

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

CDF 48 - Principles and Practices of Teaching Young Children

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level V; English Level IV

Transfer Status: CSU

51 hours Lecture

This course is an examination of the underlying theoretical principles of developmentally appropriate practices applied to programs and environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for all children. Early Childhood Education career opportunities and preparation will be examined. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics and professional identity. (C-ID ECE 120).

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types, philosophies and ethical standards.
- B. Identify the underlying theoretical perspective in forming a professional philosophy.
- C. Assess early childhood settings, curriculum and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- D. Evaluate the value of play as a vehicle for developing skills, knowledge, dispositions and strengthening relationships among young children.
- E. Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.
- F. Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

Lecture	
<u>Topics</u>	<u>Hours</u>
1. Introduction	2.00
2. Current and historic models, influences and approaches in the field of early childhood	6.00
3. Program models, types, and approaches (e.g., Montessori, Reggio, High-Scope, Emergent, Play-Based and Ages/Stages, etc.)	4.00
4. Delivery systems and their philosophy (nonprofit, profit, publicly funded and alternative payment/voucher)	3.00
5. An overview of licensing and regulation	3.00
6. Professional organizations and ongoing professional development.	3.00
7. National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct	2.00

8. Play as a vehicle for development and learning	2.50
9. Importance of communication, relationships and interactions (e.g., children, families, colleagues and health professionals)	3.00
10. The meaning of DCLAP- developmentally, culturally, linguistically appropriate practice	3.00
11. Principles of positive guidance strategies (e.g., programmatic, curricular and environmental adaptations)	3.00
12. Unique needs of children ages of zero to eight (e.g., infant/toddlers, preschool aged and in after school care).	3.00
13. Quality indicators (e.g., California Early Learning System, Early Childhood Environmental Rating Scale, Infant and Toddler Environmental Rating Scale, Family Child Care Environmental Rating Scale and NAEYC accreditation)	5.50
14. Observation, planning, implementation and assessment for effective teaching	5.00
15. Developing a personal philosophy of teaching and researching career opportunities	3.00
Total Hours	51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Group Discussions
- C. Guest Speakers
- D. Collaborative Group Work
- E. Class Activities
- F. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- G. Discussion
- H. Multimedia Presentations
- I. Observations at Various Types of Programs for Young Children
- J. Interviews of Professionals in the Field

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Papers
- C. Projects
- D. Journal
- E. Group Participation
- F. Class participation
- G. Class Discussion
- H. Observations/interviews

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 - 1. Read about current approaches in the field of early childhood education.
 - 2. Read about historic models and influences in the field of early childhood education.
- B. Writing Assignments
 - 1. Write a compare and contrast paper based on your program interviews and observations.
 - 2. Research and write a personal philosophy of teaching statement.

C. Out-of-Class Assignments

1. Interview a master or mentor teacher and write a paper.
2. Visit an early childhood program to assess the environment and research the program's approach to learning.

VII. **RECOMMENDED MATERIALS OF INSTRUCTION**

Textbooks:

- A. Morrison, G. Fundamentals of Early Childhood Education. 6e Edition. Pearson/Merrill, 2010.
- B. Bredekamp, S. Effective Practices in Early Childhood Education. 1e Edition. Merrill, 2010.

Materials Other Than Textbooks:

- A. Handouts

Created/Revised by: Terri Hutton

Date: 03/05/2012