



EFFECTIVE : SEPTEMBER 2004 CURRICULUM GUIDELINES

A. Division:	Instruction	Effective Date:	01 September 2004
B. Department / Program Area:	Faculty of Child, Family and Community Studies/Early Childhood Education	Revision	<input checked="" type="checkbox"/> New Course <input type="checkbox"/>
		If Revision, Section(s) Revised:	C, H, I
		Date of Previous Revision:	26 September 2002
		Date of Current Revision:	05 October 2004
C: ECED 2483	D: Demonstration Laboratory: Special Needs Project Practicum	E:	5

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This laboratory course is a preceptorship experience, with placement in inclusive E.C.E. centres. This course provides opportunities for observing and using functional assessments for the purpose of planning programs for young children.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Seminar 10 hours Practicum 100 hours Unsupervised Prac. 90 hours Number of Contact Hours: (per week / semester for each descriptor) 200 total hours Number of Weeks per Semester: 6 weeks Flexible delivery ranging over 1 to 15 weeks	H: Course Prerequisites: ECED 2401 and ECED 2450 (can also be a corequisite)	
	I: Course Corequisites: None ECED 2401 and ECED 2450 (can also be a prerequisite)	
	J: Course for which this Course is a Prerequisite None	
	K: Maximum Class Size: 24 preceptorship	
	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:

In Cooperation with others, the student will take responsibility for:

- 1. Demonstrating personal and professional qualities, including:**
 - taking a mature approach to personal wellness
 - demonstrating the qualities of exceptional teachers of young children
 - practising effective work habits
 - showing professionalism
 - relating curriculum practices and interactions with children and families to current theory
 - taking a culturally sensitive, family-centred approach to working with children and families
- 2. Demonstrating inclusive practices, such as:**
 - using observations of children as the basis for assessment and planning
 - working in collaboration with colleagues, families and other professionals
 - meeting children's needs in all developmental areas
 - demonstrating responsiveness to individual children when program planning and during daily routines and activities
 - ensuring that all children can be included in curriculum experiences planned for the individual child
 - making program adaptations to meet individual abilities when planning for the group
- 3. Taking responsibility for children's safety:**
 - when preparing the environment
 - by anticipating problem situations
 - by explaining consequences to children
- 4. Effectively interacting with children...to support learning (including language development) by:**
 - active listening/reflecting feelings
 - using self talk (describing your own actions)
 - using information talk (describing what the child is doing)
 - using open-ended questions
 - extending or elaborating children's comments
 - facilitating children talking to each other
 - keeping conversations going with a child when guiding and caring, by:
 - ignoring negative behaviour, when appropriate, and reinforcing appropriate behaviour
 - redirecting, when appropriate
 - negotiating
 - using affirmations to help children feel they are valued
 - offering appropriate choices
 - removing a child only when necessary when supervising children, by:
 - modifying the environment to be developmentally appropriate
 - scanning-showing overall awareness and anticipating individual children's behaviour
 - offering appropriate reminders for transitions.

<p>N: Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> 1. Learning from experience is a characteristic of exceptional early childhood educators. Learning in a practicum setting provides opportunities to examine assumptions and explore creative modes of inquiry that are not available in classroom settings. 2. Quality practice in inclusive early childhood programs grows out of reflective and interpretive understanding of the connection between research and practice in key developmental areas such as communication, social competence and peer relationships, play skills and temperament. 3. The family centred care approach drives the individualized program for each child in the early childhood program. Families are involved as the initiators, primary decision makers, and information providers in all aspects of screening, assessment and goal setting regarding their child. This collaborative relationship depends upon effective communication skills, both oral and written; creativity, and flexibility on the part of the early childhood educator. 4. A major priority for early childhood programs is the inclusion of all children. Early childhood educators assess their philosophy and practice in terms of the principles of inclusion, and advocate effectively for children's rights to be educated and cared for in a normalized environment. 5. The effective early childhood educator has positive personal attitudes toward diversity in ethnicity, class, age, race, ability, temperament and culture. A continuing examination of one's developing attitudinal competence is required. 6. Social competence and peer relationships are central features of inclusive programs that aim to help all children gain the skills they need to make friends. 7. The early childhood educator observes and assesses children using dynamic assessment methods which emphasize the child's skills and interests as shown in play and social situations. Regular observation, documentation and information, from which the curriculum is planned, is shared with the family. These reports are presented in a positive way which emphasizes the child's abilities. 8. The early childhood educator works collaboratively to design, implement and evaluate programming that is integrated. Parents and teachers share practical information on ways to meet the child's individual needs within group situations. Curriculum is based on the child's demonstrated interests, information from the family and support for mutually agreed upon goals. 9. The early childhood educator evaluates best practices for high quality service delivery in inclusive early childhood settings through the use of current developmentally appropriate evaluation tools. 10. The early childhood educator develops opportunities for the centre staff to establish relationships, to resolve conflicts, to share information on children and families, to set goals, to evaluate, and to share resources. Mutual support is given to team members in all aspects of service delivery to children who require extra support and their families.
<p>O: Methods of Instruction Practicum experience in Inclusive Child Care Centres Observations Programming Discussions with preceptor Seminars with instructor</p>
<p>P: Textbooks and Materials to be Purchased by Students T.B.A.</p>
<p>Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. This course is a Mastery/Non-Mastery course Practicum Journal Observations Support Plan Matrix Continuum of Participation Evaluation Booklet</p>

R: Prior Learning Assessment and Recognition
This course is available for PLAR

Course Designer(s) **Margaret MacDonald**

Education Council / Curriculum Committee
Representative

Dean: **Jan Lindsay**

Registrar