



EFFECTIVE: SEPTEMBER 2001

CURRICULUM GUIDELINES

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

C: **ECED 183** D: **Early Childhood Education Part-time Practicum I** E: **2.25**

Subject & Course No.	Descriptive Title	Semester Credits												
F: Calendar Description: This part-time ECE Practicum course provides opportunities for the development and application of beginning course theory and methodology through observation and practice in preschool and child care settings.														
G: 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 preschool children. Number of Contact Hours: (per week / semester for each descriptor) Seminar: 8 hours Practicum: 75 hours Total 83 hours Number of Weeks per Semester: 3 weeks	H: Course Prerequisites: ECED 182													
	I: Course Corequisites:													
	J: Course for which this Course is a Prerequisite: ECED 283													
	K: Maximum Class Size: 10													
L: PLEASE INDICATE:														
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<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>														

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 demonstrate at an introductory level:

a: 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: 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
- the ability to communicate in writing

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

Under the guidance and supervision of an Early Childhood Educator the student will demonstrate knowledge of and beginning competence in:

a: 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: 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 observe staff and demonstrate:

a: beginning competence in fostering children's healthy development in the following areas:

- physical
- emotional
- social
- intellectual
- language

b. beginning competence in planning and initiating a preschool curriculum which responds to the children's interests and ideas. The curriculum will include a variety of learning experiences in two of the following areas:

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

a. the ability to successfully guide individual 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

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 intrapersonally 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 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.
4. 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 licenced 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

Course Designer(s): **Pat Brown**

Education Council/Curriculum Committee Representative

Dean: **Jan Lindsay**

Registrar: