

Early Childhood Education II

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» Course Overview

The Early Childhood Education Two course is designed to provide an overview of the professional expectations of being an early childhood educator. Throughout the course, students will learn about what it means to be a professional, including the significance of professional development in any educational role. They will review observational methods and the history of education in the United States, with a focus on early childhood and school-age programs. They will spend a significant portion of the course learning about the importance of Developmentally Appropriate Practice and how to implement DAP strategies. Designing physical, social, and temporal environments will also be a major focus of the course, as will developing relationships with families and communities to strengthen their position and knowledge.

» Course Outline by Module

Module 1	Professionalism Part I	Module 7	Language Use and Acquisition
Module 2	Professionalism Part II	Module 8	DAP for Programs Serving Children Birth Through Age 8
Module 3	Observation and Recording Methods and the History of School-Age Childcare	Module 9	Professional Relationship Skills
Module 4	The History of School-Age Childcare	Module 10	Brain Research and Communication Skills
Module 5	Developmentally Appropriate Care and Activities for Infants and Toddlers	Module 11	Preparing for the Child Development Associate Certification
Module 6	Schedules, Spaces, and Experiences that Enhance Children's Total Growth and Development		

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» Module Overview and Learning Objectives

| Module 1. Professionalism Part I

Good teachers become great teachers through professional development. When teachers have the opportunity to engage with other educators in professional development and continuous learning opportunities, they are better equipped to meet the needs of all students. Professional activities come in all shapes and sizes, but should have one clear goal: enhancing student achievement. Developing your skills and knowledge while collaborating with other professionals allows teams of teachers to collectively focus on the needs of their students. There is a lot of pressure on you as an educator while you are in a classroom full of students relying solely on you to have the answer. Professional development activities provide the opportunity to learn and problem solve with like-minded professionals facing similar situations. Your competence and confidence will soar!

Learning Objectives: In this module, students will:

- Explain the importance of professional development, ethical standards, accreditation, confidentiality, credentialing, professional organization membership/participation, and self-reflection for childcare professionals.
- Identify and use job-related childcare terminology.
- Participate in regular self-assessment including attitude and performance.
- Demonstrate exemplary behavior and social skills as a positive role model for children.

| Module 2. Professionalism Part II

Early childhood educators have a responsibility to be strong role models to the children in their care. Young learners may very well learn the most by watching you, so it's important to remember the influence that your behavior has on them. In addition to being an exemplary role model, you also have the obligation to keep information about children and their families confidential and private. While there are some steadfast rules that learning centers have, there are other choices that you will make guided by your ethics. For example, sharing social media posts is an easy thing to do. You are proud of the children you care for and the great progress they are making.

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But, did you realize that posting on your own social media account is a violation of their privacy? You will face ethical dilemmas as an educator that must be handled properly. Throughout the lessons in this module, you will learn strategies that you can implement to model good behavior, work within confidentiality and privacy guidelines, develop a strong sense of ethics, and understand learning styles of the children in your care.

Learning Objectives: In this module, students will:

- Distinguish between professional and unprofessional behavior when serving as a role model for children.
- Describe legal issues and liability as they relate to childcare professionals (i.e.: social media posts, confidentiality, etc.).
- Identify and review resources on the National Association for the Education of Young Children Website (www.naeyc.org).
- Observe teaching situations depicting ethical problems and use the NAEYC Code of Ethics to propose potential solutions.
- Identify and describe various teaching methods and learning styles for effective teaching practices.

| Module 3. Observation and Recording Methods and the History of School-Age Childcare

As an early childhood educator, observations will be part of your every day life. Most educators understand that observation is necessary, but may not fully comprehend why it's necessary. As you have learned, there is more to being an early childhood educator than teaching children. It is about encouragement, support, and guidance. It is learning the child's interests and allowing them time and room to explore those interests. It is about inspiring curiosity. To be effective, observation of play and learning activities is essential. You will be one of the most important adults in a child's life, helping him or her to meet their developmental milestones. Observation is the way that you can understand more about the children in your care and adapting the environment, lessons, and activities to meet their needs effectively.

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Learning Objectives: In this module, students will:

- Analyze appropriate observation methods and tools for recording (i.e.: anecdotal records, running records, checklists, etc.).
- Observe, record, and report the behavior of children using various observation tools.
- Describe the need for school-age childcare and how it has evolved.
- Describe different types of programs available for children before and after school; during summer; and on school holidays.
- Explain the professional characteristics of a school-age caregiver.

| Module 4. The History of School-Age Childcare

Understanding how children learn and develop is critical as an early childhood educator. One of the main roles you will have is to support the social, emotional, cognitive, and physical developmental needs of the children in your care. To do this, you must understand where they are developmentally and create lessons and activities that challenge them to progress to higher levels. A critical responsibility of an early childhood educator is to help a child become self-reliant and self-regulatory. This means that you are not simply giving them answers or telling them how to do something, but helping guide them to problem-solving, communicating, and independence.

Learning Objectives: In this module, students will:

- Explain why and how individual children may overlap both younger and older chronological programs.
- Examine how a caregiver can plan to meet the social, emotional, physical and cognitive needs of school-age children.
- Discuss the School Age Professional Certificate Credential.

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| Module 5. Developmentally Appropriate Care and Activities for Infants and Toddlers

It's hard to believe that as recently as 1918, an article was published in a professional journal that basically stated that infants couldn't feel pain and told parents to stay on a schedule and to avoid cuddling and nuzzling. Not until pediatrician Benjamin Spock published *The Common Sense Book of Baby and Child Care* did widespread change come about. Spock's book insisted that parents and caregivers should trust their instincts when it comes to nurturing infants and providing emotional and physical support. Spock was followed by T. Berry Brazelton who built upon that theory. Brazelton was dedicated to supporting parents and educators in providing healthy and nurturing environments for infants and toddlers. He believed the behavior of infants and toddlers was its own language and that anyone charged with their care should learn it.

Learning Objectives: In this module, students will:

- Explain visual, auditory, olfactory, gustatory, and tactile stimulation activities.
- Describe and plan activities that stimulate gross and fine motor development.
- Identify age-appropriate nutritional snacks.
- Review appropriate feeding, diapering, toilet training, bathing, dressing, and grooming techniques.
- Demonstrate/simulate sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.

| Module 6. Schedules, Spaces, and Experiences that Enhance Children's Total Growth and Development

American martial arts master O. Fred Donaldson said, "Children learn as they play. Most importantly, in play children learn how to learn." The environment you create is so meaningful. Building a safe, responsive, nurturing, and interactive environment is essential for children. It serves a major purpose in supporting learning and development in children of all ages. The ideal environment is one where children can engage with one another or sit quietly. It should be efficient for educators and children alike - meaning that the spaces created should be easily seen and easy to access by everyone. Children should have a sense of independence and feel encouraged to explore their interests and curiosity.

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Learning Objectives: In this module, students will:

- Evaluate all aspects of an environment that provides opportunities for children to learn through their play.
- Assist with planning and evaluating schedules that include active and quiet times, individual, small, and large group experiences, as well as, child and adult initiated activities.
- Implement techniques for facilitating children's successful participation in all aspects of a program.
- Describe how major theories of human development provide a basis for planning a program.

| Module 7. Language Use and Acquisition

Language is the key to so many things in life. It is an essential skill that begins at birth. It is how people communicate and how individuals interact with the world around them. Babies cry. That is their language. It is an expression of how they are feeling, whether it is hungry or sleepy. Language is built upon a set of standards to show the connectedness of words and how they are put together to form thoughts. When you consider the significance of language, think of a child who cannot yet express himself or herself. The child is experiencing constant stimuli and complex emotions that there isn't yet the vocabulary to verbalize. Acquiring the ability to use and understand language is a gift that, once developed, can lead to understanding of oneself and positive interactions with others through life.

Learning Objectives: In this module, students will:

- Use an appropriate vocabulary that increases in complexity and variety.
- Describe the importance of vocabulary development in young children.
- Use proper grammar when speaking to parents and/or children.
- Identify the stages of language acquisition.
- Model and reinforce correct grammar.
- Create a lesson or activity that promotes appropriate language acquisition.
- Create a lesson or an activity which promotes vocabulary development.

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| **Module 8. DAP for Programs Serving Children Birth Through Age 8**

Developmentally Appropriate Practice, or DAP, occurs when a learning environment and curriculum align to children's developmental levels. DAP is easy enough for children to engage in, but provides challenges so that the next developmental stage or milestone can be achieved. To create an environment that incorporates the principles of DAP, an early childhood educator must take into account a variety of elements. Physical environments, temporal environments, and social environments must all be considered and planned carefully. Families can be great sources of information when creating these environments as they can help identify children's specific needs and preferences.

Learning Objectives: In this module, students will:

- Identify and summarize various methods of curriculum for young children.
- Define developmentally appropriate practices.
- Discuss the importance of learning through play.
- Describe learning centers used in developmentally appropriate environments.
- Identify the stages of play development (i.e.: solitary, parallel, associative, cooperative).
- Define and model the concept of active learning.

| **Module 9. Professional Relationship Skills**

Creating secure, respectful, and reciprocal relationships is essential. Not only are you modeling these relationships for the children in your care, but you are creating them for yourself. As an early childhood educator, you will need to establish and maintain professional relationships with family, colleagues, staff, and administration. Working on your own intrapersonal and interpersonal skills will help you be more effective in building these professional relationships.

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Learning Objectives: In this module, students will:

- Identify traits of positive self-image, self-esteem, and self-growth.
- Create intrapersonal goals and exhibit responsibility toward achieving goals.
- Describe and display ways to show empathy, understanding and caring (i.e. bullying, bias, cultural awareness, etc.).
- Identify appropriate strategies that enhance respectful, reciprocal relationships between children, families, and co-workers (i.e. honesty, integrity, etc.).
- Describe the needs and strengths of a diverse workplace.
- Demonstrate effective conflict resolution skills.

| **Module 10. Brain Research and Communication Skills**

Creating a nurturing and responsive environment for children from birth to age eight is critical in supporting healthy brain development. A child's brain is shaped by all the experiences they have - positive or negative. Nurturing not only a child's mind, but their body and emotional needs requires access to the proper resources. Ensuring that the proper care is provided, including proper nutrition, rest, stimulation, and activity, the child can reach their full brain development potential. All parents, caregivers, and teachers must work to ensure that children have the most supportive environments possible to aid in this development.

Learning Objectives: In this module, students will:

- Explain common terms and concepts related to brain development and the formation of neuronal connections.
- Use the internet to prepare a list of recent resources pertaining to brain research.
- Identify effective communication skills used with children including interacting positively with each child and dialog with children as a group, using active listening, open-ended questioning, activities, and teachable moments.
- Identify ways to promote positive interaction between the family, childcare professionals, and community (i.e. networking, newsletters, written communication, etc.).

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| Module II. Preparing for the Child Development Associate Certification

The Child Development Associate (CDA) Credential™ is a highly recognized credential for early childhood educators and is a way for educators to advance in their careers. The credential is based on competency standards that qualify you to become an early childhood educator. The Council for Professional Recognition ensures that the standards in the CDA can be utilized to fulfill requirements nationally. According to the Council, the CDA is "a credible and valid credential, recognized by the profession as a vital part of professional development." The CDA shows that you understand the standards and can transfer that knowledge into effective practice as an early childhood educator.

Learning Objectives: In this module, students will:

- Understand the requirements for the Child Development Associate Certification
- Preparing for the Child Development Associate Certification Exam
- Portfolio Preparation for the Child Development Associate Certification Exam