

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: HISTORY AND PHILOSOPHY OF PRESCHOOL EDUCATION

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Course No.: ED 203

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Program: EARLY CHILDHOOD EDUCATION

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Semester: THIRD

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Date: SEPTEMBER 1993 Previous date: SEPTEMBER 1992

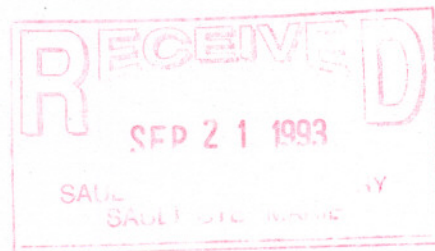
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APPROVED: *K. DeRosario*  
Kitty DeRosario, Dean  
School of Human Sciences  
and Teacher Ed.

Date *June 10/93*



## History and Philosophy of Preschool Education

Instructor: Kathy Nielsen

### COURSE DESCRIPTION

Historical approaches to the education and development of the child and their influences will be examined, as well as a comparative study of contemporary programs.

### COURSE PHILOSOPHY

In order to develop a useful educational perspective and philosophy of Early Childhood education for our time, the evaluation of ideas about early childhood education in western civilization is traced, and relevant writings are examined.

### COURSE GOALS

An historical look at philosophy, curriculum and education in relationship to children. The student will be able to make in depth comparisons and evaluations of contemporary programmes. Professional ethics and issues will be examined as they relate to the child care field. As a result, the individual student will develop and articulate a personal philosophy of working with young children.

### COURSE OBJECTIVES

The student will:

1. assess his/her own past learning experiences in relation to the influence of schools, books, teachers, peers, family, society, media, etc.
2. examine the reasons why we need a philosophy of education.
3. acquire a historical perspective of child development views and practices and their influence on contemporary programs.
4. demonstrate a knowledge of the various major contemporary philosophies of education and the programs reflecting these approaches.
5. develop a personal philosophy of preschool education.

## SYLLABUS

### **Week 1-14**

- A Introduction of course outline and explanation of student responsibilities, class etiquette and professionalism
- B Examine philosophies of local preschools as well as develop a philosophy of your own
- C Begin to explore your thoughts and feelings as a teacher of young children
- D Quiz (date assigned in class)
- E Explore the history of preschool education (Through-out this course)
- F Research philosophers of early childhood education through the ages e.g. Plato, Aristotle, Luther, Erosmus, Comenias, William Petty, John Lock, Jean Rousseau, Pestalozzi and Freidrich Froebel (on going)
- G Test (date assigned in class)
- H Explore personal core values and ethics of early childhood education - a number of areas will be examined throughout this course
- I Discover the importance of the role of the parent, the environment and age appropriate materials within child care programmes
- J Develop an awareness and philosophy of multicultural experiences for the "Canadian Child"
- K Develop a philosophy of guidance and discipline appropriate for young children

## FACILITATION OF LEARNING

The goals and objectives will be achieved through the use of essay, slides and films, lecture, research seminars, and class discussions in order to identify and develop your personal philosophy of child care.

## ASSIGNMENTS (dates will be assigned in class)

1. In-class essay as described in Goal 1.
2. Seminar Presentations will be presented in class (along with class summary sheet to be handed out on assigned date). The seminars will be based on universal philosophies. Students will choose topic (teacher approved) from list provided.

4. Final tape presentation of student's personal philosophy of early childhood education. The format and information should be suitable for presentation to a parent's group. Minimum time: 10 minutes. Tape due **December 3, 1993**

### TEXT

"Child Care and Education, Canadian Dimensions", Isobel M. Doxey, Nelson Canada.

### EVALUATION

Seminar	-	20%
Projects and write-ups	-	15%
Participation	-	10%
Tape presenting own philosophy	-	40%
Test (s)	-	15%
Tape (Presentation Breakdown):		
Style	-	5%
Communication:		
Coherence, Consistency	-	10%
Presentation:		
Voice clarity(5), pace(5), orientation(5)	-	15%
Validity of Position	-	<u>10%</u> 40%

### COLLEGE GRADING SYSTEM

90% - 100%	=	A+
80 - 89	=	A
70 - 79	=	B
60 - 69	=	C
Below 60	=	R (Repeat Course)

### SPECIAL NEEDS NOTE

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

## SEMINAR TOPICS

1. Pestalozzi
2. Froebel
3. MacMillans and Infant School Movement
4. Montessori
5. Dewey, Franklin
6. Bank Street - Harriet Johnson, C. Pratt
7. Gesell, Spock
8. Waldorf School, rudolf Steiner
9. Behaviour Modification, Skinner
10. Jerome Bruner, Carl Rogers, Keith Osborn
11. Free School Movement - Summerhill, Everdale
12. Canadian Philosophies and Influences
13. John Holt
14. Child Care in Other Cultures
15. Cooperative Preschool Model in Canada
16. David Weikhart
17. Piaget
18. Berieter, Englemann
19. Historical overview of Ontario Preschool Movement
20. Kubbutz
21. Headstart
22. Native Movement
23. Patty Smith
24. Multiculturalism in Early Childhood Education