



**Douglas
College**

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 when working with infants and toddlers in group settings:
 - a. **Demonstrate personal accountability, including:**
 - i. attending regularly and being punctual
 - ii. using sound judgement
 - iii. showing enthusiasm
 - iv. demonstrating empathy
 - b. **Take initiative:**
 - i. demonstrating cultural competence and awareness of opportunities for inclusion
 - ii. dealing with time and stress related pressures
 - iii. assuming responsibility willingly and working beyond minimum expectations
 - iv. adhering to ethics and confidentiality policies
 - v. relating curriculum practices and interactions with children and families to current ECE theory
2. **Communicate and collaborate with families, community and colleagues**
In cooperation with others, the student will take responsibility for the following when working with infants and toddlers in group settings:
 - a. Demonstrate personal effectiveness
 - b. Effectively collaborate and communicate with parents and staff in the practicum setting
3. **Observe, assess, plan for and guide the development of infants and toddlers, individually**
In cooperation with others, the student will take responsibility for the following when working with infants and toddlers in group settings:
 - a. **Promote healthy development in infants and toddlers**
 - i. physical
 - ii. social/emotional
 - iii. intellectual
 - iv. language
 - b. **Guide children's learning and behaviour**
 - c. **Contribute to curriculum by:**
 - i. observing, documenting and communicating the interests, ideas and abilities of the children
 - ii. incorporating observation information when initiating learning experiences for children
 - iii. collaborating and reflecting with staff and families when planning curriculum
 - iv. providing a wide variety of creative, sensory experiences for children to explore during play
 - v. using individual care routines as learning opportunities for infants/toddlers
4. **Ensure safety, monitor and promote health and nutrition**
 - a. **Take responsibility for children's safety when preparing environments and during Constant daily supervision**
 - b. **Learn the health policies and procedures currently required for centers in British Columbia and participate with staff in their implementation**
 - c. **Learn the nutrition standards and practices for infant and toddler centers and participate with staff in their implementation**

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| N: | Course Content: The following global ideas guide the design and delivery of this course: <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 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 centered care philosophy drives the individualized approach to the care and learning of each child in the program. The collaborative relationship between staff and families depends upon effective communication skills (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. 5. The effective early childhood educator has positive personal attitudes toward diversity in ethnicity, class, age, race, ability, temperament and culture. 6. Social competence and peer relationships are central features of inclusive programs which aim at helping all children gain the skills they need to make friends. 7. The early childhood educator regularly observes and documents the development of each child's skills and interests as shown in play and social situations. These observations/documentations inform the curriculum planning and serve as a means to communicate with families. 8. Early childhood educators work collaboratively when planning experiences for children. Families and teachers share practical information on ways to individualize routines and practices. Curriculum is based on the child's demonstrated interests, information from the family and mutual support between staff and families. 9. Effective communication is important to the operation of an infant/toddler program. To work effectively in the setting, early childhood educators need to utilize the skills required to establish relationships, communicate information and resolve conflicts. |
| O: | Methods of Instruction Observation of practitioners Participation in program Practicum seminars On-going feedback from center staff and faculty Self-reflection of professional skills using journal, planning forms and practicum booklet |
| P: | Textbooks and Materials to be Purchased by Students T.B.A. |
| Q: | Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. This is a Mastery/Non-Mastery course. Practicum evaluation booklet Daily journal Learning plans Practicum project |
| R: | Prior Learning Assessment and Recognition. This course is available for PLAR |

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Registrar