

# EFFECTIVE: JANUARY 2003



## CURRICULUM GUIDELINES

<b>A.</b>	Division: <b>Instruction</b>	Effective Date:	<b>01 January, 2002</b>
<b>B.</b>	Department / Program Area: <b>Faculty of Child, Family and Community Studies/Early Childhood Education</b>	Revision	<input checked="" type="checkbox"/> New Course <input type="checkbox"/>
		If Revision, Section(s) Revised:	<b>F,J,L,M,N,O,P,Q,R</b>
		Date of Previous Revision:	<b>01 November 1993</b>
		Date of Current Revision:	<b>2 October 2002</b>
<b>C:</b>	<b>ECED 211</b>	<b>D: Professional Growth and Communication</b>	<b>E: 3</b>

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	<b>Calendar Description: In this course, students will apply their knowledge of self and interpersonal skills from CFCS 120 to early childhood education settings. Emphasis will be placed on enhancing communication within the staff-team, creating meaningful partnerships with parents, valuing diversity and working effectively within the professional community.</b>	
<b>G:</b>	Allocation of Contact Hours to Type of Instruction / Learning Settings	<b>H: Course Prerequisites:</b>  <b>None</b>
	Primary Methods of Instructional Delivery and/or Learning Settings: <b>Lecture/Discussion</b>	<b>I: Course Corequisites:</b>  <b>None</b>
	Number of Contact Hours: (per week / semester for each descriptor) <b>60 hours per semester</b>	<b>J: Course for which this Course is a Prerequisite</b>  <b>ECED 312</b>
	Number of Weeks per Semester: <b>Flexible delivery ranging over 1 to 15 weeks</b>	<b>K: Maximum Class Size:</b>  <b>30</b>
<b>L:</b>	<b>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.</b>	
	<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 ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

<b>M:</b>	<p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Learn and practice skills for effectively working within the staff team.</b> <ul style="list-style-type: none"> <li>• Describe the role of collaboration in working with children, families, colleagues and the community</li> <li>• Describe the characteristics of effective and ineffective groups</li> <li>• Identify obstacles to group functioning</li> <li>• Describe effective leadership qualities</li> <li>• Examine personal leadership style.</li> </ul> </li> <li>2. <b>Learn and practice a range of interpersonal skills for use in ECE settings, including:</b> <ul style="list-style-type: none"> <li>• Effective listening and responding skills</li> <li>• Assertive communication skills</li> <li>• Interpersonal problem solving skills</li> <li>• Basic conflict resolution skills.</li> </ul> </li> <li>3. <b>Gain knowledge about child care in British Columbia</b> <ul style="list-style-type: none"> <li>• Identify and apply the provincial child care regulation to early childhood settings</li> <li>• Identify and describe the types of child care programs found in BC</li> <li>• Examine the roles and responsibilities of ECE practitioners.</li> </ul> </li> <li>4. <b>Gain knowledge about working in partnerships with families</b> <ul style="list-style-type: none"> <li>• Identify societal and other factors affecting today's families</li> <li>• Demonstrate knowledge of a diverse range of family situations (e.g., living in poverty, divorced parents, recent immigrants to Canada, etc.) and identify strategies used by caregivers to support these families</li> <li>• Describe family-centred, culturally sensitive child care</li> <li>• Describe effective practices or establishing relationships with families, including:               <ol style="list-style-type: none"> <li>a. Setting the tone and sharing information during initial meetings with families</li> <li>b. Helping the child and family to make the transition from home to child care centre</li> </ol> </li> <li>• Describe ways in which parents can be encouraged to participate in the child care program</li> <li>• Identify the steps involved in planning and implementing parent-teacher conferences.</li> </ul> </li> <li>5. <b>Demonstrate writing in the workplace, including:</b> <ul style="list-style-type: none"> <li>• The centre brochure</li> <li>• The parent handbook</li> <li>• Documentations for families</li> <li>• Parent newsletters</li> </ul> </li> </ol>
<b>N:</b>	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> <li>1. <b>To function fully as an early childhood Educator, one must work from a well-defined set of personal values, be familiar with the professional code of ethics, and understand the process of applying values and ethics in the workplace.</b></li> <li>2. <b>In the role of early childhood educator, one works cooperatively with others, thereby modeling the desired team approach to children. The development of effective skills for relating interpersonally is essential to fulfilling that role.</b></li> <li>3. <b>Understanding and valuing diversity means that all children and families are encouraged to develop to their full potential and are appreciated for their individual gifts and abilities, culture, race, gender, ethnicity, age and social class.</b></li> <li>4. <b>Those who value diversity adapt the whole child care environment to reflect an understanding of, and appreciation for, the developmental, social, cultural and lifestyle realities of the families in the program and of the larger community.</b></li> <li>5. <b>The early childhood educator takes every opportunity (both formally and informally) to communicate with parents for the purpose of establishing and maintaining strong partnerships between families and ECE centre staff.</b></li> <li>6. <b>To be successful in helping families who are seeking information and support, early childhood educators must understand the limits of their professional roles, and know when and how to refer parents to appropriate community resources.</b></li> </ol>
<b>O:</b>	<p>Methods of Instruction</p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussions</li> <li>• Group Work</li> <li>• Audio-visual Aids</li> <li>• In-class Exercises</li> </ul>

<b>P:</b>	Textbooks and Materials to be Purchased by Students <b>T.B.A.</b>
<b>Q:</b>	Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. <ul style="list-style-type: none"><li>• <b>Written Reports</b></li><li>• <b>Interviews</b></li><li>• <b>Group Projects</b></li></ul>
<b>R:</b>	Prior Learning Assessment and Recognition. <b>This course is available for PLAR</b>

---

Course Designer(s) **Pat Brown**

---

Education Council / Curriculum Committee Representative

---

Dean: **Jan Lindsay**

---

Registrar