

Module Name: Professional Practices in ECCE

Module Code: ECCEM 3071

Module ECTS: 18

Course Title: Practicum I

Course code: ECCE 2071

ECTS: 5

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| Course title | Practicum 1 |
| Course code | Ecce 2071 |
| Course credit | 5 |
| Academic year | II |
| Semester | II |
| Instructor's contact information | Name: Office: Office hrs: Phone: Email: |
| Course objective | At the end of this course students will be able to integrate the theories they learnt in different courses with the actual ECCE settings. |
| Learning outcomes | Upon completion of this course, the students should be able to: <ul style="list-style-type: none">• analyze the principles of an early childhood core curriculum using the 'Early Years Learning• Framework' and link this knowledge to the various criteria underpinning early learning |

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| | <ul style="list-style-type: none"> • plan and design early learning environments, based on sound analysis of research that will enhance learning outcomes for infants and toddlers • analyze and reflect upon a variety of prior learning experience, educating strategies and quality resources to enhance early learning • Plan, deliver and evaluate appropriate early learning experiences. |
| Course description | Understanding the relationship between education and care. International and national views on quality in environments for children aged 0-8. The significance of the learning environment. Oral language development. This unit contains a practicum/field placement. Students are required to complete a four-week supervised practicum in early learning centers with 0-8 year olds. Given the extended number of hours of supervised practicum required, students need to concenter their access to a childcare or early learning center prior to enrolling in this unit. |
| Contents | |
| Reference | |
| Course policy | <p>General</p> <p>Students should be familiar with the University's policies regarding the grading system, withdrawals, exemptions, class assignments, missed tests and exams, attending classes, supplemental privileges, and academic dishonesty.</p> <p>Testing policy</p> <p>In the event that a student is absent on the day of a test, it is the student's responsibility to contact the instructor prior to the missed test to be eligible for a make-up test. The opportunity to write missed tests will be granted at the faculty's discretion and only under exceptional circumstances. Students may be asked to document illness with a medical note.</p> <p>Assignment policy</p> <p>In order to pass this course, it is the student's responsibility to ensure that all assignments are completed and handed in. Students will be expected to keep copies of every assignment submitted. Clear grammatical English must be used in all written reports. Marks will be deducted for late assignments. Extensions for assignments will only be considered when arrangements have been made prior to the due date and only under exceptional circumstances.</p> |
| Mode of | semester wise |

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| delivery | |
| Teaching methods | discussion, interactive lecture, case study, demonstration, article review |
| Assessment techniques | Portfolio: term paper, project (100%) |

References

Bennett, C. (2011). A practical vision for early childhood education and care. Partner for government Sector Leader, Australia.

ILO (2012). Right beginnings: Early childhood education and educators: Global Dialogue forum on conditions of personnel in Early Childhood Education. Geneva, Sectorial Activities Department.

Ministry of Education (2010). Education Sector Development Program IV (ESDP IV): Program

Action plan. Addis Ababa.

Ministry of Women and Child Development Government of India, (2012), Draft National Early

Childhood Care and Education (Ecce) Policy,

Orkin, K., Abebe, W., Yadete and Woodhead, M. (2012). Delivering quality early learning in low- resource settings: Progress and challenges in Ethiopia. Working Paper No. 59, Studies in Early Childhood Transitions. The Hague, The Netherlands: Bernard van Leer Foundation.

UNESCO-IICBA (2010). Country-Case Studies on Early Childhood Care and Education (ECCE): Saharan African Countries 2007/2008: Some Key Teacher Issues and Policy Recommendations

Young Lives (2012). Ways Forward for Early Learning in Ethiopia. Retrieved April 17, 2014 from <http://www.younglives-ethiopia.org/files/policy-papers/ways-forward-for-early-learning-in-ethiopia>