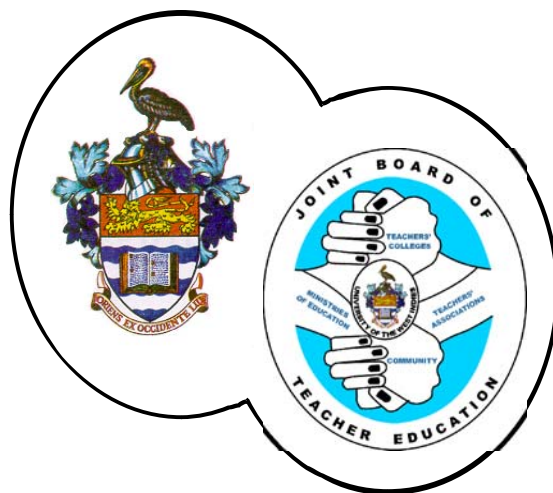


CURRICULUM GUIDE

FOR

THREE YEAR DIPLOMA IN TEACHING

**Teaching in Early Childhood
Education**



JOINT BOARD OF TEACHER EDUCATION

2004

TEACHING IN EARLY CHILDHOOD EDUCATION

**Revised under the aegis of
The Joint Board of Teacher Education
and
The ENACT Programme**

**(A joint initiative of the governments of Jamaica and Canada
to promote sustainable development in Jamaica.)**

2004

Preface

The Joint Board of Teacher Education (JBTE), in carrying out its mandate to ensure quality in the curriculum delivered by the consortium of teachers' colleges which form its membership, must ensure that the curriculum responds to the dynamic nature of knowledge and reflects current trends and practices of the various subject disciplines. To this end, periodic curriculum reviews must be undertaken in order to incorporate new material and approaches and to ensure congruence with the national curricula of the relevant levels of the education system.

The Sustainable Teacher Environmental Project funded by the ENACT Programme, a joint initiative of the Government of Jamaica and CIDA, has provided funding to enable such a review in a number of areas of the JBTE programme offerings. This has resulted in the redesign of the Secondary Science options of Biology, Chemistry and Physics, and the Early Childhood programme. The project has also provided for the development of a new elective course for the Secondary programme: *Environmental Education for Secondary School Teachers*, as well as the provision of some resource documents. The project also included activities to promote whole college strategies to make environmentally sustainable action a foundation of all teaching, research, operations and community outreach, strengthening the capacity for action research among college lecturers.

The curriculum revision/development process has focused on a number of the expected outputs of the JBTE programme as outlined in the regulations, *inter alia*

- The development of teachers with a thorough, accurate and appropriate knowledge and understanding of their areas of specialisation;
- The transformation of the college programme from a teacher-centred, didactic mode of teaching to a collaborative, interactive and student-centred learning environment;
- The development of a commitment, on the part of the teacher, to making the quality of life better for the children he/she teaches through an awareness of, and appreciation for, the importance of living in harmony with the environment.

The ENACT project formed important tiles in the mosaic of the JBTE activities, providing as it did

- (a) A forum for students and staff at every level of JBTE member institutions to be exposed to the urgent and timely global issues related to environmental education and sustainable development,
- (b) Revised curriculum documents which reflect current theories and practices,
- (c) Workshops for lecturers to develop and deliver new curricula.

The Project has therefore been a valuable component of the process of transformation of the classroom environment, curriculum, and assessment practices of the JBTE programmes.

SUBJECT:	Early Childhood Education: Theory and Practice
TITLE:	Teaching in Early Childhood Education 1 (EC102A)
PROGRAMME:	Early Childhood
YEAR:	One
SEMESTERS:	I & 2
DURATION:	75 hours
CREDITS:	5
PRE-REQUISITE:	College Matriculation

Introduction

Contemporary curriculum approaches in early childhood stress the importance of providing young children with experiences that are developmentally appropriate, that foster holistic development and promote positive attitudes and dispositions to life and learning. In this regard, early childhood teachers must acquire the knowledge and pedagogical skills necessary, to develop and implement child-centred curriculum practices that intrinsically motivate and stimulate children's desires to become meaningfully engaged in their own learning.

This course aims to help student teachers acquire the knowledge and skills to become sensitive and competent classroom practitioners, capable of creating appropriate and effective learning environments for young children. Student teachers will acquire knowledge and understanding of the foundations of early childhood education and contemporary trends in early childhood curriculum practice; key theories and perspectives of teaching and learning with particular emphasis on constructivist and developmentally appropriate approaches and strategies for teaching at the early childhood level. Student teachers will be expected to reflect on the theories and on their own beliefs and experiences of teaching and learning, with a view to developing a personal philosophy that is consistent with appropriate and best practices in early childhood education. The course places emphasis on deepening student-teachers' understanding of the integrated curriculum approach and the implications for practice in early childhood classrooms.

This course is presented in two parts over three semesters. **Part One (TECHE 1)** focuses on the philosophical and theoretical foundations and issues of early childhood education, and especially emphasises integrated curriculum development and practice. This course outline, taking 2 semesters for completion, provides the content framework and suggested delivery methods and teaching resources. However, lecturers are expected to use their own initiative and creativity to add other innovative and participatory strategies to enhance their teaching. **It must be borne in mind that an**

important principle of the constructivist approach is the *modeling* of the teaching behaviours in college that student teachers are expected to use with children in their own classrooms. Additionally, college lecturers are expected to display and demonstrate the positive attitudes and values they expect young teachers to uphold such as: respect, caring and improvement of self, others and the natural and built environment.

Rationale

The proliferation of recent studies on the brain, overwhelmingly point to an important finding that maximising development of brain capacity in the young child depends on the quality of the learning environment and the nature of learning experiences in the early years. More brain cell connections are made when the child's learning experiences are presented in an integrated way, as this is more in keeping with the holistic manner in which young children view the world and make sense of their experiences in it. For this reason, the integrated approach is consistent with the principles of developmentally appropriate curriculum practice in early childhood.

The integrated curriculum approach reduces the barriers between the discrete subject disciplines in favour of highlighting their inter-relatedness. All disciplines are regarded as equally important in the knowledge and skills each contributes to promoting the child's total development. At the early childhood level, curriculum integration is best achieved through the use of appropriate themes and projects that form the basis for integrating relevant content elements from the subject disciplines. Individual subjects cease to have a separate identity as they become integrated into a wide range of learning experiences and skill development activities centred around each theme/project.

Effective curriculum integration is best achieved through careful, resourceful and creative planning by the teacher, who is expected to remain focused on the child's need to:

- be continuously challenged to extend learning to higher levels;
- be warmly supported in achieving personal learning targets;
- be actively engaged in meaningful learning through interaction with a wide range of materials, activities, experiences and persons;
- be made aware of the importance of the surrounding environment as a rich learning resource;
- be guided into development of positive personal and social attitudes and values with respect to self, others, the natural environment and nationhood.

General Objectives

This course is intended to assist student-teachers to:

1. gain a knowledge of the historical foundations and the theoretical and philosophical principles of early childhood education that have influenced contemporary concepts of developmentally appropriate practice.
2. understand the importance of early childhood education intervention programmes in children's development.
3. develop an awareness of different early childhood programme models and current issues influencing curriculum in ECE.
4. understand the history, structure and development trends of the Jamaican early childhood system.
5. gain understanding of some essential principles of teaching and learning in the constructivist oriented, student-centred approach.
6. understand the general meaning, purpose and essential elements of curriculum and the curriculum development process.
7. develop an understanding of the principles and practices of curriculum integration at the early childhood level and aspects of the learning environment that support integrated curriculum implementation.
8. apply knowledge of child development to planning and selecting developmentally appropriate curriculum content and learning experiences for children from 3-7 years.
9. gain experience in presenting integrated curriculum units in micro-teaching and project development experiences with children.
10. engage in reflective practice about their teaching with the aim of continuous self-improvement in classroom practices.
11. be resourceful in using environmental themes and resources as a rich source of curriculum support.

Scheme of Assessment

Semester 1

Course work: 4 Pieces

Weight: 40%

Do Numbers: 1,2, 5 and one other and One other

1. *Essay* –(See Unit 1.3.)

- Share/discuss personal early childhood experiences and write a reflective piece that makes connections between your current personal views and any of the theories on early childhood education/development.

OR

- Prepare a report on a selected theorist/philosopher/educator, outlining his/her contribution and its impact on current early childhood classroom practices.

2. **Group presentation** on field trip assignment- (seeUnit 1.4)
 - Prepare and present a group report on early childhood programme models in Jamaica based on your visits to different types of programmes (follow the criteria set for preparation of group reports).
3. **Poster presentation** on: (see Unit 2.1)
Either:
 1. Prepare a poster presentation to highlight the contribution of local educators to ECE development in Jamaica.
 - OR**
 2. Develop a time line chart of significant milestones in the development of the early childhood system in Jamaica since the 1930s.
4. **Observing teacher roles:** (see Unit 3.2.)
 - Following at least **3** visits and observations in a teacher's classroom, prepare a profile that describes the specific roles observed. Give examples of the teacher's behaviour that supports each role observed.
5. **Constructivist Learning Environment** (Unit 3.3)
 - Identify the main characteristics /features of a constructivist learning environment and prepare an attractive, interesting booklet that highlights/ demonstrates these features.
6. **Developmental Scope & Sequence** (Unit 4.1)
 - Student-teachers work in groups; each group is assigned a particular early childhood age group to - prepare a brochure that summarises typical skills and abilities for the domains – physical, intellectual, emotional, social.

N.B. Lecturers will be required to use set criteria for assessment of each piece of course work.

Final Examination

Weight: 60%

1 Written Examination

Answer 3 questions out of 7

Time: 2 ½ hours

Rubric: Do one question from Section A and two from Section B

Section A: Compulsory question (Do 1 of 2)
40% of marks

Section B: general questions (Do any 2 of 5)
30% of marks each

Semester 2

The final grade for this course is calculated as the combined marks of the reflective essay and the practical examination, apportioned as follows from a total of **100 marks**:

1. Reflective Essay: (30 marks)

This essay/report will include:

- Description of the student teacher's personal expectations of the teaching practice experience
- Description of the actual experience of teaching practice including:
 - a) new knowledge gained (surprising encounters) about teaching in classrooms and schools
 - b) positive and negative experiences encountered and what lessons were learned from these
 - c) impact of teaching practice experience on personal philosophy of teaching;
 - d) how will this experience change/influence your teaching in the future

2. Practical Examination (Display and Interview): (70 marks)

- The practical examination will be assessed based on the criteria presented in the *TECHE Practical Examination Assessment Instrument* (See attached).
- The marks are allocated in the proportion of: Display –40 marks; Interview – 30 marks
- The required contribution and total cooperation of individual members of each practical examination group to the preparation of the display will be assumed. However, individual group members may lose up to 10 marks out of the 70 marks allocated to this examination, for failure to adequately contribute to group activities.
- Group participation will be determined using the following criteria
 - a. attendance at group meetings
 - b. participation in making materials
 - c. participation in setting up display
 - d. level of contribution to research on topics
 - e. overall attitude of cooperation
 - f. overall contributions (trashables, finances, time)

GRID FOR COMBINING COURSE WORK AND EXAMINATION GRADES
WHERE A WEIGHTING OF
FORTY PERCENT (40%) HAS BEEN GIVEN TO COURSE WORK
AND SIXTY PERCENT (60%) TO EXAMINATIONS

THREE-YEAR INTRA-MURAL PROGRAMME

Note: Exam grades are weighted at 60% and Course Work is weighted at 40%.

COURSE WORK GRADES											
Examination Grades			9 A	8 B+	7 B	6 B-	5 C+	4 C	3 C-	2 D	1 E
80 - 100	A	9	A	A	B+	B+	B	B	B	B-	C+
70 - 79	B+	8	B+	B+	B+	B	B	B-	B-	B-	C+
65 - 69	B	7	B+	B	B	B	B-	B-	C+	C+	C
60 - 64	B-	6	B	B	B-	B-	B-	C+	C+	C	C
55 - 59	C+	5	B	B-	B-	C+	C+	C+	C	C	C-
50 - 54	C	4	B-	B-	C+	C+	C	C	C	C-	D
45 - 49	C-	3	C+	C+	C+	C	C	C-	C-	C-	E
40 - 44	D	2	C+	C	C	C	C-	D	D	D	E
0 - 39	E	1	D	D	D	D	E	E	E	E	E

- Note:** 1. **Course Work must be C+ or above to redeem a failing exam grade.** [See *Teacher Certification Regulations, pages 58, m (iv).*]]
2. **Course Work cannot redeem an examination grade below D.** [See *Teacher Certification Regulations, page 58 m (iv).*]]

UNIT 1 Philosophical Foundations and Development of Early Childhood Education

Number of Hours: 30

Instructional Objectives: At the end of the unit student teachers should be able to:

1. define the concept “early childhood”, justify the importance of early childhood education/intervention programmes and discuss significant global trends in ECE.
2. demonstrate awareness and understanding of the historical roots and theoretical/philosophical influences on early childhood education.
3. share personal experiences of early childhood and compare personal beliefs with those of the theorists/philosophers who influenced early childhood education practice.
4. identify and discuss some implications of the different theories for teaching, learning, curriculum planning and assessment.
5. describe some well-known early childhood programme models (local and international).

CONTENT		SUGGESTED ACTIVITIES
1. [2hrs]	The concept and value of Early Childhood Education. • Definition of concepts: <i>Early Childhood and Early Childhood Education</i>. • Importance of Early Childhood Education to human and national development.	▪ Brainstorm personal understandings of the concepts: <i>Early Childhood and Early Childhood Education</i> ▪ Review and share related readings on the value/ importance of Early Childhood Education (See <i>Early Childhood Counts</i> CD- World Bank) ▪ Reflect on and share personal memories of teachers who have had lasting influence on your early personal development;

analyse reasons
for this

2. Global contemporary issues and trends in ECE.
[4hrs]

- Concept of Developmentally Appropriate Practice (DAP); the main underlying principles and guidelines of DAP (see *Bredekamp, & Copple 1997*).
 - Issues of Authentic Assessment in Early Childhood.
 - Promoting environmental education in ECE.
 - Integrating information technology in ECE.
 - Trends toward inclusion and mainstreaming of the developmentally challenged in regular classrooms.
- Review and discuss the main principles of Developmentally Appropriate Practice (DAP) (outlined in Bredekamp and Copple, 1997)
 - Students write short vignettes depicting various practices they have personally observed in Early Childhood settings; use these scenarios for small group critique and discussion in the context of DAP principles (see SECHE)
 - Small groups research different topics on current trends and developments in ECE practice; report on and discuss main findings in class

3. Philosophical influences and theoretical perspectives on Early Childhood Education. [20 hrs]

- *Definitions and concepts*

- What is a theory? A philosophy? A theoretical orientation/ perspective?
- Prominent theories/philosophies:
 - *Maturationist/naturalistic* (Rosseau, Pestalozzi, Gessell).
 - *Behaviourist* (Thorndike, Skinner).
 - *Constructivist/interactionist* (**Vygotsky, Piaget, Dewey**, Bruner).
 - *Psycho-social* (**Erikson**).
 - *Environmental* (**Locke**, Owen).
 - *Social Learning –observational* (Bandura).
 - *Multiple Intelligences* (**Howard Gardner**).
 - *The Eclectic Orientation*.

- *Other influential Early Childhood educators:*

- Friedrich Froebel.
- Maria Montessori.
- McMillan Sisters.

- Students prepare assigned relevant readings for class discussion
 - Tutor-led lecture/discussions.
 - Students brainstorm and share personal interpretations of the terms; compare with textbook meanings
 - Group presentations/panel discussion on the influential theorists and founding philosophies of ECE; (*more emphasis on theorists in bold type face*)
 - Share/discuss personal early childhood experiences and write a reflective piece that makes connections between your current personal views and any of the theories on Early Childhood Education/development
- OR**
- Prepare a report on a selected theorist/philosopher/educator, outlining his/her contribution and its impact on

current Early
Childhood
classroom
practices

- Discuss the meaning of an “Eclectic Orientation” and provide examples
- Compare the views of these influential educators, Froebel, Montessori, the McMillan sisters on Early Childhood Education
- Reflection and discussions on your own personal views

4. Early Childhood Programme models [4 hrs]

- Montessori.
- British Infant Schools.
- Bank Street.
- High Scope (US; St. Kitts).
- Reggio Emilia (Project Approach).
- Servol (Trinidad & Tobago).
- Eclectic Model (Jamaica).

- Research Internet web-sites for information on the different EC programme models
- View available video-tapes and printed materials on the different models and discuss their relevance/ appropriateness in the Jamaican context
- Field trips to different types of

early childhood
programme
models in
Jamaica
followed by
group reports for
class
presentation
(follow set
criteria for
preparation of
group reports)

UNIT 2 Early Childhood Education in Jamaica

Number of Hours: 10

Instructional Objectives: At the end of the unit student teachers should be able to:

1. trace the significant milestones in the development of Early Childhood Education in Jamaica from the historical beginnings to the present.
2. describe the organisational structure of the national Early Childhood system.
3. identify important trends and issues in Early Childhood programming in Jamaica.

CONTENT	SUGGESTED ACTIVITIES
1. Development of ECE in Jamaica. • <i>Historical overview/milestones:</i> - The beginnings; child care. - Provisions. - Basic school movement. • <i>Significant contributors to development of ECE in Jamaica:</i> - DRB Grant. - Elsa Walters. - Henry Ward. - Ruby Meredith.	▪ Students work in small groups to research information on early contributors to ECE development in Jamaica (See Daley, et al.) ▪ Prepare a poster presentation to highlight the contribution of local educators to ECE development in Jamaica OR ▪ Develop and make presentation on a time line chart of significant milestones in the development of the early childhood system in Jamaica since the 1930s
2. Organisational structure of the EC system in Jamaica: • Day care, preschool/basic school provisions; public/private partnerships; lower primary school grades. • Donor agency support. • Integration movement. • New developments in the EC system in Jamaica, e.g., Diversified services such as <i>Roving Caregivers</i>.	▪ Examine and discuss organisational chart of the EC system in Jamaica (see McDonald, 1995) ▪ Gather information from relevant documents and interviews with Early Childhood Officers, regarding current important developments in the early childhood system; present findings in class group discussions

3. Current EC issues in Jamaica:
- Issues emerging from local research, (e.g., TMRI early stimulation studies; Samms-Vaughan's longitudinal studies; CCDC Profiles studies, etc.)
 - Important EC policy papers, e.g., MOEYC White Paper, National Plan of Action, etc.
- Read at least one research report and develop/discuss a list of the significant findings from the research. Create a "Did You Know?" chart that highlights these findings
 - Invite resource person to talk about the EC issues emerging from local research
 - Review and have class discussion on the MOEYC White Paper policies relevant to Early Childhood Education: "What are the implications of these policies?"

UNIT 3 Introduction to Curriculum, Teaching and Learning: General Principles

Number of Hours: 15

Instructional Objectives: At the end of the unit student teachers should be able to:

1. reflect on and identify the central tasks and purposes of teaching.
2. identify the different roles of the teacher.
3. explain concepts of constructivism and student-centredness in teaching and learning.
4. explain the causes of and the important role of motivation in learning and describe different approaches and strategies that can be used to motivate students in the classroom environment.
5. explain the meaning of the term *curriculum* and describe the purpose and elements of a curriculum.
6. identify types of curricula and approaches to curriculum development.
7. outline differences between integrated and traditional subject-based curricula.

	CONTENT	SUGGESTED ACTIVITIES
1.	The important tasks of teaching. [2hrs] • What is important in teaching? • Some important tasks of teaching: - Listen to/understand students' thinking. - Understand students' experiences. - Organise subject matter/plan for teaching. - Get students to learn worthwhile things. - Create a safe learning environment. - Affirm students' sense of self, etc. - Add others.	▪ Students brainstorm/share views from their own experiences on what they consider to be the most important tasks of teaching. Create a poster from the responses of students ▪ Write a brief reflective essay on "Characteristics of exemplary teaching"

2. The role of the teacher in the Early Childhood Classroom. [2 hrs]
 - Curriculum designer.
 - Organiser of instruction.
 - Planner.
 - Motivator/challenger/reinforcer.
 - Observer/assessor/evaluator.
 - Caretaker/nurturer.
 - Decision-maker.
 - Resource person.
 - Participant.
 - Advocate.
 3. Understanding Constructivism and student-centredness in the teaching/learning situation. [4 hrs]
 - Definitions/explanations of the terms: *constructivism, student-centred*.
 - Important elements of constructivist learning environments.
 - Importance of relationships in constructivist learning environments.
 - Student-centred teaching; individual learning styles.
 - The concept of Multiple Intelligences.
- Students visit classrooms and observe teachers at work; note examples of the variety of roles the teacher performs within the time period observed
 - After at least 2 visits and observations in a classroom, prepare a profile that describes the specific teacher roles observed. Give examples of the teacher's behaviour that support the roles described
 - Compose a poem/song about the teacher's role
 - Reflect on past relationships and experiences with teachers
 - Assess various role models encountered as a child or adult and conduct self inquiry, e.g.:
 - What did I learn from the positive role models which I now want to use?
 - What did I learn from the negative role models that I now need to unlearn
 - How can I serve as a good role model for my students?
 - Students research information on constructivism in teaching and learning; share meanings and understandings in class discussion; provide examples of personal learning experiences regarded as constructivist in orientation
 - Identify the main characteristics/ features of the constructivist learning environment & prepare an attractive, interesting booklet that highlights these
 - Students discuss personal learning styles in small groups; share, create and self sample a learning style inventory of the group (*refer to Gardner's*

4. Motivation in Learning. [2 hrs]
- *Causes of motivation*, i.e., reasons that motivate humans to certain behaviours and action (Link to the theories of learning).
 - *Examples of causes are*: need satisfaction (physiological, safety, love, sense of belonging, esteem, etc., reinforcers, self efficacy.
 - *What factors influence student motivation?* Anxiety, classroom conditions, liking for and attitude to teacher, teaching methods and interest in subject, etc.
 - *Intrinsic/extrinsic motivation. Strategies for increasing student motivation.*
- Use a case or students' experience to link the topic to an actual experience; develop from this case/experience some causes for motivation
 - Explain causes
 - Students work in groups to develop some strategies based on the factors discussed
 - Additional reading assignment on *Strategies for motivating students*
- 3.5 Understanding Curriculum. [5 hrs]
- Definitions of curriculum.
 - Purpose of a curriculum.
 - Elements of a curriculum (objectives, content, methods/learning
- Students brainstorm personal understandings of the term curriculum; create a group definition and compare with text book definitions (see Bailey & Yussuf-Khalil, 1998)
 - Students brainstorm and develop a list of the purposes of a curriculum; discuss and compare with textbook suggestions
 - Tutor-led discussion on elements of a curriculum and

- experiences, evaluation).
 - Types or aspects of curriculum (hidden, active, enacted, social, academic); importance of creating the appropriate context for learning.
 - *Curriculum approaches*
 - Characteristics/features and differences of:
 - Traditional (e.g., subject-based).
 - Contemporary (e.g., integrated).
- types of curricula recognised
 - Students view video of local classroom activities; identify and discuss examples of curriculum aspects observed
 - Analyse types/aspects of curriculum at work in your college classroom
 - Students read in advance, assigned sections from texts (Wortham, 1998 & Wolfinger & Stockard, 1997); discuss features/differences of both curriculum approaches.

UNIT 4 Planning and Implementing the Integrated Early Childhood Curriculum

Number of Hours: 20

Instructional Objectives: At the end of the unit student teachers should be able to:

1. justify reasons for curriculum integration and state the benefits and risks of this approach.
2. describe the different ways of integrating curriculum.
3. justify thematic curriculum integration as a developmentally appropriate approach to learning in Early Childhood.
4. identify and follow a step-by-step process in planning integrated thematic units, drawing on their knowledge of child development.
5. create appropriate thematic unit plans from a process of brainstorming and concept webbing.
6. develop lesson plans from Thematic Unit Plans.
7. identify important aspects of the learning environment that must be in place to support curriculum integration, e.g., physical setting, appropriate time scheduling etc., (see SECHE).
8. engage children in meaningful project work to promote integrated learning.

CONTENT	SUGGESTED ACTIVITIES
1. Applying integration in the Early Childhood curriculum. • Ways of integrating curriculum (e.g., disciplines, themes, concepts). • Benefits and risks of curriculum integration. See Wolfinger and Stockard.	▪ Tutor-led class discussion on different ways of integrating curriculum and the benefits and risks of the integrated curriculum approach ▪ Students reflect on their own

- Rationale for integrating the EC curriculum.
 - Appropriateness of themes and projects in EC curriculum integration:
 - What is the thematic approach?
 - What is the project approach?
 - Applying child development
 - Knowledge to planning, scoping and sequencing curriculum activities.
 - Scoping age –appropriate skills and EC learning attainment targets based on child development knowledge.
 - Planning the integrated approach.
 - Selecting/researching the theme/topic.
 - Webbing thematic curriculum ideas.
 - Developing the integrated thematic unit plan.
 - Developing integrated thematic unit objectives.
 - Identifying appropriate concepts, skills and processes to promote learning.
 - Preparing lesson plans.
- childhood learning and school curriculum experiences and write an essay or engage in a class debate on the topic “Is curriculum integration necessary for effective learning?”
- Assigned readings and class discussion on “Why integrate the curriculum?”
 - Assign student groups to research information on Thematic Units (Wortham) and Projects (Katz and Chard); groups make presentations in class, highlighting main features/ differences of the two approaches (if any)
 - Student-teachers work in groups; each group is assigned a particular early childhood age group to - prepare a brochure that summarises typical skills and abilities for the domains – physical, intellectual, emotional, social
 - (Individual or small group work) Student-teachers examine developmental scope and sequence charts for children birth through eight years; identify and become familiar with skills and concepts (from domains and disciplines) and their appropriate sequencing for the different early childhood age groups (birth – 3, 3-5, 6-8)
 - Brainstorm and create a list of themes/topics for development of thematic units or projects; identify reasons why the selected topics are appropriate
 - Choose as examples, different environmental themes and practice brainstorming ideas to develop concept webs for thematic units (work in small groups)
 - Group work: develop a unit plan by collectively making decisions about: unit objectives; appropriate concepts and skills for an age group of choice; appropriate content/skills from different subject disciplines; variety of activities to engage children's

- interests
 - Practice presentation of prepared lessons in simulated or micro-teaching activities
- 2. Other considerations in integrating the curriculum:
 - The place of systematic instruction in the integrated curriculum.
 - The purpose of systematic instruction (e.g., “Windows” in the Grades 1-3 curriculum).
 - Difference between systematic instruction and teacher-directed instruction.
 - Maintaining the balance between thematic and systematic instruction.
- Assign appropriate readings for students to prepare; discuss the principle of “systematic instruction” relative to “Windows”; examine the Grades 1-3 curriculum and identify appropriate areas where “windows”/systematic instruction might be used in the curriculum
 - Micro-teaching demonstrations of use of “windows” and “integrated blocks” within the integrated curriculum

END OF SEMESTER I

SUBJECT:	Early Childhood Education: Theory and Practice
TITLE:	Teaching in Early Childhood Education II: Seminar in Curriculum Integration (EC102B)
PROGRAMME:	Early Childhood
YEAR:	Two
SEMESTERS:	1
DURATION:	30 hours
CREDITS:	2
PRE-REQUISITE:	Teaching in Early Childhood Education 1

Introduction

Contemporary curriculum approaches in early childhood stress the importance of providing young children with experiences that are developmentally appropriate foster holistic development and promote positive attitudes and dispositions to life and learning. In this regard, early childhood teachers must acquire the knowledge and pedagogical skills necessary, to develop and implement child-centred curriculum practices that intrinsically motivate and stimulate children's desires to become meaningfully engaged in their own learning.

This course aims to help student teachers acquire the knowledge and skills to become sensitive and competent classroom practitioners, capable of creating appropriate and effective learning environments for young children. Student teachers will acquire knowledge and understanding of the foundations of early childhood education and contemporary trends in early childhood curriculum practice; key theories and perspectives of teaching and learning with particular emphasis on constructivist and developmentally appropriate approaches and strategies for teaching at the early childhood level. Student teachers will be expected to reflect on the theories and on their own beliefs and experiences of teaching and learning, with a view to developing a personal philosophy that is consistent with appropriate and best practices in early childhood education. The course places emphasis on deepening student-teachers' understanding of the integrated curriculum approach and the implications for practice in early childhood classrooms.

The course is presented in two parts over three semesters. **Part Two (TECHE II)** which is completed in the third and final semester, takes the form of a seminar in curriculum integration and is particularly concerned with engaging student teachers in hands on, practical experiences in using and interpreting the relevant school curricula in the

development and implementation of integrated lessons and integrated teaching. Student teachers will engage in small and large group activities aimed at practicing and refining their skills in integrated unit and lesson planning and teaching. They will have opportunities to critique each other's work and learn from each other; reflect on areas of strength and weakness and identify ways to improve their teaching skills; engage in a practical demonstration of their knowledge of integrated curriculum planning and implementation. Special emphasis will be placed on the important processes of *theme selection, thematic concept webbing, setting unit plan objectives, specifying age appropriate learning objectives, specifying unit content and selecting developmentally appropriate learning activities.*

Rationale

Several research studies on beginning teaching point to the fact that newly qualified teachers often approach their first 'real world' teaching jobs with some amount of trepidation. They worry about many things such as keeping their students motivated and interested in learning, managing the children's behaviour and classroom procedures, and being able to interpret and use the assigned school curriculum to teach effectively, among other concerns. This seminar in curriculum integration is designed to allow students adequate time to familiarise themselves and interact with the curricula that they will use in schools in which they will be responsible for managing and teaching in their very own classrooms. Being comfortable with the school curricula and knowledgeable about how to interpret and use them is one strategy for reducing the new teacher's anxiety as he or she embarks on a new career. Student teachers will also have the opportunity to apply theory to practice as they prepare for a final practical demonstration of their knowledge and skills in integrated curriculum implementation.

General Objectives

This course is intended to assist student-teachers to:

1. develop facility in interpreting and using the national preschool and lower primary school curricula for planning and presenting lessons that support integrated teaching approaches.
2. practice the skills and methodologies that are appropriate for teaching different age levels within the early childhood stage.
3. demonstrate practical skills in developing appropriate teaching/learning materials to support teaching and learning in the integrated curriculum approach.
4. develop the ability to reflect on and learn from constructive criticism.

Duration: Weeks 1 through 12: Semester 1/Yr.2

Instructional Objectives: By the end of the semester, student teachers will be able to:

1. recall/identify the essential elements of integrated curriculum planning, with emphasis on the learner.
2. identify the sequenced steps in the process of integrated curriculum planning.
3. prepare lesson plans from existing relevant school curricula.
4. engage in co-operative micro-teaching/ demonstration lessons involving small groups of children.

CONTENT

SUGGESTED ACTIVITIES

Weeks 1 & 2-Semester 1/Yr. 2

- | | |
|---|---|
| <ol style="list-style-type: none">1. Review of elements and steps in integrated curriculum planning (see <i>TECHE 1:Units 4.1 & 4.2</i>). | <ul style="list-style-type: none">▪ Prepare a list of the important elements in the process of integrated curriculum planning▪ Create a diagram or flow chart to clearly show the steps in developing an integrated unit plan |
| <ol style="list-style-type: none">2. Taking a look at relevant national curricula. | <ul style="list-style-type: none">▪ Examine content & structure of MOEYC curricula used in preschool and lower primary grades |
| <ol style="list-style-type: none">3. Theme selection and development of integrated units for demonstration teaching. | <ul style="list-style-type: none">▪ In pairs, student teachers choose a theme from a curriculum manual, and an age group of choice and practice the curriculum integration steps in developing a Unit plan▪ Post all completed unit plans (with a blank sheet of paper attached) around the classroom walls for all to examine; viewers can write notes of commendation or constructive criticism about each Unit plan; owners of each unit plan can read and discuss the comments and make adjustments if necessary to improve unit plans▪ In the large group, guided by the tutor, students individually reflect on the following questions and share |

their thoughts (on a voluntary basis only) in a discussion after:

- What are the least challenging steps in the process?
- What are the most difficult steps in the process?
- What are the gaps in my knowledge?
- What do I need to do to understand this process better?
- How do I feel about the comments others made about my unit plan?
- Did I learn anything from these comments? What?
- Can I use any of the comments to improve my unit plan?

Weeks 3, 4 & 5-Semester 1/Yr.2

4. Lesson planning from the school curricula.

- Student teachers consult with practicing or cooperating schools regarding the curriculum units currently being taught
- Individual students identify and prepare from a curriculum Unit, 3 lesson plans to include one plan for a *circle time/large group activity*; one for an *integrated block session*; and one for a *systematic instruction "windows" session*)

5. Cooperative teaching experiences with groups of children.

- Groups of student teachers work cooperatively with small groups of children from practicing or cooperating schools to gain experience in teaching of integrated lessons prepared from curriculum units (Suggest organising at least six (6) groups of children representing the different age ranges)

Weeks 7, 8 & 9 –Semester 1/Yr. 2

6. The 2nd Year Teaching Practice Experience (include college preparatory activities if needed).

- Student teachers engage in practice teaching in classrooms at local/ community schools
- Student teachers on practice, gather data/information required for completion of the reflective essay assignment

Weeks 10, 11, 12 – Semester 1/Yr.2

7. Reflecting on the teaching practice experience.
 - Student teachers engage in large group review/discussion and reflection on the teaching practice experience
 - Prepare a reflective essay/report on the teaching practice experience **(submit by end of week 10)** See Scheme of Assessment
8. Planning for the final practical display.
 - Student teachers meet in assigned thematic groups to plan and organise for the practical examination display

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Websites

Caribbean Early Childhood Education Care & Development: www.caribecd.org.jm

National Association for the Education of Young Children: www.naeyc.org

National Center for Early Development & Learning: www.ncedl.org

Early Childhood Clearing House, University of Illinois: ERIC/EECE

Journals

Young Children

Child Education

Early Childhood Education

International Journal of Early Childhood

Transition

Learning

Instructor

Phi Delta Kappa

Caribbean Link: For Early Childhood Education, Care and Development (CCDC)

Associations & Organisations

Bernard van Leer Foundation Centre for Early Childhood Education: North Coast Project
UWI, Mona, Kingston, Jamaica.

Caribbean Child Development Centre (CCDC)

Rural Family Support Organisation (RuFamSO)

National Association for the Education of Young Children (NAEYC)

Association for Childhood Education International (ACEI)

World Organisation for Young Children (OMEP)

Canadian Association for Young Children (CAYC)