

## **IN-SERVICE CERTIFICATE PROGRAMME FOR TEACHERS IN EARLY CHILDHOOD EDUCATION, CARE AND DEVELOPMENT**

### **PROGRAMME DESCRIPTION**

The in-service certificate programme targets those of you who are early childhood coordinators and/or trained and untrained practitioners in the nursery and infant settings of schools. The programme is designed to equip you with the knowledge and skills needed, for you to foster high quality, positive learning, care and development, of and for young children. In-class engagement merges theory with a hands-on approach to learning. As you undertake the course, you will develop knowledge about the major theoretical perspectives of the cognitive, emotional and social development of children from age three to eight. As a part of the programme, you will also learn about child growth and development, the important role of play in the early years, technology and the learning environment, curriculum integration and planning and the observation and assessment of young children. You will spend time in early childhood settings observing the learning environment and interactions and will be required to complete a teaching practicum of five (5) weeks duration. It is our hope for you, that you will find the programme valuable and rewarding as you continue your work in this vital sector in the lives of your young charges.

**COURSE DURATION:** 60 HOURS

### **SCHEDULE OF CLASSES**

Classes will be held on Mondays and Wednesdays from 4:30 pm- 7:30 pm at Erdiston Teachers' Training College for ten (10) weeks, six (6) weeks in term one and four (4) weeks in the second term of school. You will also be required to attend three (3) sessions of an Easter Vacation workshop and to visit an assigned school to observe the early childhood setting and interactions.

A teaching practicum will take place in the second term and will be of five (5) weeks duration. You will be observed teaching at least five (5) lessons, at least one (1) in the four (4) core areas. Two of the observed lessons will be developmental whilst three will be graded.

### **PROGRAMME OBJECTIVES**

#### ***General Objectives:***

Having completed this important course of study, as an early childhood educator, you will be more confident and comfortable as you:

1. Examine the theoretical underpinnings of early childhood education to understand how children grow and develop.
2. Apply theory to your daily practice in the early childhood setting, making it even more developmentally appropriate.
3. Foster positive relationships with parents, families and the community to assist with the care and development of their young children.
4. Exhibit teacher professionalism, best practices, and the knowledge and skills necessary for quality care and development of young children.
5. Use Developmentally Appropriate Practice (DAP) in the care and development of young children.

***Specific Objectives:***

Throughout your period of engagement in this course, you will develop knowledge, skills and attitudes which are necessary for you to:

1. Examine the historical and present context of early childhood care and development to create a personal philosophy and vision for your practice.
2. Identify and discuss the underpinnings of early childhood education.
3. Analyze the developmental theories put forward by select philosophers and be able to describe how they may be applied in the early childhood classroom.
4. Generate ideas on how to meaningfully involve parents, families and the community in the education of young children.
5. Utilize your creative space to plan and execute developmentally appropriate curriculum activities which would facilitate the holistic development of young children, as they transition from one level to another.
6. Select appropriately, and implement strategies which engage young students in child-centred learning.
7. Integrate technologies in the teaching of young children and facilitate the use of technology by young children in the classroom setting.
8. Develop an awareness of a variety of appropriate modes of assessment and specify their importance re recognising exceptionalities and planning interventions for improving the performance of children.
9. Assess the effectiveness of, and use strategies to guide positive attitudes and behaviours in children
10. Produce culturally relevant and developmentally appropriate teaching/learning aids and materials for young children.
11. Design and set up learning centres.
12. Distinguish and use best practices in early childhood education.

13. Present written accounts of reflections, observed behaviours and experiences.
14. Create individual portfolios of teaching activities and complete other forms of assessment as specified by the programme.

### **MODES OF INSTRUCTIONAL DELIVERY**

Your participation, sharing of ideas and the expression of your views and opinions will be highly valued in this course. You will therefore be engaged in:

- Self-directed learning; Research, inquiry and questioning
- The Socratic Method of learning
- In-class presentations using various technologies
- Lecture/Discussion
- Individual and small group activities
- Cooperative learning of various kinds
- Scenarios and Vignettes
- Case-based learning
- Demonstrations
- Displays
- Visitations

### **COURSE ASSESSMENT PROTOCOL**

Assessment will be completed on an accumulation of scores in each of the following areas:

- a) **ATTENDANCE:** You MUST attend 80 % of the course sessions to qualify for the certificate. Attendance is worth 5% of your final mark. In class participation is worth another 5% of the final mark.
- b) **TEACHING PRACTICUM:** You will be observed in your own school environment during at least five (5) different lessons. Two (2) of the lessons will be assessed for developmental feedback and three (3) will be graded for final assessment. This component is worth 30% of your final course mark.
- c) **PORTFOLIO OF TEACHING:** All other specified elements of the teaching portfolio, except those mentioned as (d) and (e) below are worth a combined total of 40 % of your final course mark.
- d) **OBSERVATIONAL REPORT:** An observational report based on the school visited is to be included in your teaching portfolio. The report is worth 5 % of the final mark.
- e) **REFLECTIONS AND EVIDENCE OF RESOURCE MATERIALS MADE:** You are to include reflections on the Easter Vacation Workshop attended and evidence of materials made during the workshop, in the teaching portfolio. This component is worth 5% of your final mark.

- f) **SELF ASSESSMENT FOR THE TEACHING PRACTICUM (5%) AND PEER ASSESSMENT FOR SCHOOL VISITS (5%):** You will be given the opportunity to reflect on your teaching and assess your performance during the teaching practicum. Also you will be given the opportunity to assess your peer(s) on their contribution to the observational report based on the school visit.

**TERM 1: SEPTEMBER 7<sup>TH</sup> - NOVEMBER 14<sup>TH</sup>, 2016**

**MODULE 1: INTRODUCTION TO EARLY CHILDHOOD EDUCATION, CARE AND DEVELOPMENT**

**Key Questions: What is early childhood education, care and development? What then is my philosophical standpoint about it as an early childhood educator?**

- Defining early childhood care and development
- Major aims and goals of early childhood education
- Historical overview of early childhood education
- The role of early education in the present educational context
- Philosophical and Theoretical foundations of Early Childhood Education (Friedrich Froebel, John Dewey, McMillan Sisters, Urie Brofenbrenner, Lev Vygotsky, Jean Piaget, Erik Erikson)
- Approaches to Early childhood education (Waldorf, Montessori and Reggio Emilia)
- Features of a quality early childhood programme

**MODULE 2: UNDERSTANDING THE YOUNG CHILD**

**Key Question: What do I need to understand about how young children grow and develop?**

- Theories of child growth and development (Behavioural, Cognitive, Psycho-social, Socio-cultural)
- Factors which impact on child growth and development (quality of medical care and nutrition)
- The young child in a changing society (the impact of culture, societal norms and the rights of the child)
- Involving parents and the community in children's development
- Developmental characteristics of children 3-8 years old
- Developing the 'whole child'
- Catering to individual needs and differences (children with special needs)
- Language acquisition and development (strategies for developing the 6 strands)
- Numeracy in the early years

### **MODULE 3: DEVELOPMENTALLY APPROPRIATE PRACTICE (DAP) IN EARLY CHILDHOOD**

**Key Question: What is developmentally appropriate practice (DAP) and how can I use it to be a more effective EC educator?**

- Background to and definition of DAP
- The aims of DAP
- The three (3) core considerations of DAP
- The twelve (12) principles of DAP
- Teacher Intentionality and decision making
- Assessment and DAP in Early Childhood Education

### **MODULE 4: THE EFFECTIVE EARLY CHILDHOOD EDUCATOR**

**Key Questions: What does it mean to be an effective EC educator? What qualities, skills and attitudes do I need to develop further?**

- Understanding the role(s) of the early childhood teacher
- Qualities and characteristic of an effective early childhood teacher
- The early childhood educator as a reflective practitioner
- Teacher leadership in the early childhood setting
- Ethics in early childhood education

### **MODULE 5: CREATIVITY AND PLAY IN EARLY CHILDHOOD**

**Key Questions: Why is creative nurturing and play-based learning important in the early childhood setting?**

- Creativity defined
- Why develop creativity in young children?
- Strategies for fostering creative thought and expression in young children
- Play in early childhood
- Theoretical support for play-based learning
- Considerations for appropriate play activities- gender, class size, resources and special needs
- Criteria for selecting toys and games
- The role of the teacher in developing creativity and facilitating play-base learning (*Easter Vacation Workshops*)

## MODULE 6: THE EARLY LEARNING ENVIRONMENT

**Key Question: Why is it important that I establish a nurturing, supportive early childhood environment and how can I do so?**

- The importance of the early learning environment - impact on students and teachers
- Creating a positive early childhood setting and atmosphere
- Guidelines for organizing the quality learning spaces
- Types of learning/activity centres
- Guidelines for setting up learning centres and play areas
- Health and safety considerations in the early childhood setting
- Planning the daily schedule

## MODULE 7: RESOURCE MATERIALS AND TEACHING AIDS

**Key Question: Why are resource materials and teaching aids important to enhancing the EC environment and how can I improve my skills in these areas?**

- The role of resource materials and teaching aids in early childhood education
- Theoretical support for resource materials and aids (Froebel- gifts and occupations, Bruner – three levels of presentation; Vygotsky- scaffolding; Piaget- classification and conservation)
- Selecting developmentally appropriate materials and teaching aids
- Creating resource materials (*Easter Vacation Workshop*)
- The important role of technology in the early childhood learning environment
- Selecting appropriate technological equipment and software

**TERM 2: JANUARY 4<sup>TH</sup> -27<sup>TH</sup>, 2016**

## MODULE 8: CURRICULUM INTEGRATION AN IMPLEMENTATION

**Key Questions: Why is appropriate curriculum planning and lesson delivery critical in early childhood? What skills do I need to learn or improve?**

- The curriculum defined
- Understanding the curriculum (enacted vs. intended; the hidden curriculum)
- The integrated curriculum (examination of national curricula)
- Creating thematic and curriculum webs
- Instructional planning
- Guidelines for appropriate lesson planning

- Effective teaching in early childhood- Suggestions for planning engaging, student-centred learning activities
- The Project Approach; Discovery Method

## **MODULE 9: ASSESSMENT AND EVALUATION IN EARLY CHILDHOOD**

**Key Questions: Why is it important that young children be suitably assessed? What do I need to know to improve my assessment literacy?**

- The nature of assessment and evaluation
- The purposes served by assessment and evaluation in early childhood
- Authentic Assessment
- Types and uses of portfolios
- Observation as an assessment tool (keeping anecdotal records)
- Creating checklists
- Involving parents in assessment (reporting and parent conferencing)

## **MODULE 10: CLASSROOM AND BEHAVIOUR MANAGEMENT IN EARLY CHILDHOOD**

**Key Question: How can I foster appropriate and sustainable behaviours and dispositions in young children?**

- What is classroom management/behaviour management?
- Understanding mis-behaviour/deviance in young children
- Schools Positive Behaviour Management Programme (SPBMP)
- Strategies for managing behaviour in the early childhood setting
- Behaviour modification (rewards, positive reinforcement and punishment)
- Understanding conflict in children
- Strategies for teaching children to resolve conflict
- Teacher stress and burnout in early childhood education
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**FEBRUARY 1<sup>st</sup> –29<sup>TH</sup>, 2016**

## **TEACHING PRACTICUM**

You will be observed teaching in your own early childhood setting for a total of five (5) lessons. Visits will be scheduled so that you are observed teaching at least two (2) lessons in numeracy/mathematics and at least two (2) lessons in the areas of language arts. The other observed lesson will be in any other subject area of your choosing. Two (2) of the five lessons will be marked as developmental while three (3) will be marked and graded as part of your final

mark. Two (2) lessons will also be observed and graded by an administrator at the school to which you are assigned. This administrator could be the Principal, Senior Teacher or Early Childhood Coordinator.

**YOU ARE REQUIRED TO HAVE A LESSON PLAN FOR EACH OF THE LESSONS TO BE OBSERVED. YOU WILL NOT BE OBSERVED OTHERWISE. LESSONS WILL BE ASSESSED USING A STANDARD ASSESSMENT TOOL FROM THE COLLEGE.**

**The total mark given for the teaching practicum is the average of the three (3) lessons assessed for final grading.**

### **TEACHING PORTFOLIO**

The teaching portfolio is due for submission on **FRIDAY, 8 April, 2016.**

The portfolio should contain the following:

1. Statement of YOUR philosophy of teaching/education. **(5 marks)**
2. An outline of two (2) developmental/psychological theories examined in class, related to the growth and development of young children, which resonate with you. **(10 marks)**
3. Reflections on the developmental theories described in 2. **(2 marks)**
4. A discussion page on the importance of Play in early childhood education, care and development. **(5 marks)**
5. Reflections on the use of play or learning centres as a teaching tool. **(3 marks)**
6. Evidence of teaching (10 %) including:
  - a) A curriculum web depicting the four (4) core areas of teaching. **(10 marks)**
  - b) Three (3) lesson plans for lessons observed during the practicum. **(15 marks)**
  - c) Copies and/or photos of materials used during the lessons (e. g. activity pages, worksheets stories, songs, presentations, etc.). **(10 marks)**
  - d) Reflections on your teaching practicum. **(5 marks)**
7. Observational report based on school visit (10%). The report should include:
  - a) Anecdotes on the observed setting/classroom environment and atmosphere. **(10marks)**
  - b) Anecdotes on interactions observed: pupil(s) to pupil(s) and teacher to pupil(s). **(10 marks)**
  - c) Reflections on the school visit. **(5 marks)**
8. a) Reflections on the Easter Vacation Workshop you attended. **(5 marks)**
  - b) Photographic/video graphical evidence of materials you made during the workshop. **(5 marks)**

9. The final page(s) of the portfolio should be a reflection on your growth as an early childhood educator since participating in the course. (5 marks)

**The portfolio should be presented in a small three ring binder with a cover page and table of contents. Graphics and photographs may be used in the portfolio to enhance the presentation. Participants are encouraged to pay attention to their use of English and to give proper citation and referencing to any quotations or excerpts taken from texts.**

### **RECOMMENDED READING**

Gordon Biddle, K., Garcia N., Ana G., Roundtree H., Wanda J. & Valero-Kerrick, A. (2013). Early childhood education: Becoming a professional. California: Sage Publishing Inc.

Essa, Eva L. (2011). Introduction to early childhood education. New York: Delmar.

Henniger, Michael L. (2008). Teaching young children: An introduction.(4<sup>th</sup> ED).New Jersey; Pearson Merrill Prentice Hall.

### **Internet sources**

[www.naeyc.org](http://www.naeyc.org)

[www.abcteach.com](http://www.abcteach.com)

[www.ericeece.org](http://www.ericeece.org)

[www.education-world.com](http://www.education-world.com)

[www.creativeclassroom.org](http://www.creativeclassroom.org)