whole child.**
2. **Observation and documentation are the primary means of relating developmental theory to the individual child.**
3. **Observation and documentation of the individual child are considered within the context of family, environment and culture.**
4. **The child, situation and reason for the observation and documentation determine the choice of observation method.**
5. **Observing, recording and documenting the behaviour of young children requires objective, discretion and practice.**

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| <p>6. Caregivers work with parents to develop and maintain a positive transition from home to centre.</p> <p>7. Caring routines require sensitivity to the health, safety and nutritional practices and requires both sensitivity and respect from the adult.</p> <p>8. Caring includes individualized attention to the development of each infant/toddler's perception, cognition and language. Social and emotional development is of prime importance and requires both sensitivity and respect from the adult.</p> |
| <p>O: Methods of Instruction</p> <ul style="list-style-type: none"> • Lecture • Group Work • Oral Presentations • Practice in Simulated Environment • Observations • Documentations |
| <p>P: Textbooks and Materials to be Purchased by Students</p> <p>T.B.A.</p> |
| <p>Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p> <ul style="list-style-type: none"> • Written Papers • Group Assignments • Documentations • Classroom Attendance and Participation |
| <p>R: Prior Learning Assessment and Recognition. This course is available for PLAR.</p> |

Course Designer(s) **Carol Howorth**

Education Council / Curriculum Committee Representative

Dean: **Jan Lindsay**

Registrar