



**CURRICULUM GUIDELINES**

A: Division: **Instruction** Date: **6 February 2001**  
 B: Department/ Faculty of Child, Family and New Course  Revision   
 Program Area: **Community Studies**  
 If Revision, Section(s) Revised: **I**  
 Date Last Revised: **6 October 1993**

C: **ECED 282** D: **Early Childhood Education Practicum I** E: **3.5**

Subject & Course No.	Descriptive Title	Semester Credits												
<b>F: Calendar Description: This ECE demonstration laboratory course provides opportunities for the development and application of second semester course theory and methodology through observation and practice in preschool and childcare settings.</b>														
<b>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</b>  Primary Methods of Instructional Delivery and/or Learning Settings: <b>Laboratory 15 hours</b> <b>Seminar 10 hours</b> <b>Practicum 100 hours</b>  <b>Total 125 hours</b>  Number of Contact Hours: (per week / semester for each descriptor) <b>125 total hours</b>  Number of Weeks per Semester:	<b>H: Course Prerequisites:</b> <b>ECED 182</b>													
	<b>I. Course Corequisites:</b>													
	<b>J. Course for which this Course is a Prerequisite:</b> <b>ECED 382</b>													
	<b>K. Maximum Class Size:</b> <b>10</b>													
<b>L: PLEASE INDICATE: *Block transfer to UVic School of Child and Youth Care.</b>														
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<b>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a>)</b>														

## M: Course Objectives/Learning Outcomes

## 1. Act and continue to develop professionally

*Under the guidance and supervision of an Early Childhood Educator the student will:*

## a: Demonstrate personal accountability, including:

- punctuality and regular attendance in the practicum/worksite setting
- appropriate grooming and dress
- sound judgement
- a sense of humour
- enthusiasm
- consistent effort throughout the day or shift
- ability to seek and accept feedback

## b: Demonstrate professional competence, including:

- initiative
- ability to deal with time and stress-related pressures
- ability to adhere to ethics and confidentiality policies
- knowledge of the limits and expectations of the practicum student's role

## 2. Communicate and collaborate with children, families, community and colleagues.

*Under the guidance and supervision of an Early Childhood Educator...*

## a: Demonstrate interpersonal effectiveness, including:

- the ability to display tact
- patience and flexibility in interactions with others
- effective listening
- clear communication
- appropriate language
- the ability to communicate across cultures

## b: Demonstrate effective collaboration and communication in the workplace, including:

- the ability to establish positive and respectful relationship with children, families and colleagues
- the ability to contribute to a climate of open communication and cooperation the ability to communicate in writing

## 3. Observe, assess, plan for and monitor individual and group development of children in the context of developmentally appropriate practice.

*Under the guidance and communication of an Early Childhood Educator the student will:*

## a: Demonstrate the ability to foster children's healthy development in the following areas:

- physical
- emotional
- social
- intellectual
- language

## b: In collaboration with colleagues, demonstrate the ability to plan, initiate and document a preschool curriculum which responds to the children's interests and ideas. The curriculum will include a variety of learning experiences in the following areas:

- literature
- creative art
- music and movement

## c: Demonstrate the ability to successfully guide children's learning and behaviour, using a range of positive and respectful child and group guidance techniques.

## 4. Ensure safety and monitor and promote health and nutrition

*Under the guidance and supervision of an Early Childhood Educator the student will:*

- a: Demonstrate the ability to take responsibility for children's safety by anticipating possible problem situations.
- b: Describe the centre's health and safety policies and emergency procedures.
- c: Demonstrate the ability to model and promote good health and hygiene practices.
- d: Demonstrate the ability to meet the nutritional needs of children, while taking into consideration allergies and the child's and family's food preferences.

**N: Course Content**  
Global ideas that guide the design and delivery of the course

1. The early childhood educator, works cooperatively with others (both children and adults) as listener, communicator, supporter, facilitator, guide and problem-solver. The development of effective skills for relating interpersonally and interpersonally is essential to becoming a reflective practitioner.
2. By observing and assessing children on a regular basis, the early childhood educator is able to plan a program that is age-appropriate, culturally sensitive, and able to meet the individual needs and interests of each child in inclusive early childhood programs. Regular operation and documentation also provide information about each child's development; information which is shared with the family.
3. The early childhood educator designs and implements developmentally appropriate programs for young children and evaluates them.
4. The early childhood educator guides children's learning throughout the day using methods which are intended to promote a strong sense of self-esteem within each child and ultimately lead to autonomy for each child.
5. The early childhood educator is a member of a professional education team. This involves on-going communication, sharing responsibilities, keeping to established time lines, supporting colleagues, and meeting regularly to discuss issues and to plan curriculum.
6. The early childhood educator takes every opportunity (both formally and informally) to communicate with parents to establish and maintain an equal partnership between family and program staff.
7. Early childhood educators engage in regular evaluations (including self-assessment) to gain insight into their progress, skills and abilities as professionals. They set goals, identify and participate in relevant professional development activities.

**O: Methods of Instruction**

- Practical experience in child Care Centre
- Weekly discussions with instructor in the practicum site
- Weekly seminars

**P: Textbooks and Materials to be Purchased by Students:**  
(Use Bibliographic Form):  
T.B.A.

**Q: Means of Assessment**

Selection of evaluation and assessment tools for this course will be based on:

1. Adherence to college evaluation policy regarding number and weighting of evaluations, i.e., a course of three credits or more should include at least five separate evaluations.
2. A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing, i.e., oral, individual, group, narrative, research.
3. A developmental approach to evaluation that is sequenced and progressive.
4. Evaluation being used as a teaching and learning tool for both students and instructors.
5. A commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation.

**R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR**  
This course is available for PLAR.

*Pat Brown*

Course Designer(s): Pat Brown

*Ray Chapman*

Education Council Curriculum Committee Representative

*Jan Lindsay*

Dean: Jan Lindsay

*P. H. Ongers*

Registrar: