



**EFFECTIVE: SEPTEMBER 2001**

**CURRICULUM GUIDELINES**

A: Division: **Instruction** Date: **9 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: **12 May 1998**

C: **ECED 382** D: **Early Childhood Education Practicum II** E: **3.5**

Subject & Course No.	Descriptive Title	Semester Credits												
<b>F:</b> Calendar Description: <b>This E.C.E. course is a practicum experience, with placements in a variety of early childhood or primary education settings. The course integrates knowledge and skills from previous courses and provides opportunities for participating as team members in early childhood education centres.</b>														
<b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings  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)  Number of Weeks per Semester:	<b>H:</b> Course Prerequisites: <b>ECED 282</b>													
	<b>I:</b> Course Corequisites:													
	<b>J:</b> Course for which this Course is a Prerequisite: <b>ECED 482 or ECED 483</b>													
	<b>K:</b> Maximum Class Size:  <b>12 Practicum</b>													
<b>L: PLEASE INDICATE:</b>														
<table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid black; width: 30px; text-align: center;"><input type="checkbox"/></td> <td style="padding-left: 10px;">Non-Credit</td> <td></td> <td></td> </tr> <tr> <td style="border: 1px solid black; width: 30px; text-align: center;"><input checked="" type="checkbox"/></td> <td style="padding-left: 10px;">College Credit Non-Transfer</td> <td></td> <td></td> </tr> <tr> <td style="border: 1px solid black; width: 30px; text-align: center;"><input type="checkbox"/></td> <td style="padding-left: 10px;">College Credit Transfer:</td> <td style="padding-left: 100px;">Requested <input type="checkbox"/></td> <td style="padding-left: 100px;">Granted <input type="checkbox"/></td> </tr> </table>			<input type="checkbox"/>	Non-Credit			<input checked="" type="checkbox"/>	College Credit Non-Transfer			<input type="checkbox"/>	College Credit Transfer:	Requested <input type="checkbox"/>	Granted <input type="checkbox"/>
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SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )														

## M. Course Objectives/Learning Outcomes

## 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 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 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

Course Objectives/Leaning Outcomes continued

- 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 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
  - science and math
  - social studies
- 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.**

*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 centre’s health and safety policies and emergency procedures.**
- a. Demonstrate the ability to model and promote good health and hygiene practices.**
- b. 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

1. 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.
2. 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.
3. 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.
4. 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.
5. 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 behaviours with colleagues reflects good observation and problem solving skills, flexibility, and use of creative, preventive guidance strategies.

**O:** Methods of Instruction

- S** Practical experience in Child Care Centres
- S** Weekly discussions with Instructor in the practicum site
- S** Weekly seminars

**P:** Textbooks and Materials to be Purchased by Students:

(Use bibliographic Form):

**Course materials to be provided by the instructor.****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 student and instructor.
5. 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.**Course Designer(s): **Pat Brown**

Education Council/Curriculum Committee Representative:

Dean: **Jan Lindsay**

Registrar:

