


early
childhood
education
learning
labs



PROFESSIONAL DEVELOPMENT PROGRAM FALL 1974

INTRODUCTION

The workshops, seminars, luncheons, and self-instructional courses designed for the Early Childhood Education (ECE) component of Education 402 are intended to introduce students to the fundamental principles and critical issues of the profession. The responsibility for continuing the education process will be shared by students, through self-directed study, and by Faculty, through the provision of academic support during Education 405 and Education 404.

PARTICIPATION

The ECE Learning Labs are open to any student interested in the topics. Prior to the beginning of Education 402, students enrolled in the Specific Minor in ECE will be registered for the labs appropriate to their individual needs. Other students may sign-up at the ECE Materials Centre in the Faculty of Education Building.

Copies of the readings for seminars will be available at the ECE Materials Centre for four days prior to their scheduled meeting times. Limited funds require that such materials be on loan only and be collected at the conclusion of each session for loan to others attending later seminars.

Students should complete the appropriate readings prior to attending a seminar.

How?
Where?
How?

INFORMATION

Answers to questions not anticipated in this announcement may be obtained from Dr. Roger Gehlbach, Room 102, Building 1, Faculty of Education. Telephone: 291-3627.

ORIENTATION - OCTOBER 29th, 1974

A special orientation meeting for students in the ECE Specific Minor will be held from 3:00-4:00 p.m. in Room CC 6100, immediately following the 1:30 seminar.

Tues.

INTELLIGENCE

Understanding Intelligence. The concept of intelligence is inextricably entwined with every aspect of teaching and learning. The purpose of this seminar is to expose for further study the critical issues that surround the concept, including (1) Definitions, (2) Intelligence and I.Q., (3) I.Q. change. A seminar, with readings available at the ECE Materials Centre.

Date: November 18 (Mon.)
Place: CC 6100

Time: 1:30 p.m.
Leader: L. Prock

Intellectual Development. Early childhood is considered to span the ages of 3 to 8 years. Many theorists, most notably Jean Piaget, have proposed that development over this period takes place in relatively discrete stages. As such theories have gained acceptance, educators have found it difficult to understand the implications for school and pre-school programs. A seminar, with readings available at the ECE Materials Centre.

Date: November 19 (Tues.)
Place: CC 6100

Time: 1:30 p.m.
Leader: L. Baker

Creativity. It is easy to get the impression that creative activities in the classroom are intended to help children to develop emotionally. While this may be true, it does not comprise the entire objective. In the world at large, "creative" activities include advertising design, mechanical invention, medical research and architecture, all of which require highly disciplined thinking. This lab will focus on the role of the school in the development of a broad range of creative abilities. A seminar, with readings available at the ECE Materials Centre.

Date: November 26
Place: CC 6100

Time: 1:30 p.m.
Leader: R. Crumlin
R. Gehlbach

Promoting Children's Thinking in the Primary G

Intelligent behavior might be thought of as a rather general educational objective. This learning lab will focus on the forms that thoughtful behavior takes as a child grows. A seminar, with readings available at the ECE Materials Centre.

Date: November 27
Place: CC 6100

Time: 1:30 p.m.
Leader: ~~S. Wassermann~~
D. Cruickshank

PERSONAL AND SOCIAL PROCESSES

The School and the Home. This lab is devoted to the development of children as "whole people", their sex-role identification, morals and values. What is the place of the teacher and the school in that development? Implicit in the provision of public education is the assumption that some kinds of learning are better done outside the home? What are they? A seminar, with condensed readings available at the ECE Materials Centre.

Date: October 30
Place: CC 6100

Time: 1:30 p.m.
Leader: J. Ellis

LANGUAGE PROCESSES

Language Development. This lab will be concerned with general features of children's language as it develops from very early levels to fluent speech. A seminar, with readings available at the ECE Materials Centre.

Date: November 12
Place: CC 6100

Time: 1:30 p.m.
Leader: L. Baker

Oral Language and Written Language. This lab concerns the relationship between children's development of oral language abilities and their readiness to acquire skills with written language in reading and composition. A self-instructional course, the materials available at the ECE Materials Centre.

Talking to Children. Children, especially young children, often misunderstand what their teachers are saying. The reasons for this may be several. The point, however, is that it is the teacher's responsibility to talk and write in a way that children can understand. Techniques for improving one's ability in verbal instruction will be featured, with a brief presentation of what has been learned from instructional research. A workshop.

Date: November 20
Place: CC 6100

Time: 1:30 p.m.
Leader: R. Gehlbach

Verbal Language and Non-Verbal Learning. The place of verbal language is special in early childhood education, for it is not only an important means of instruction, but it is itself an important educational objective. The interaction of verbal and non-verbal experiences will be illustrated in a demonstration lesson with some children.

Date: ^{November 13}
~~December 2~~
Place: CC 6100

Time: 1:30 p.m.
Leader: R. Gehlbach

CURRICULUM

Pre-School/Kindergarten: Playtime or Schoolltime? One of the ongoing controversies in early education concerns the amount of "academic" learning in the ECE curriculum. Some educators prefer that early education be composed of "enrichment" activities, or experiences designed to systematically expose the child to the many, varied aspects of his world. Other educators would place the emphasis on direct and school-like instruction to ensure that children learn a specific set of things. Whatever decision one comes to, one must base it on a point of view as to just what "childhood" means. A seminar, with readings available at the ECE Materials Centre.

Date: October 29
Place: CC 6100

Time: 1:30 p.m.
Leader: L. Baker
R. Gehlbach

Determining Learning Objectives. In order to assign teaching priorities, one needs a list of objectives. One way to get started on this is to write down what a child "should" know and be able to do as he passes certain of life's stages. This learning lab will focus on making and looking critically at lists of what children should know or be able to do at the ages of 3-4, 5-6, and 7-8 years. A workshop.

Date: November 4
Place: CC 6100

Time: 1:30 p.m.
Leader: K. McNally

Field Trips. Children, teachers, and even parents love field trips. The value of a field trip, however, is greatly dependent on good planning. A luncheon presentation.

Date: November 5
Place: CC 6100

Time: 12:30 p.m.
Leader: K. McNally

Beginning Reading: When? How? Reading is an important skill. The sooner a child can read the sooner he has access independently to the wide world of books. When, therefore, should reading instruction begin? In kindergarten? Grade 1? Pre-school? How should reading instruction begin? A seminar, with readings available at the ECE Materials Centre.

Date: ^{Dec 2} ~~November 13~~
Place: CC 6100

Time: 1:30 p.m.
Leader: S. O'Connell



RESOURCES

Planning and Instructional Aids. Literally thousands of books, pamphlets, and instructional guides are available. The problem is one of knowing what they are and where they are and how to use them. A representative from the Association for Childhood Education International will be featured with Dr. M.S. O'Connell of the Faculty of Education presenting suggested materials and materials sources.

Date: November 6
Place: CC 6100

Time 12:30 p.m.
Leader: S. O'Connell

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Parent Involvement. A topic of wide concern in ECE is the role of parents in the planning, operation, and evaluation of school and day care programs. A local parent will present a point of view on this matter.

Date: November 12
Place: CC 6100

Time: 12:30 p.m..
Leader: TBA

Children and Books. Books constitute one of the most important learning resources at almost every level of the school system. Young children, however, often do not know how to read. Helping children to utilize books is an important skill. This lab will help students to learn how to select, use and recommend children's books.

Date: November 19
Place: CC 6100

Time: 12:30 p.m.
Leader: S. O'Connell

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CLASSROOM MANAGEMENT

Organizing an ECE Learning Environment. A great deal of choice exists for the ECE teacher in the way a classroom is arranged. This learning lab will focus on helping students to learn some of the basic do's and don'ts.

Date: November 5
Place: CC 6100

Time: 1:30 p.m.
Leader: M. Waterman

Behaviorism vs. Humansim. The past ten years has seen the development of great controversies among ECE educators over the wisdom and/or advisability of controlling children's behavior by means of carefully administered rewards and punishments, often referred to as varieties of "reinforcement". No one questions that behavior can be controlled successfully by means of rigorous reinforcement procedures. But many educators question the "humanity" of doing so. A luncheon address.

Date: November 25
Place: CC 6100

Time: 1:30 p.m.
Leader: A. Kazepides

Acceptance of Consequences. There are many approaches to "disciplining" children's behavior. One of the approaches gaining prominence over recent years is centered around children's acceptance of the consequences of what they do. A luncheon presentation.

Date: December 3
Place: CC 6100

Time: 12:30 p.m.
Leader: TBA

Children's Rights. Do children have any inalienable rights? A seminar, with readings available at the ECE Materials Centre.

Date: ~~December 3~~
Nov. 27.
Place: CC 6100

Time: 1:30 p.m.
Leader: S. O'Connell

