

**EFFECTIVE: JANUARY 2003**



**CURRICULUM GUIDELINES**

A. Division: **Instruction** Effective Date: **01 January 2003**

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

If Revision, Section(s) Revised: **L**

Date of Previous Revision: **05 March 2001**

Date of Current Revision: **16 October 2002**

C: **ECED 383** D: **Early Childhood Education Part-time Practicum III** E: **2.25**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	<b>Calendar Description: This ECE course is a practicum experience, with placements in a variety of early childhood settings. The course integrates knowledge and skill from previous courses and provides opportunities for participation as team members in Early Childhood Education Centers.</b>	
<b>G:</b>	Allocation of Contact Hours to Type of Instruction / Learning Settings	<b>H: Course Prerequisites:</b>  <b>ECED 283</b>
	Primary Methods of Instructional Delivery and/or Learning Settings: <b>Students are placed in Community Child Care settings to gain experience in working with preschool children.</b>	<b>I: Course Corequisites:</b>  <b>None</b>
	Number of Contact Hours: (per week / semester for each descriptor)	<b>J: Course for which this Course is a Prerequisite</b>  <b>ECED 482 or ECED 483</b>
	<b>Seminar 8 hours</b> <b>Practicum 75 hours</b> <b>Total 83 hours</b>	<b>K: Maximum Class Size:</b>  <b>12</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> )		

**M:** Course Objectives / Learning Outcomes

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

1. **Act and continue to develop professionally.**  
*In cooperation with others, the student will take responsibility for the following:*
  - a: **Demonstrate personal accountability, including:**
    - punctuality and regular attendance in the practicum/worksite setting
    - appropriate grooming and dress
    - sound judgment
    - a sense of humor
    - 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
    - manage conflicts appropriately
2. **Communicate and collaborate with children, families, community and colleagues.**  
*In cooperation with others, the student will take responsibility for the following:*
  - 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
    - emerging leadership skills
3. **Observe, assess, plan for and monitor individual and group development of children in the context of developmentally appropriate practice.**  
*In cooperation with others, the student will take responsibility for the following:*
  - 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 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
    - Science and math
    - Social studies
  - c: **Demonstrate the ability to successfully guide individual children's learning and behavior, using a range of positive and respectful child and group guidance techniques.**
4. **Ensure safety and monitor and promote health and nutrition.**  
*In cooperation with others, the student will take responsibility for the following:*
  - a: **demonstrate the ability to take responsibility for children's safety by anticipating possible problem situations**
  - b: **describe the center'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**

<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>Learning from experience is a characteristic of exceptional early childhood educators. Learning in a practicum setting provides opportunities to examine assumptions, practice professional skills, and explore creative modes of inquiry that are not available in classroom settings.</b></li> <li>2. <b>Early childhood educators work cooperatively with others (both children and adults) as listener, communicator, supporter, facilitator, guide and problem-solver. The development of effective skills for relating interpersonally is essential to becoming a reflective practitioner. With experience, the educator develops and demonstrates qualities of an effective leader.</b></li> <li>3. <b>By observing and assessing children on a regular basis and relating the observations to developmental psychology theory, the early childhood educator is able to plan and implement an integrated 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 can be shared with the family.</b></li> <li>4. <b>The early childhood educator works collaboratively and/or takes responsibility for the design, implementation and evaluation of developmentally appropriate programs for groups of young children. The curriculum reflects a strong play-based philosophy, in which children's play is supported and promoted through the early childhood educator's role as facilitator and teacher. A project approach to curriculum that is based on the interests of the children and the knowledge/direction of the teacher ensures individual and group learning.</b></li> <li>5. <b>The early childhood educator guides a child or group of children in a manner consistent with an understanding of individual needs and the context of the situation. The situation is assessed and preventive measures used whenever possible. The goal is promotion of a strong sense of self esteem within each child which will act as a strong foundation for the development of autonomy. Ongoing analysis of children's challenging behaviors with colleagues reflects good observation and problem solving skills, flexibility, and use of creative, preventive guidance strategies.</b></li> <li>6. <b>The early childhood educator enacts her/his role as a member of a professional education team by demonstrating team skills. This involves establishing a trusting relationship with co-workers through frequent and open communication based on recognition of the complexity of all the relationships with the center. Sharing responsibilities, keeping to established time lines and supporting colleagues are ways the early childhood educator engenders mutual respect. Through practice, the early childhood educator determines how and when to take initiative within the context of the team approach.</b></li> <li>7. <b>The early childhood educator recognizes the importance of parent professional relationships and takes opportunities to sensitively and respectfully communicate with and educate parents.</b></li> <li>8. <b>Early childhood educators take responsibility for initiating regular evaluations, including self assessment, to gain insight into their continued progress, skills and abilities as professionals. They set goals and identify and participate in relevant professional development activities, seeking to contribute to the learning of others as well as their own.</b></li> </ol>
<b>O:</b>	<p>Methods of Instruction</p> <ul style="list-style-type: none"> <li>- <b>Observation and practice with children in Community Child Care settings in collaboration with staff and under the supervision of a licensed Early Childhood Educator.</b></li> <li>- <b>Self-reflection of professional skills utilizing a daily journal, activity planning forms and a practicum evaluation booklet.</b></li> </ul>
<b>P:</b>	<p>Textbooks and Materials to be Purchased by Students <b>T.B.A.</b></p>
<b>Q:</b>	<p>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"> <li>- <b>Practicum evaluation booklet</b></li> <li>- <b>Daily journal</b></li> <li>- <b>Activity plans/evaluations</b></li> </ul>
<b>R:</b>	<p>Prior Learning Assessment and Recognition. <b>This course is available for PLAR</b></p>

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Course Designer(s) Pat **Brown**

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Education Council / Curriculum Committee Representative

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Dean: **Jan Lindsay**

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Registrar