



**EFFECTIVE: MAY 2002**

**CURRICULUM GUIDELINES**

A: Division: **Instruction** Date: **March 5, 2001**  
 B: Department/ **Faculty of Child, Family and** New Course  Revision   
 Program Area: **Community Studies**  
 If Revision, Section(s) Revised:  
 Date Last Revised:

C: **ECED 283** D: **Early Childhood Education Part-time Practicum II** E: **2.25**

Subject & Course No.	Descriptive Title	Semester Credits																		
<b>F:</b> Calendar Description: <b>This part-time ECE Practicum course provides opportunities for the student to build upon the competencies acquired in ECED 183 - ECED Part-time Practicum I. Applying existing knowledge of theory and methodology, students will further their professional skills as they practice in preschool and child care settings.</b>																				
<b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings: Students are placed in community child care settings to gain experience in working with pre-school children.  Number of Contact Hours: (per week / semester for each descriptor) <b>Seminar: 8 hours</b> <b>Practicum: 75 hours</b> <hr/> <b>Total 83 hours</b>  Number of Weeks per Semester: <b>3 weeks</b>	<b>H:</b> Course Prerequisites: <b>ECED 183</b>																			
	<b>I:</b> Course Corequisites:																			
	<b>J:</b> Course for which this Course is a Prerequisite: <b>ECED 383</b>																			
	<b>K:</b> Maximum Class Size: <b>10</b>																			
<b>L: PLEASE INDICATE:</b>																				
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<p><small>* The ECE program has a block transfer arrangement with the School of Child and Youth Care, U.Vic., UCFV and Malaspina see bc transfer guide for transfer details (www.bccat.bc.ca)</small></p>																				

**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 the student will:*

**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 relationships 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 supervision 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 from 2 or 3 of the following areas:

- literature
- creative art
- music and movement
- science, math and socials

**c:** Demonstrate the ability to successfully guide children's learning and behaviour, using a range of positive and respectful child and group guidance techniques.**1.** 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 intra personally 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 observation 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

- S** Observation and practice with children in Community Child Care settings under the guidance and supervision of a licensed Early Childhood Educator.
- S** Self-reflection utilizing a daily journal, activity planning forms and practicum evaluation booklet.

**P:** Textbooks and Materials to be Purchased by Students:  
**T.B.A.**

**Q:** Means of Assessment

- S** Practicum evaluation booklet
- S** Daily journal
- S** Activity plans/evaluations

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

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Dean: **Jan Lindsay**

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Registrar:

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