

DOCUMENT RESUME

ED 368 404

JC 940 208

TITLE Preparing Teachers of Young Children--A Collaborative Approach.

INSTITUTION Teacher Education Council, Scarborough (Ontario).

SPONS AGENCY Ontario Ministry of Education and Training, Toronto.

PUB DATE Apr 93

NOTE 75p.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Community Colleges; *Cooperative Programs; Day Care; *Early Childhood Education; Foreign Countries; Higher Education; *Institutional Cooperation; Models; Program Administration; Program Descriptions; Program Design; Program Implementation; *Program Proposals; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Improvement; Technical Institutes; Universities

IDENTIFIERS Ontario

ABSTRACT

In June 1991, the Teacher Education Council, Ontario (TECO), Canada, proposed the development of a collaborative program for more effectively preparing teachers of 2.5 to 7 year old children through an emphasis on the integrated nature of care and education in child care and school settings. The program was also intended to serve as a model for cooperatively organizing four-year teacher education programs and involved Centennial College of Applied Arts and Technology, Ryerson Polytechnical Institute, and the University of Toronto. A steering committee, made up of senior staff members from the three institutions, was created, as well as a work team, composed of one staff member from each institution. The proposed course of study combines liberal studies, professionally related courses, professional courses, and a substantial experiential component, with students jointly registered at all three institutions. The program is designed to lead to an undergraduate degree, an early childhood education diploma to be awarded by the college of applied arts and technology, and a teaching credential to be recommended by the university faculty of education. TECO proposals for implementation include wider recognition of the program by government agencies and funding for monitoring and evaluating the program by the Ministry of Education and Training. The project plan, materials on implementation of a French language component, supporting letters, the work team report, and a glossary are appended. (Contains 44 references.) (ECC)

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Preparing Teachers of Young Children - A Collaborative Approach

Report of the
Teacher Education Council, Ontario
to the
Deputy Minister
Ministry of Education and Training

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April 29, 1993

Dr. Charles Pascal
Deputy Minister
Ministry of Education and Training
22nd Floor, Mowat Block
900 Bay Street
Toronto, Ontario
M7A 1L2

Dear Dr. Pascal:

On behalf of the Teacher Education Council, Ontario, I am pleased to submit *Preparing Teachers of Young Children - A Collaborative Approach*.

As the report indicates, three institutions (a university, a faculty of education, and a college of applied arts and technology) are prepared to jointly offer, in 1994, a program specifically designed to prepare those who will work with children ages 2 1/2 to 7 years in childcare and/or school settings. A French-language program is under consideration for 1995.

The Council believes that the project which culminated in the report and the program as designed are examples of the best of co-operative collaboration and of the benefits which can accrue when resources and expertise are constructively shared.

To ensure that implementation will occur in 1994, a commitment from the Deputy Ministers for the legislative amendments is required before the end of June 1993. I encourage the Ministry of Education and Training and the Ministry of Community and Social Services to act on the recommendations as quickly as possible.

Sincerely,

C. F. (Chuck) Yates
Chair 3

Preparing Teachers of Young Children – A Collaborative Approach

The Teacher Education Council, Ontario would like to thank the members of the steering committee and work team for their commitment to the project and for their contributions (of time, energy, and expertise). The Council also recognizes and appreciates the contributions made by the many other individuals who provided advice and assistance throughout the project.

TECO
April 1993

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1. EXECUTIVE SUMMARY

In June 1991, following discussions with Centennial College of Applied Arts and Technology, Ryerson Polytechnical Institute, and the Faculty of Education, University of Toronto, the Teacher Education Council, Ontario presented a proposal for the development of a collaborative program for teachers of the early years to the Minister of Education and the Minister of Colleges and Universities. The Ministry of Colleges and Universities subsequently provided a special grant for a project

- to develop a model and processes, which would be applicable provincially, for the collaborative development and delivery of teacher education programs; and
- to develop and implement a more effective preparation experience for teachers of young children.

The collaborative development model adopted for the project included three groups – a work team with specific expertise in early childhood education; a steering committee composed of senior staff from the three institutions; the Teacher Education Council, Ontario which provided a provincial perspective from its four jurisdictional groups (school boards, teachers' federations, universities, and government). TECO's secretariat acted as facilitator for the project. (See appendix 1, page 13, for the project's participants.)

Guided by the steering committee and TECO, the work team developed a four-year program for preparing teachers of young children and a model for its collaborative delivery by a degree granting institution, a college of applied arts and technology, and a faculty of education. The program was designed specifically for those who will work with children ages 2 1/2 to 7 years in child care settings (covered by the Day Nurseries Act) and school settings (covered by the Education Act). The delivery model is intended to ensure active participation of each institution in all phases of the program and to facilitate the sharing of resources and expertise. The program and delivery model proposed recognize the need (as outlined in the Ministry of Education's Consultation Paper for The Early Years) "for training to help childcare workers and teachers to communicate and collaborate". (See appendix 2, page 19.)

Following acceptance of the work team's report by TECO, discussions took place within the institutions represented on the steering committee to determine their requirements for implementing the proposed program. At the same time, the report was provided, by TECO, to the Faculty of Education (French-language program), University of Ottawa and l'Ecole des sciences de l'éducation, Laurentian University to determine the proposals' applicability to their situations. Subsequently, a meeting was held with staff of the two

universities and of Cambrian College of Applied Arts and Technology and La Cité collégiale. (See appendix 3, page 21, for participants.)

Both the Association of Early Childhood Educators, Ontario and the Federation of Women Teachers' Associations of Ontario have expressed strong support for the program and its delivery model. (See appendix 4, page 23.)

The Teacher Education Council, Ontario believes that the program and its delivery model provide a cost effective alternative which

- incorporates the best principles for the care and education of young children;
- creates an environment for increased collaboration and co-operation among those who work with young children; and
- encourages active ongoing collaboration among various sectors of the education community (schools, universities, colleges of applied arts and technology, and faculties of education).

Centennial College of Applied Arts and Technology, Scarborough College, University of Toronto, and the Faculty of Education, University of Toronto are prepared to implement the new program in September 1994 and to absorb the additional costs associated with course development and the unique delivery model. Institutions offering French-language programs will decide during the next few months what their next stage will be.

Before any of the institutions proceed further with implementation plans, commitment is required from the government that the new program will be recognized for licensing purposes under the Day Nurseries Act and for teaching certification purposes under the Education Act. The Teacher Education Council, Ontario recommends that this be done as quickly as possible. Because of the uniqueness of the program, the Council also recommends that it be monitored and evaluated for a five year period. This will be particularly important to ensure that the program is consistent with current directions emerging from education and childcare reform.

2. BACKGROUND

Recommendation #19 of the *Final Report of the Teacher Education Review Steering Committee* (TERC Report) states (in part):

"It is recommended that TECO initiate studies to:

- (a) determine the spectrum of programs and resources available through faculties and community colleges (CAATS) in areas such as primary education...;
- (b) determine how the resources of the CAATS can be used to assist the faculties in the preparation of teachers; and
- (c) determine the feasibility of introducing early primary/primary concentration in the pre-service year."

In August 1990, following a series of discussions with officials of colleges of applied arts and technology and faculties of education, TECO proposed to the Ministry of Education that "...TECO, in consultation with colleges of applied arts and technology:

- confirm the skills and knowledge required to educate the young child;
- investigate programs and activities currently in place to develop the skills and knowledge;
- make recommendations regarding collaborative models for educating teachers of young children; and
- make recommendations regarding appropriate certificates and/or qualifications."

Support for the proposal was subsequently received from the Assistant Deputy Minister of the Learning Programs Division, Ministry of Education.

Recognizing that Ryerson Polytechnical Institute is a major player in the area of Early Childhood Education, TECO held preliminary discussions with Ryerson and Centennial CAAT to determine their interest in participating.

At the same time, the Dean of the Faculty of Education, University of Toronto, wrote to the Honourable Marion Boyd, then Minister of Education, to express the faculty's interest in "...working with other partners to address various issues in the area of Early Childhood Education..." The Minister referred the request to the Teacher Education Council, Ontario.

Between February and May 1991, several meetings were held with representatives of the three institutions – Centennial, Ryerson, Faculty of Education, University of Toronto – and with representatives of the Ontario Teachers' Federation, the Ministry of Education's Early Years Work Team, and the Association of Early Childhood Educators, Ontario. In June 1991, a proposal for the development of a collaborative program for teachers of the early years was presented to the Minister of Education and the Minister of Colleges and Universities, both of whom expressed their support for the concept proposed. In October 1991, the Deputy Minister of the Ministry of Colleges and Universities indicated that a special grant would be provided for the project.

The general objectives of the project which began in December 1991 were:

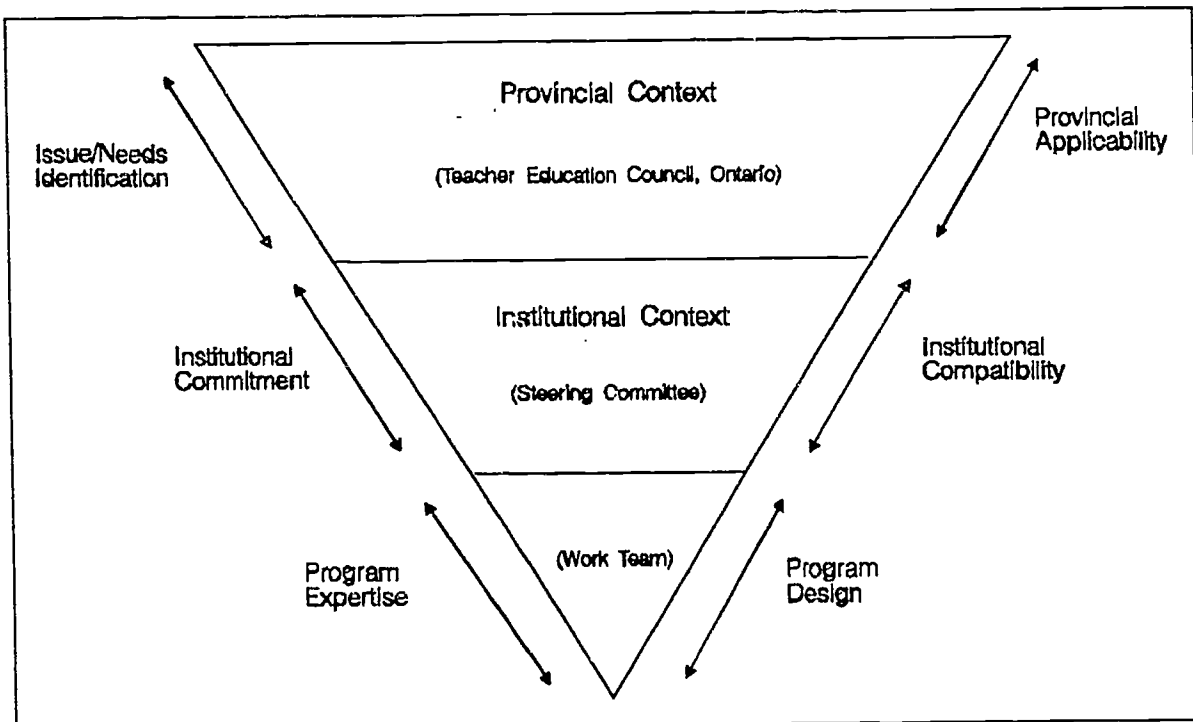
- to develop a model and processes, which are applicable provincially, for the collaborative development and delivery of teacher education programs; and
- to develop and implement a more effective experience for teachers of young children.

Appendix 1, page 13, contains the complete project plan including specific objectives, participants, and schedule of activities.

3. METHODS AND PROCESSES

3.1 Collaborative Development Model

The collaborative development model adopted for the project is depicted below. The various levels of expertise and different perspectives which the three groups (TECO, steering committee, work team) contributed to the project allowed both the specific (effective preparation for teachers of young children) and the general (collaborative development and delivery of teacher education programs) to be addressed.



Collaborative Development Model

The work team was composed of one staff member from each of the institutions involved. They provided in-depth knowledge of the education of young children and of the preparation required for those intending to teach the children. Their relationships within the field allowed them to draw on a wide variety of individuals involved in the education and care of young children for information, advice, and reaction.

Senior staff members from each of the institutions were included on the steering committee. They provided an institutional context for the discussions

as well as knowledge of a variety of programs and policies and their (possible) implications for and relationship to the project.

The involvement of the Teacher Education Council, Ontario provided a provincial context and the perspective of the larger constituencies from which TECO's membership is drawn (i.e., school boards, universities, teachers' federations, and government).

The Teacher Education Council, Ontario believes that the model is applicable to a variety of situations. For example, a collaborative development project which included local school board(s) and a faculty (or faculties) of education, would include, for the 'institutional context', senior staff from board(s) and faculty(ies). A 'regional context' could be substituted for the 'provincial context'. Whether this latter level is regional or provincial, it should include senior English-language and French-language representatives from school boards, universities, government, and teachers' federations.

3.2 Work Team Activities

In general terms, the work team was asked to develop (from scratch) a program for educators of young children by:

- identifying the needs of young children;
- identifying the types of experiences, programming, etc. necessary for those intending to become educators of young children;
- designing an appropriate preparation program;
- developing detailed descriptions and expectations for the various program components;
- identifying which institution should take the lead for which program component(s) (taking into account institutional mandate, expertise, staff, etc.); and
- developing administrative procedures necessary for collaborative delivery (e.g., staffing, academic management, admissions, record keeping, etc.).

Between January and November 1992, the work team held over 40 meetings. In addition, two forms of consultation were utilized - focus group discussions with a wide cross section of early childhood and primary level educators and key informant discussions with individuals throughout the province who are currently involved in the delivery of preparation programs and/or involved in the development of relationships with other institutions. The work team also conducted a research/literature search, attended six conferences, and obtained information about current practices and initiatives in other educational

jurisdictions. Six meetings were held with the steering committee which provided direction and input for the work team. Regular reports were provided to and advice received from TECO. (Details of the work team's activities are included in the appendices to its report.) On January 7, 1993, the work team presented its final report to the steering committee.

3.3 Planning for Implementation

At its meeting of January 12, 1993, TECO's Executive Committee accepted the steering committee's report (based on that of the work team) as completion of phase 2 of the project.

The proposals in the report were intended to have provincial application. As a result, it was recognized by the steering committee and by TECO's Executive Committee that implementation of the proposed program (including its collaborative delivery model) may require adaptations to reflect the mandate, resources, policies, etc. of the particular institutions involved.

The project's steering committee subsequently held five meetings to develop requirements for implementing the proposed program in the institutions represented on the committee. These meetings dealt with such aspects as specific course responsibilities, reconciliation of individual institutional policies in such areas as promotional standards, admissions, appeals, staffing, etc. and identification of costs, and various levels of approval required.

At the same time, TECO forwarded the phase 2 report to the Faculty of Education (French-language program), University of Ottawa and to l'Ecole des sciences de l'éducation, Laurentian University. A meeting of representatives from various sectors of the French-language education community was subsequently held for a preliminary review of the project. (See appendix 3, page 21, for participants.)

Through TECO's Executive Committee, the report was provided to staff of the Ontario Teachers' Federation for their comments and suggestions. The Association of Early Childhood Educators, Ontario was also asked for reaction. The Federation of Women Teachers' Associations of Ontario in its response indicated that it "strongly supports the proposal as an appropriate method to prepare teachers of the early years". The President of the Association of Early Childhood Educators, Ontario stated in her response, "I strongly support this project. It will provide much needed change to existing teacher education programs". (See appendix 4, page 23, for correspondence.)

4. THE PROPOSAL

4.1 Program and Qualifications

In its report, the work team states that the purpose of the proposed program is "...to develop educated, reflective practitioners who will understand the interdependence of care and education in the lives of young children and [who will] be responsive to the dynamic structures and cultural diversity as well as the democratic values inherent in our Canadian society..." (page 1)

The proposal combines liberal studies, professionally related courses, professional courses, and a substantial experiential component in a four year program designed to prepare educators of children ages 2½ to 7 years. The experiential component, closely linked to the professional courses in each year of the program, includes four settings – child care, junior kindergarten, senior kindergarten, and grade one (pre-school age group covered by the Day Nurseries Act and the earlier years of the school age group covered by the Education Act). This linkage between preschool and school age groups requires that the program incorporate current directions emerging from both education and childcare reform. Appendix 5, page 27, describes the program in detail.

It is proposed that successful completion of the program lead to:

- an undergraduate degree;
- an Early Childhood Education Diploma (endorsed for ages 2½ to 6)
- recognition, by the Ministry of Community and Social Services, for licensing purposes;
- an Ontario Teacher's Certificate with an initial basic qualification for junior kindergarten/senior kindergarten/grade one; and
- a 'symbolic' document jointly issued by the Ministry of Community and Social Services and the Ministry of Education and Training.

Students who complete the proposed program would not be 'locked-in' but could obtain qualifications for the primary, junior, intermediate, and senior divisions by completing the additional basic qualification program for each. Likewise, those wishing to obtain qualifications for the earlier age groups in child care settings (i.e., infant and toddler) could do so by completing a postdiploma program offered by colleges of applied arts and technology. This program usually consists of a series of courses offered on a part-time basis.

Students who do not complete the program would not find themselves back at square one but could transfer credits to other programs offered by the institutions involved taking into account program offerings and existing policies with regard to advanced standing.

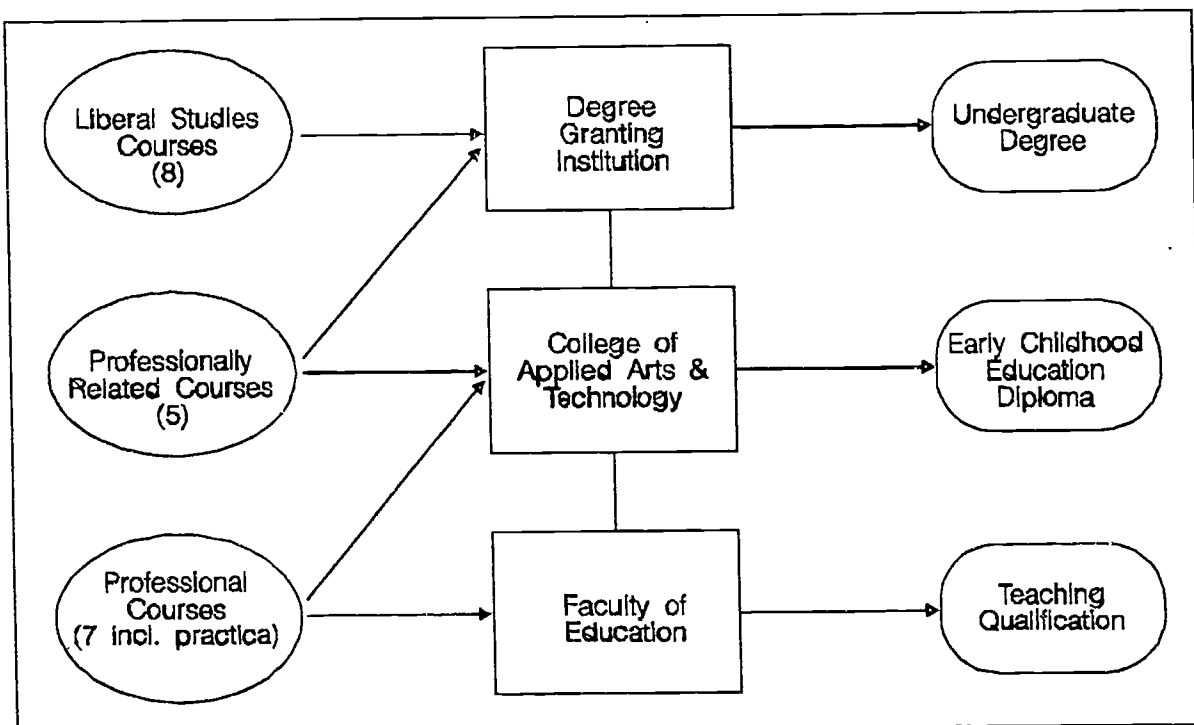
Approval of advanced standing for those who already hold related qualification(s) (degree, or early childhood diploma, or teaching qualification) would be the responsibility of the working group for admissions. (See page 25 of appendix 5 for further details.)

4.2 Collaborative Administration and Delivery

The program, as designed, differs from the approach usually adopted when more than one institution is involved. Rather than moving in sequence from one institution to the next, students participating in this program would be jointly registered in all three institutions from the outset and each institution would have course responsibilities in each of the four years.

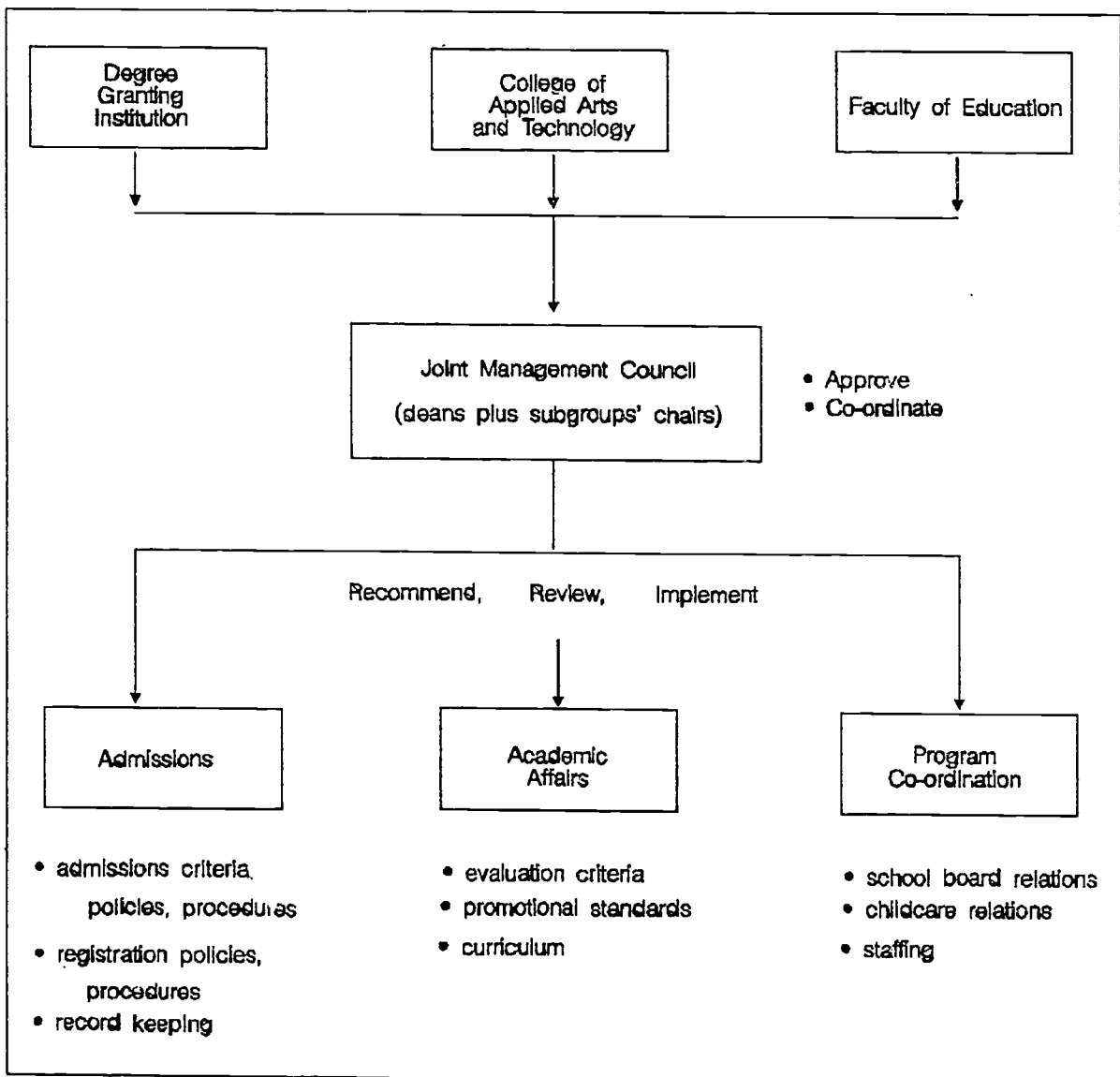
The work team proposed that courses in liberal studies be the responsibility of the degree granting institution; that the degree granting institution and/or the college of applied arts and technology be responsible for the professionally related courses; and that professional courses be the joint responsibility of the college of applied arts and technology and the faculty of education.

The degree granting institution would be responsible for awarding the degree; the college of applied arts and technology for awarding the early childhood education diploma; and the faculty of education for recommending the teaching qualification to be issued.



The proposed model for administration and delivery of the program is composed of a Joint Management Council and three working groups to deal with admissions, academic affairs, and program co-ordination. The Joint Management Council would be responsible for approving all policies and procedures relating to the new program. Its membership should include representatives who can make decisions on behalf of the institutions involved. It is suggested that the council be composed of the appropriate deans and the chair of each of the working groups. In this way, effective liaison with the groups as well as with the larger institutional communities will be maintained.

The three working groups should include staff from each of the institutions as well as others as appropriate (e.g., students, OTF, AECEO, school boards, community representatives). They would be responsible for recommending, for implementing, and for reviewing relevant policies and procedures.



5. IMPLEMENTATION

The implementation plan developed by the project's steering committee includes Centennial College of Applied Arts and Technology, the Faculty of Education, University of Toronto, and Scarborough College, University of Toronto. Additional costs associated with course development and delivery will be absorbed by the institutions involved. Although financial constraints preclude Ryerson's direct involvement in delivery, it and the Institute of Child Study will remain involved in the project.

The Teacher Education Council, Ontario feels that, because of the uniqueness of the program (both content and delivery), it would be advisable to monitor and evaluate it over a five-year period. Both the effectiveness of the program and the effectiveness of the administrative model should be reviewed. The estimated cost for this activity is approximately \$15,000 per year.

At their meeting of March 29, 1993, representatives of institutions offering French-language programs expressed an interest in investigating further the applicability of the proposed program to their situations. This would involve consideration of the content, administration, delivery mode(s), and proposed implementation date. It is anticipated that this review would involve two additional meetings. These meetings should be held by the Teacher Education Council, Ontario or the Ministry of Education and Training before the end of June 1993.

Following the above review, a decision regarding the appropriate next stage will be made by the institutions offering French-language programs. If it is felt that the program as proposed would be viable (with some adaptations) in the French-language context, \$20,000 would be required to assist with the necessary modifications. Once the program is ready for implementation, an evaluation/monitoring project, similar to that described previously should be initiated. If it is felt that the French-language program should be developed 'from scratch', this would be treated as a new initiative rather than a component of the current project.

The English-language institutions initially involved in the project are prepared to implement the new program in September 1994. However, before proceeding further with implementation plans, commitments are required from the Ministry of Community and Social Services and the Ministry of Education and Training that the necessary legislative changes will be made.

6. RECOMMENDATIONS

The Teacher Education Council, Ontario recommends:

- that the Ministry of Education and Training amend Regulation 297 to allow graduates of the program to receive an Ontario Teacher's Certificate;
- that the Ministry of Community and Social Services amend the Day Nurseries Act to allow recognition of the program for licensing purposes;
- that a document which symbolizes the collaborative nature of the program be issued jointly by the Ministry of Education and Training and the Ministry of Community and Social Services;
- that funds for monitoring and evaluating the English-language program and the administrative model be provided by the Ministry of Education and Training (approximately \$15,000 per year);
- that two meetings of the institutions offering French-language programs be convened by the Teacher Education Council, Ontario or the Ministry of Education and Training by June 30, 1993;
- that if the institutions offering French-language programs decide to implement the program
 - funds for adaptations to it (approximately \$20,000); and
 - funds for monitoring and evaluating (approximately \$15,000 per year)be provided by the Ministry of Education and Training.

APPENDIX 1
PROJECT PLAN
(JANUARY 1992)

TEACHER EDUCATION COUNCIL, ONTARIO

COLLABORATIVE TEACHER EDUCATION PROJECT

Participants

- Centennial College of Applied Arts and Technology
- Ryerson Polytechnical Institute
- Faculty of Education, University of Toronto
- Institute of Child Study, University of Toronto

General Objectives

- to develop a model and processes, which are applicable provincially, for the collaborative development and delivery of teacher education programs;
- to develop and implement a more effective preparation experience for teachers of young children.

Specific Objectives

- to develop a new program which leads to an Early Childhood Education Diploma, an undergraduate degree, and teaching qualification(s) for teachers of young children;
- to develop processes for the collaborative delivery of the program by the three institutions involved;
- to develop admission/selection criteria and processes;
- to develop processes and criteria for professional development opportunities for current practitioners – both early childhood educators and elementary and secondary school teachers.

PROJECT PLAN

The work team will consist of:

Isabel Doxey	Ryerson Polytechnical Institute
Michael Pimento	Centennial CAAT
Ada Schermann	Faculty of Education, University of Toronto

The work team will report on a regular basis to the Teacher Education Council, Ontario through a Steering Committee consisting of:

Frank Clifford	TECO Secretariat
David Cole	Centennial CAAT
Carl Corter	Institute of Child Study, University of Toronto
Anne Ellison	Ryerson Polytechnical Institute
Michael Fullan	Faculty of Education, University of Toronto
Sherron Hibbitt	TECO Secretariat
Gary Hunt	Faculty of Education, University of Toronto
Carolyn Warberg	Centennial CAAT
Jennifer Welsh	Ryerson Polytechnical Institute

Reports accepted by the Teacher Education Council, Ontario will be provided to the Ministry of Colleges and Universities in accordance with the conditions of the contract.

Consultation

Consultation throughout the project is required to ensure:

- provincial applicability;
- consideration of pre-service issues in general;
- consideration of issues related to under-represented groups (males, Native Canadians, racial minorities, the disabled);
- consideration of issues relating to the Ministry of Education's restructuring initiatives;

- consideration of the new program in the larger context of Ontario public education.

A consultative focus group will be formed comprised of representative(s) from:

- Ministry of Education – Early Years Work Team;
- teachers' federations;
- school boards (trustees and supervisory officials);
- practicing teachers;
- practicing early childhood educators;
- universities with degrees in childhood studies;
- teacher education institutions;
- Institute of Child Studies;
- Association of Early Childhood Educators of Ontario;
- Colleges of Applied Arts and Technology.

Representatives for the focus group (with the exception of those from teachers' federations) will be obtained by the members of the institutions on the steering committee. TECO will obtain federation representatives and will provide administrative support for the consultation process.

Schedule

Phase 1 January 1992 – July 1992

Activities

(through research, consultation, and examination of a variety of models of education)

- consider the need for specialization at the JK/SK level;

- develop program goals;
- design the program and develop the curriculum to meet the program goals;
- consider the teaching qualification(s) to be awarded on completion of the program;
- identify components of the program currently available at one or all of the three institutions;
- develop components not currently available.

Information obtained through TECO's pre-service consultation meetings will be made available to the work team to assist in its program design and curriculum development activities.

Reporting/Deliverables

1. March 2, 1992

Progress report to be provided to the Steering Committee for forwarding to the Ministry of Colleges and Universities.

2. April 30, 1992

Report for TECO through the Steering Committee to include:

- results of consultation, research and review activities
- proposed program design and curriculum
- recommendations (including rationale) relating to teaching qualification(s) to be awarded upon completion of the program

3. July 27, 1992

Report for TECO through the Steering Committee to include:

- program design;

- curriculum content;
- institutional responsibilities (e.g., which components are delivered by whom).

Phase 2 August 1992 – December 1992

Activities (through consultation and review)

- develop admission/selection criteria and processes for the new program
- develop administrative procedures for the new program including such aspects as inter- and intra-institution recommendations, evaluation, and review;
- develop advanced standing policy for current practitioners (early childhood educators, elementary and secondary school teachers).

Reporting/Deliverables

1. October 26, 1992
Progress Report to the Steering Committee.
2. November 30, 1992
Final Report of the work team for TECO through the Steering Committee.

Phase 3 February 1993 – May 1993

(Following acceptance of Final Report by TECO and the Ministry of Colleges and Universities and changes as appropriate to Regulation 269 RRO 1980)

Activities

- obtain institutional approvals

- implement application processes (including public announcements and advertising)

Reporting/Deliverables

1. May 1993

Institutional approvals' process completed

APPENDIX 2

**EXCERPT FROM THE EARLY YEARS
CONSULTATION PAPER - JUNE 1991**

Teacher Education

Teachers are the key to quality in any program for young children (Ruopp et al, 1979; Mitchell, Seligson and Marx, 1989; Whitebook, Howes, Phillips and Pemberton, 1989; Park, in progress). In a review of research about the quality of early childhood education programs, Mitchell et al (1989) suggest that the most proficient teachers of young children are those with college degrees that include training in early childhood education and child development. Other research emphasizes that a thorough understanding of child development and education related specifically to the ages of the children being taught is required for teachers to be adequately prepared (Phillips, 1987; Schweinhart, 1987; Seefeldt, 1988).

Today, no specific training exists for Early Years teachers in Ontario. Certification in the Primary and Junior Divisions is required and a teacher may be assigned to teach Junior Kindergarten or Kindergarten without any specialized training or practice teaching for four- and five-year-olds. Some teachers have additional qualifications, such as a primary specialist. A few teachers also have a one-part additional qualification in early childhood education or post graduate degrees in early childhood education. As part of their training to become teachers, a limited number of teachers has completed a one-year Bachelor of Education after a four-year degree in early childhood education. These specialized programs are currently not offered in the French language.

In many Junior Kindergarten and Kindergarten classrooms, teacher aides are assigned

to help the classroom teacher. However, no provincial requirements have been established for teacher aides. While some teacher aides have qualifications in early childhood education, many have no formal training to work with four- and five-year-old children.

The growing integration of child care centres with schools has implications for teacher training in the Early Years (Brophy and Hancock, 1985). Currently, practice teaching does not include experience with child care co-ordination. With the growth of child care facilities within schools, there is a need for training to help child care workers and teachers to communicate and to collaborate.

Because of the lack of French-language teachers in Ontario, school boards must often recruit qualified teachers from outside of the province. These teachers may not have sufficient knowledge of the cultural and linguistic realities of the Franco-Ontarian milieu and may have difficulty adapting programs to meet the needs of children in Ontario in areas where French is spoken by the minority.

APPENDIX 3
FRENCH-LANGUAGE EDUCATION PARTICIPANTS

FRENCH-LANGUAGE EDUCATION PARTICIPANTS

Dyane Adam
Assistant Vice-Rector
Laurentian University

André Pierre Lepage
Director of Admissions
University of Ottawa

Huguette Beaudoin
Director
Ecole des science de l'éducation
Laurentian University

Marielle Poirier
Director
Social Sciences and Legal
Services
La Cité collégiale

Denis Carrier
Acting Dean
Faculty of Education
University of Ottawa

Michel Saint-Germain
Co-ordinator
French-language Program
Faculty of Education
University of Ottawa

Gisèle Chrétien
Dean
Community and Health Services
Cambrian College of Applied
Arts and Technology

Huguette Vanbergen
Co-ordinator
Social Sciences
La Cité collégiale

Lorraine Gandolfo
Past President
Association française des conseils
scolaires de l'Ontario, and
Trustee
Dufferin - Peel Roman Catholic
Separate School Board
(French Section)

Carmen Vincent-St. Jules
Head, Community Services
Cambrian College of Applied
Arts and Technology

APPENDIX 4
LETTERS OF SUPPORT



FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO
1260 Bay Street, Toronto, Ontario M5R 2B8

March 25, 1993

Sherron Hibbett
Assistant Executive director
Teacher Education Council, Ontario
46 Wellesley Street West
16th Floor
Toronto, Ontario
M7A 2B7

Dear Sherron:

The Federation of Women Teachers' Associations of Ontario commends the Teacher Education Council, Ontario on the content of the report Preparing Teachers of Young Children- A Collaborative Approach. FWTAO strongly supports the proposal as an appropriate method to prepare teachers of the early years. We would emphasize our support of the following aspects in particular:

- that the admission procedure include academic and experience profiles, language competency and an interview as well as provisions for approval of advanced standing for candidates who already hold some of the qualifications;
- that selection procedures reflect the principle of equality of access to improve the participation of minority groups which are under-represented due to systemic discrimination;
- the opportunity for graduates to pursue additional qualifications at the primary, junior intermediate and senior divisions;
- the collaborative nature of this programme between universities, colleges of applied arts and technology and faculties of education;

.../2



Sherron Hibbett

- 2 -

March 25, 1993

- the recognition of the importance of the early years and the creation of a document by the Ministry of Community and Social Services and the Ministry of Education for teachers of JK, SK and Grade One.

We appreciated the fact that the work team considered our recommendations and amended the draft report to clarify groups that must be considered to ensure equality of access.

Sincerely,



Joan Westcott
Executive Director

WM:AB

pc: Bruce Archer
Executive Assistant, OTF



93 02 11

Mr. C.V. Yates
Chair, T.E.C.O.
56 Wellesley St.
Toronto, ON
M7A 2B7

Dear Mr. Yates:

I have had the opportunity to review and query the details of the Collaboration Teacher Education Project.

As we see the need for well-qualified Early Childhood Educators expanding, it is also clear the preparation for the profession must broaden as well.

Early Childhood Education is a field of diversity. This project will provide a model to capture the necessary mobility Early Childhood Educators will be seeking as they look for a network of career choices.

Currently there is a great deal of scepticism expressed by employers and licencing consultants regarding Early Childhood Education graduates. There appears to be a lack of consolidation as students apply theory to practice.

The proposed approach to expanding the knowledge base will undoubtedly ameliorate this problem. The structure of this project suggests the student will be exposed to the knowledge and skill necessary to care and educate young children.

I strongly support this project. It will provide the much needed change to existing teacher education programs.

Yours truly,

Barbara Elliott
President

BE/rom

APPENDIX 5
REPORT OF THE WORK TEAM

Report of the Work Team
for the
Collaborative Teacher Education Project

February 8, 1993

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INTRODUCTION

This report presents a program model designed by The Collaborative Teacher Education Project for the Teacher Education Council, Ontario.

The proposal outlines a four year program to be delivered collaboratively by Colleges of Applied Arts and Technology, degree granting institutions and Faculties of Education .

Purpose

The purpose is to develop educated, reflective practitioners who will understand the interdependence of care and education in the lives of young children and be responsive to the dynamic structures and cultural diversity as well as the democratic values inherent in our Canadian society.

At the end of their studies, candidates will:

- have had experience with children ages 2.5 through 6 years in the following half and full day programs: nursery schools, childcare settings, junior and senior kindergartens and early primary programs.
- be able to observe, interact, plan, implement and evaluate integrated curriculum plans based on principles of developmentally appropriate practice.
- be able to critically analyze, evaluate and respond to issues related to the lives of young children and their families.

Graduates will receive

an undergraduate degree

and

an Early Childhood Education Diploma (endorsed for 2.5 through 6 years)

and

an Ontario Teacher's Certificate with an initial basic qualification for

JkK/Sk/Gr1

and

a new document created by the Ministry of Community and Social Services and the Ministry of Education for teachers of children aged 2.5 through 6 years.

Rationale

The age (2.5 through 6 years) and grade span (JK/SK/Grade One) identified in this proposed program is based on five factors:

- 2.5 years is the beginning of the preschool period as outlined in the Day Nursery Act and the general early childhood literature. It is during this preschool period from the age of 3.8 years that children may be enrolled in junior kindergarten.
- 6 years is the age for compulsory school attendance.
- teachers need to understand the developmental characteristics of a wider age span than the children they teach.
- JK and SK should be viewed as the beginning point of the school continuum, rather than as a separate unconnected experience.
- multi-age class groups of SK/Gr1 exist throughout the province.

Whereas the majority of Ontario School Boards presently provide programs for children from 3.8 years, Faculties of Education are not required to ensure that the graduates of Primary/Junior options have either the knowledge, skills, experience or teaching strategies appropriate for work with young children. Consequently, teachers in these Primary/Junior options may have little understanding of development in the early years or an appreciation of the interdependence of care and education in the lives of young children.

Graduates of Early Childhood Education programs are trained to work with young children primarily in the childcare system. These graduates while having a good understanding of child development may not have had any experience within the school system nor course work about curriculum and programming for JK/SK/Gr1 in school settings.

With the on-going re-examination of teacher education and the impact of the Vision 2000 report, many Colleges of Applied Arts and Technology, degree granting institutions and Faculties of Education are exploring new inter-relationships to provide special training for early years teachers.

Consultations with representatives of these types of institutions reveal three approaches: (see Appendix Five)

- i. university recognition of some Colleges of Applied Arts and Technology Early Childhood Education diploma courses for degree credits
- ii. the design of a new program using existing courses from the co-operating institutions
- iii. the development of an Early Primary/Early Years option within a one-year OTC/B.Ed. program.

The trend towards institutional collaboration, relative to early childhood teacher preparation, is evident internationally (see Appendix Six)

Program Characteristics

The Work Team began with a series of questions relating to the need for educational programs for young children. These questions were presented to two Focus Groups for discussion (see Appendix Four). These discussions together with a review of the literature assisted the Work Team in developing the program philosophy (see page 5) and program goals (see page 6).

The program structure and new professional courses were based on this foundation rather than from a sequencing or borrowing of existing institutional courses.

Our research suggests that the proposed **Collaborative Teacher Education Program Model** is unique due to its blend of the following distinctive features:

- the program **focus** is on the child within the context of an ecological systems approach
- the program **intent** is to better link the two worlds of care and education for the young child through the candidates' experiences and final qualifications
- the nature and extent of the **institutional collaboration** (Colleges of Applied Arts and Technology, degree granting institutions and Faculties of Education) permeates all aspects of the program operations. Teams will deal with admissions, program administration and academic affairs reporting to a **Joint Management Council**.
- the **final qualification** will be jointly accepted by the Ministry of Education and the Ministry of Community and Social Services
- the **scope of Early Primary** is JK/SK/Gr 1
- a **tripartite curriculum** balances liberal studies, professionally related and professional core courses
- the program **design** is holistic rather than a collection of unrelated courses
- a collaborative **instructional team** has members from each of the participating institutions
- the **experiential component** is embedded in each of the seven professional courses blending school and child care.

Specific Recommendations

1. That a **new document be jointly created** by the Ministry of Community and Social Services and the Ministry of Education for teachers of children 2.5 through 6 years.
2. That the Ministry of Education amend Regulation 297 (RRO 1990) to allow the issuing of an Ontario Teacher's Certificate with an **Initial Basic Qualification** for Junior/Senior Kindergarten and Grade One and related **Additional Basic and Additional Qualifications**.
3. That the Ministry of Community and Social Services amend its licensing criteria to include recognition of the new four year program.
4. That participating **institutions negotiate institutional approvals** to collaborate in adapting this Collaborative Teacher Education Program Model for delivery.
5. That the Ministry of Colleges and Universities provides funds for pilot projects involving:
 - course development
 - program coordination
 - English and Francophone sites
 - a detailed assessment to determine the need for part-time course access and delivery
 - an evaluation component

THE PROGRAM

Program Philosophy

This proposed program is predicated on the following principles and is presented in the chart format to emphasize the inter-connectedness among them.

The Child	The Familial and Social Context	The Teacher	The Teacher Preparation Program
<p>Each child is unique and is entitled to an unhurried childhood</p> <p>The nature of growth and development is interdependent and multidimensional</p> <p>Learning begins where the child is, not where adults feel that the child should be</p> <p>The environment plays a major role in enabling the child to realize his/her own potentials and also to develop new aspirations and capabilities through realistic challenges</p>	<p>Schools exist primarily for the benefit of all children with each child coming from a different family setting</p> <p>Care and Education are interdependent in the early years. The school's responsibility includes both anticipating and responding to the needs of the whole child</p> <p>Childrens' social and family contexts contribute to their uniqueness and must be taken into account in the school setting</p> <p>Mutual respect and collaboration between the child's family and the school is crucial to the child's progress and well-being</p>	<p>Exemplary teachers understand, value and are committed to child centred learning in which the child's personal and familial distinctiveness is appreciated.</p> <p>A broad general background of knowledge is essential for excellence in educational practice</p> <p>Teachers themselves are in a developmental progression with regard to personal and professional knowledge, attitudes and skills</p> <p>The disposition of the teacher together with the ability to communicate with ease with both adults and young children is an important factor in quality education</p>	<p>Program delivery should take account of democratic values</p> <p>A variety of exemplary pedagogical practices should be used in the delivery of professional program courses</p> <p>The program must be sequentially organized to build on previous experience and understandings</p> <p>The provision of opportunities for candidates to work with young children and to achieve an integration of experience and theoretical principles through the exercise of critical thinking skills is fundamental to the reflective teacher</p>

Program Goals

1. To broaden the candidates' general education through the study of the Humanities and the Social and Physical Sciences.
2. To develop in candidates a foundation of professional skills, knowledge and attitudes appropriate to the early years through the sequencing of professional and professionally related courses.
3. To provide an integrated and sequential program of studies in which there is reciprocity between past and present experience and theoretical concepts.
4. To sensitize candidates to the everchanging family and social influences on children's wellbeing and to enhance their ability to work collaboratively within these changing contexts.
5. To enable candidates to use their personal and professional backgrounds to inform the development and implementation of programs for children aged two and a half through six years in school and other early childhood settings.

Program Structure

The proposed program will consist of 20 full courses, which will meet the present requirements of the Ministry of Education

Liberal Studies: Humanities and the Social and Physical Sciences (8/20 full courses)

Year 1 3 courses (3X 3 hrs)	Year 2 2 courses (2 x 3 hrs)	Year 3 2 courses (2 x 3 hrs)	Year 4 1 course (3 hrs)
Introduction to Psychology (R)	_____ One Mathematics course (R) _____	_____ One Environmental Science (R) _____	
English (1 term Writing and 1 term Literature) (R)	_____ One in the Arts (R) _____	_____ One upper level elective _____	
Introductory Sociology and/or Anthropology (R)	(A second course of an earlier elective or required course)	_____ One free elective _____	
	(R = required course)		

Professionally Related Courses: these are all required (5/20 full courses)

Year 1	Year 2	Year 3	Year 4
1 course (3 hrs)	2 courses (2 x 3hrs)	1 course (3 hrs)	1 course (3 hrs)
Interpersonal Communications (1 term)	Child Development	Family Systems in a Multicultural Society	Politics and Social Policy in Canada
Children's Literature (1 term)	One elective (from a prescribed list)		

Professional Courses: these are all required courses (7/20 full courses)

Year 1	Year 2	Year 3	Year 4
1 course (3 hrs)	1 course (3 hrs)	2 courses (2 x 3 hours)	3 courses (3x3 hours)
Child Study 1: The Child as a Unique Individual	Child Study 2: Children in Group Settings	Children in Families (3 hours)	Children in Society (3 hours)
		Experiential Module 1: Programming for Diversity (3 hrs)	Experiential Module 2: Program Design and Development (3 hrs)
			The Role of the Arts in the Life of the Young Child (3 hrs)

The Program Structure can be further examined using the following criteria:

NUMBER OF COURSES

Type of course	Yr 1	Yr 2	Yr 3	Yr 4	Total
Liberal Studies	3	2	2	1	8
Professionally Related	1	2	1	1	5
Professional	1	1	2	3	7
					20

NUMBER OF HOURS/WEEK

	Yr 1	Yr 2	Yr 3	Yr 4
Liberal Studies	9	6	6	3
Professionally Related	3	6	3	3
Professional	3	3	6	9
Total hours/week	15	15	15	15

(excluding the required experiential components of the professional courses)

PERCENTAGE OF TOTAL PROGRAM

Liberal Studies	8 out of 20 courses	40%
Professionally Related	5 out of 20 courses	25%
Professional	7 out of 20 courses	35%

EXPERIENTIAL COMPONENT

Calculated as 6 hours for a full day, 3 hours for a half day, over 30 weeks (2 terms of 15 weeks each)

Year 1	Year 2	Year 3	Year 4	Total
90	90	180	270	630

Calculated as the number of full days over 30 weeks

Year 1	Year 2	Year 3	Year 4	Total
15	15	30	45	105
(.5 days/wk)	(.5 days/wk)	(1 day/wk)	(1.5 days/wk)	

Description of Professional Courses

Year 1	Year 2	Year 3	Year 4
<p>Child Study 1: The Child as a Unique Individual (3 hours per week)</p>	<p>Child Study 2: Children in Group Settings (3 hours per week)</p>	<p>Children in Families (3 hours per week)</p>	<p>Children in Society (3 hours per week)</p>
<p>Candidates will use observations to recognize & interpret the similarities and differences in development in children from 2 through 7 yrs. Study will include the social, emotional, cognitive and physical domains together with principles of learning and thinking. Candidates will gain information about the development of language, numeracy artistic expression and the child's understanding of the physical world. For the experiential component, candidates will study and work with individual children - one morning weekly - in a variety of settings. These will include: Preschool Childcare, Junior and Senior Kindergartens and Grade One.</p>	<p>The main focus of this course is to develop an understanding as to how the child's uniqueness can flourish in harmony with the group setting. Discussion will include a consideration of time, space, materials, instructional approaches, subject content, groupings and other aspects of program organization relevant to child centred learning. For the experiential component - Child Study 1 experiences will be extended through observation and planned and spontaneous interaction with children in the group settings - one morning weekly.</p>	<p>The knowledge acquired in The Child Study 1 and 2 will be extended by considering the impact of a variety of social and family contexts on the child's development and learning. Topics will include issues such as child abuse and family violence, the integration of exceptional children, cultural and linguistic diversity and family/ school relations.</p>	<p>The social context of children's lives will be the central feature of this course. Candidates will study the past and present status of rights, laws and regulations for children and teachers as well as underlying political and economic factors. Current advocacy initiatives and the school as a social system will also be considered.</p>

		Experiential Module 1: Programming for Diversity (3 hours per week)	Experiential Module 2: Program Design and Development (3 hours per week)
		<p>Target (ESL) and/or exceptional children will be chosen from each placement setting. Candidates' work will include: the role of the teacher in programming for emerging literacy and numeracy, assessing and reporting progress in all developmental areas. Family and community resources and optional systems and/or philosophies (Montessori, High/Scope) will be studied and used in candidates' work with the target children's families.</p>	<p>This module will be equivalent to an internship in the depth and scope of responsibilities and initiatives required of the candidates. The potential of teachers to be researchers, innovators and change agents will be examined. Reflection, individual study and the articulation of a personal philosophy will be encouraged. Candidates will be required to create, carry out and evaluate integrated curriculum plans based on principles of learning, exemplary programming and current Ministry and School Board guidelines. Candidates will be in schools one and one-half days weekly: one term in a JK and one term in either a SK or Grade One.</p>
			<p>The Role of the Arts in the Life of the Young Child (3 hours per week)</p>
			<p>This course will explore the possibilities of the Visual Arts, Music and Movement and Drama as a means of communication, creative expression and emotional release for children in the Junior and Senior Kindergarten and the Primary grades.</p>

Curriculum Content for the Professional Courses

Year 1 1 course - 3 hours

Child Study I:
The Child as a Unique Individual

Course Description

Candidates will use observations to recognize and interpret the similarities and differences in development in children from two through seven years. Study will include the social, emotional, cognitive and physical domains together with principles of learning and thinking. Candidates will gain information about the development of language, numeracy, artistic expression and the child's understanding of the physical world. For the experiential component, candidates will study and work with individual children (one morning weekly) in a variety of settings. These will include Preschool Childcare, Junior and Senior Kindergartens and Grade One.

Course Objectives

At the end of this course students will:

- be informed about and be able to recognize characteristics and patterns of all aspects of development in children two through seven years
- be aware of individual differences and appreciate the factors underlying these differences
- understand principles of thinking and learning
- be acquainted with child study strategies including methods of observation
- be able to use their knowledge to inform their interactions with individual children

Suggested Content

- theories about growth and development
- patterns in the domains of social, emotional, intellectual (language, logical-mathematical knowledge) and physical development
- interconnectedness of the developmental domains
- individual differences
 - effects of age, gender, self-image, personality, socio-economic status, cultural, linguistic and environmental diversity
 - recognition of exceptionalities
- the nature of thinking
 - definitions and types of thinking
eg. associative thinking, conceptualizing, problem solving, creative thinking
 - promoting thinking
- principles of learning
 - readiness for learning: personal and environmental requirements

- ways of learning: through play, sensory stimulation, observation, active investigation, discovery, imitation and direct instruction
- motivating and encouraging learning
- observation
 - defining purposes and principles
 - selecting and using methods for observing, recording and reporting
 - cultural biases of observers
 - the role of theory
 - using observations to promote development

Organization for Experiential Component

The focus will be on individual differences through study and interaction with individual children. Each student will be assigned to a team of four with each team member required to work in all of the four different settings: childcare, junior and senior kindergarten and grade one. They will spend one morning weekly in their setting.

Year 2 1 course - 3 hours

Child Study 2:
Children in Group Settings

Course Description

The main focus of this course is to develop an understanding as to how the child's uniqueness can flourish in harmony with the group setting. Discussion will include a consideration of time, space, materials, instructional approaches, subject content, groupings and other aspects of program organization relevant to child centered learning. For the experiential component, Child Study 1 experiences will be extended through observation and planned and spontaneous interaction with children in the group settings.

Course Objectives

At the end of this course students will:

- know about the characteristics and variety of group settings for young children
- appreciate the implications for children enrolled in more than one program
- become aware of the many roles of the teacher
- apply principles of developmentally appropriate practice to program organization
- understand and be able to facilitate positive interactions in children's groups
- acquire a knowledge of relevant curriculum content

Suggested Content

- similarities and differences of childcare, playgroups, nursery schools, kindergartens and early primary classrooms
- organizing the environment:
 - time, space and materials
 - health, safety and nutritional promotion
 - groupings
- instructional approaches
 - play, theory, stages, types and values
 - selecting objectives and strategies for child-centred learning
 - integrated planning
- curriculum and programming for:
 - communication
 - environmental studies
 - the arts
- guidance approaches and strategies

Organization for Experiential Component

The focus will be on understanding group organization and working with children in group settings.

Each student will continue with their team from Child Study 1, and will again work in each of the four different settings.

Year 3 2 courses - 3 hours each

Children in Families (3 hrs)

and

Experiential Module 1: Programming for Diversity (3 hrs)

Course Descriptions

Children in Families

The knowledge acquired in Child Study 1 and 2 will be extended by considering the impact of a variety of family and social contexts on the development of a child's development and learning. Topics will include issues such as child abuse and family violence, the integration of exceptional children, cultural and linguistic diversity and family/school relations.

Course Objectives

At the end of this course students will:

- recognize and appreciate the impact of family characteristics on the child's development
- examine the teacher's responsibilities in responding to individual family circumstances
- develop strategies for collaborative family/school relationships

Suggested Content

- household characteristics
 - family structures
 - socio-economic status
 - cultural, religious and linguistic diversity
 - parental attitudes and child-rearing practices
- current issues
 - family violence
 - child abuse
 - separation and divorce
 - child/family poverty
- how to work with parents both informally and formally to:
 - involve parents in supporting the child's health and well-being
 - inform about the program and the child's progress
 - provide parent education

Experiential Module 1: Programming for Diversity

Target children (ESL) and/or exceptional children will be chosen from each placement setting. Candidates' work with these children will include the role of the teacher in programming for emerging literacy and numeracy as well as assessing and reporting progress in all developmental areas. Family and community resources and optional systems and/or philosophies (Montessori, High/Scope etc.) will be studied and used in candidates' work with the target children's families.

The experiential focus will be on understanding and appreciating diversity through interacting with exceptional children and their families.

The teams formed in Child Study 1 will work one day a week with their target population of children from Child Study 1 and 2 concentrating on children with exceptionalities, special cultural and linguistic characteristics. Students will also visit alternative models, make home visits, plan for parent involvement in school and become involved with agencies and community services.

Course Objectives

At the end of this course students will:

- examine criteria and procedures for assessing and placing children with exceptionalities
- become aware of program options in Ontario
- be informed about alternative philosophies and practices
- plan and carry out individualized educational programs

Suggested Content

- program options in Ontario
 - public and separate school board policies and practices
 - private school alternatives
 - philosophical approaches (Montessori, Waldorf, High/Scope)
 - community resources and services
- programming for exceptionalities
 - description of exceptionalities
 - teacher's participation in the IPRC process
 - program alternatives (mainstreaming, partial withdrawal, segregated classes)
 - strategies for mainstreamed children (including IPP's)
- diverse instructional approaches
 - literacy and numeracy
 - roles for assistants and volunteers

Year 4 3 courses - 3 hours each

Children in Society (3 hrs)

and

Experiential Module 2: Program Design and Development (3 hrs)

and

The Role of the Arts in the Life of the Young Child (3 hrs)

Course Descriptions

Children in Society

The social context of children's lives will be the central feature of this course. Candidates will study the past and present status of rights, laws and regulations for children and teachers as well as underlying political and economic factors. Current advocacy initiatives and the school as a social system will also be considered.

Course Objectives

At the end of this course students will:

- become acquainted with past and present images of children and childhood
- examine historical traditions and philosophies and the influence of these on present practices
- understand the structures of the education and childcare systems
- be informed about current legislation and regulations and jurisdictional responsibilities
- recognize the importance of non-governmental organizations

Suggested Content

- images of children and childhood
 - evidence of what society values and believes
- early childhood education traditions
 - influential theorists and practitioners (Froebel, Dewey)
 - program evolutions (nursery schools, kindergartens)
- legislation and regulations
 - provincial ministries: Education and Day Nurseries Act
 - professional organizations
 - national and international advocacy movements
 - rights of teachers, children and parents

Experiential Module 2: Program Design and Development

This module will be equivalent to an internship in the depth and scope of responsibilities and initiatives required of the candidates. The potential of teachers to be researchers, innovators and change agents will be examined. Reflection, individual study and the articulation of a personal philosophy will be encouraged. Candidates will be required to create, carry out and evaluate integrated curriculum plans based on principles of learning, exemplary programming and current Ministry of Education and School Board guidelines. Candidates will work independently in schools one and one-half days weekly: one term in a JK and one term in either a SK or Grade One.

Course Objectives

At the end of this course students will:

- be familiar with Ministry of Education and School Board Early Childhood Education guidelines
- be able to research, design, implement and evaluate integrated curriculum units for the Early Years
- understand the dynamics of change and the change process
- develop and articulate a personal philosophy based on reflection and individual study

Suggested Content

- guidelines
 - Ministry and Board documents: EPJD, The Formative Years, etc.
 - Policies and position papers of professional organizations
- selection/development and implementation
 - critical evaluation of commercial materials/programs
 - the examination of relevant research
 - planning processes
 - integrated curriculum units
- change
 - understanding the dynamics of change
 - using effective change techniques
 - developing a critical perspective regarding professional practice

The Role of the Arts in the Life of the Young Child

This course will explore the possibilities of the Visual Arts, Music and Movement as a means of communication, creative expression and emotional release for children two through six.

Course Objectives

At the end of this course students will:

- understand the nature of creative expression and its development
- appreciate the value of arts education for young children
- have extended their own cultural perspectives
- know how to integrate arts experiences into the program

Suggested Content

- creativity
 - characteristics of the creative process
 - research findings on the qualities of creative children and adults
 - the climate for creative expression
- visual and performing arts
 - appreciate the value for children
 - facilitate the transformation of materials
 - planning and implementing art, music, movement and drama experiences

INSTITUTIONAL RESPONSIBILITIES

Qualifications

ALL of the three qualifications will be granted ONLY after successful completion of the TOTAL program (4 yrs/20 courses)

- a degree granting institution will be responsible for awarding the bachelor's degree
- a College of Applied Arts and Technology will be responsible for awarding the ECE diploma
- a Faculty of Education will be responsible for recommending the graduate for the teaching qualification

Courses

The **eight liberal studies** courses will be the responsibility of the degree granting institution

The **twelve professional and professionally related** courses will be the joint responsibility of the three participating institutions

NOTE: Students will divide their time between the program's school-based site (see Glossary) for their professional core courses and the institution(s) delivering the professionally related and liberal studies courses.

Program Operation

One of the participating institutions will be designated as the institution responsible for administration (admissions, registration and program records, including course grades and transcripts). The other participating institutions should establish a tracking system, relevant to their own needs, for monitoring student enrollment and progress.

Administrative Policies and Procedures

a) Academic Management

- 1. A Joint Management Council** should be created to:
 - designate the institution responsible for administration,
 - approve the Admissions Panel composition
 - confirm the designated Admissions Officer
 - appoint the Program Coordination Team

It will deal with policies for

- funding
- faculty/staff appointments
- residency requirements
- academic advising and student status
- curriculum development
- review of student progress
- promotional standards
- grading practices and appeals

- 2. A Program Coordination Team** will deal with the day to day administration of the program. It should have representatives from each of the three participating partners: the ECE program of the College of Applied Arts and Technology, the degree granting institution and the Faculty of Education.

Responsibilities will include

- determining and recommending staff appointments
- negotiating for space in schools
- advising students about alternative career options

- 3. An Admissions Panel** will be created with representatives from each of the three participating partners, affiliated School Boards and relevant community and professional groups.

Responsibilities will include

- developing and carrying out admission policies
- establishing weighting standards for the admission requirements
- selecting candidates for admission offers

- 4. An Admissions Officer** will be designated by the institution that has responsibility for administrative procedures to provide a support staff function.

b) Program Administration

1. School Board and Childcare Relations

The Program Coordination Team will contact and negotiate with school boards and childcare facilities for:

- appropriate locations for the school-based programs (see Appendix Eight for the definition). The most appropriate locations would be those schools with a variety of JK/SK/Gr1 and childcare programs serving children 2.5 through 6 years.
- involvement of school board and childcare staff in the program's courses.

2. Staffing

The Program Coordination Team will determine and recommend staff appointments to the Joint Management Council. The principle of joint staffing **must** apply to each of the Professional courses and **may** apply to each of the professionally related courses. The staffing team for each of the seven Professional courses should be composed of faculty who meet the institutional academic requirements as well as those with relevant practical expertise.

The Joint Management Council will establish the allocation of staff assignments for the Professional courses in consultation with the Program Coordination Team.

c) Registration

Students should be co-registered in each of the participating institutions for each year of their enrollment.

The tracking system (as noted in paragraph one of Program Operation) should enable each of the participating institutions to have the necessary information to grant (or recommend) the relevant qualification for the students satisfactorily completing the four year program.

Students may register in the program with a reduced course load. For example, they may complete one year over two. This will be the only registration option until part time course delivery becomes available.

Admissions

The proposed requirements reflect the recommendations of the TECO 's Report, Selection for Teacher Education Programs.

Any admission documentation or process required by this Collaborative Teacher Education model should be harmonious with future amendments to Regulation 297(RR0 1990) of the Education Act, administered by the Ministry of Education.

a) Requirements

1. Academic

Six Ontario Academic Credits with academic averages and prerequisites as required by the Senate of the degree granting institution.

Mature applicants must meet the requirements of the degree granting institution for admission.

2. Language Competency

The appropriate level of language competency as specified by any Regulation 297 (RR0 1990) amendments would be applicable to the applicants of this program.

3. Experience

Preference will be given to candidates who have work or volunteer experience with children and families.

4. Documentation

Each applicant must submit the following:

- i. Secondary School Transcripts
- ii. Satisfactory evidence of freedom from tuberculosis (as required by the Ministry of Education and the Ministry of Community and Social Services)
- iii. Immunizations required by the Ministry of Community and Social Services for childcare personnel
- iv. Proof of Canadian birth/citizenship and legal resident status.
- v. the Profile form documenting the work/volunteer experience.

b) Application Procedures

The standard post-secondary application form will be completed and submitted to the designated central data centre (Guelph) which handles university applications.

Applicants should also include a completed Profile form.

c) Selection Procedures

Admissions policies should reflect the principle of equality of access to improve the participation of visible and ethnic minorities, Native Canadians and the disabled.

Weighting standards for the academic and experiential profiles and the procedures for their assessment will be reviewed annually.

Applicants meeting the academic requirements may be invited for an interview to review their experience and to assess their suitability to work with young children. If distance makes the interview attendance impossible, the application will be evaluated on the basis of submitted documents or by other means such as through the use of current technology.

Advanced Standing

a) Policies

Policies and procedures for approving advanced standing applications should be developed and reviewed regularly.

Individuals with the following qualifications should all have access to advanced standing status:

- undergraduate degree (not ECE related)
- undergraduate degree and ECE diploma (CAAT or equivalent)
- four year undergraduate degree in child studies or ECE.
- ECE diploma (no degree)
- OTC (no degree)

Advanced standing decisions for any of the above individuals should take into account each applicant's post-secondary background as well as respect the objectives and sequencing of the Professional courses presented in this model for early childhood teacher preparation.

b) Program Modifications

The part-time course delivery required by those with approved advanced standing will be the responsibility of the participating institutions. It is recommended that courses NOT be delivered in a part-time mode (evenings, summers, etc.) until the program has completed at least two years of operation and a needs assessment has been undertaken.

c) Incomplete Requirements

Students who leave the program without completing all the requirements should receive advance standing credits to

- complete an undergraduate degree
- complete an Early Childhood Education diploma course

At present there are no Advanced Standing procedures for faculties of education. Individual cases of students from this specific program may receive special attention in the future.

Further Qualification Options

Graduates of the proposed four year program may enroll in

- post-diploma courses offered by a College of Applied Arts and Technology for programming for infants and toddlers and/or childcare administration
- Ministry of Education Additional Basic Qualification (ABQ) courses and/or other Additional Qualification (AQ) courses

Appendix One

Work Team

Isabel Doxey School of Early Childhood Education, Ryerson

Michael Pimento Early Childhood Education Program
Child Studies Department
Centennial College

Ada Schermann Elementary Education Department
Faculty of Education
University of Toronto

Steering Committee

Frank Clifford Executive Director
Teacher Education Council, Ontario

David Cole Dean, School of Applied Arts
Centennial College of Applied Arts & Technology

Carl Corter Chair, Institute of Child Study
Faculty of Education, University of Toronto

Anne Ellison Director, School of Early Childhood Education
Ryerson Polytechnical Institute

Michael Fullan Dean
Faculty of Education, University of Toronto

Sherron Hibbitt Assistant Executive Director
Teacher Education Council, Ontario

Gary Hunt Chair, Student Services
Faculty of Education, University of Toronto

Dennis Thiessen Associate Dean
Faculty of Education, University of Toronto

Carolyn Warberg Chair, Child Studies Department
Centennial College of Applied Arts & Technology

Jennifer Welsh Dean, Faculty of Community Services
Ryerson Polytechnical Institute

Appendix Two

Individuals Consulted

Ruth Allen	Parent Representative, Kew Beach Public School Toronto Board of Education
Diva Anderson	Coordinator, Practice Teaching Department, Faculty of Education, University of Toronto
Sylvia Arnold	Consultant, York Region Board of Education
Andrew Biemiller	Institute of Child Study, University of Toronto
Peter Bishoff	Student, Elementary Education, Faculty of Education, University of Toronto
Gwen Brickett	Faculty of Education, Queen's University
Jenifer Brown	Student, Early Childhood Education Program, Centennial College
Linda Cameron	Professor, Elementary Education, Faculty of Education, University of Toronto
Dennis Campbell	Student, School of Early Childhood Education, Ryerson Polytechnical Institute
Lucie Piché-Cantin	Early Years Work Team, Ministry of Education
Patsy Cook	Primary Teacher, Withrow Public School Toronto Board of Education
Margaret Deeth	Early Childhood Education Coordinator (ret), Toronto Board of Education
Judi Depatie	Early Childhood Education Coordinators Group, Colleges of Applied Arts and Technology (from La Cité Collegiale)
Suzanne Eden	Faculty of Education, York University
Barbara Elliott	Coordinator, Early Childhood Education Program, Confederation College and President, Association of Early Childhood Educators, Ontario.
Beryl Espley	President, Toronto Chapter Parent Cooperative Preschool Corporation
Michael Goodmurphy	Early Childhood Education Coordinators Group, Colleges of Applied Arts and Technology (from Fanshawe College)
Nancy Graham	Coordinator, Early Childhood Education Program, Canadore College
Lynn Haines	Supervisor, Friends Day Care Centre, Toronto
Michael Hoare	Chair, Human Services, Fanshawe College
Mara Holdenreid	Early Childhood Educator, Not Your Average Day Care, Scarborough
Leslie Kopf-Johnson	Coordinator, Early Childhood Education Program, Algonquin College
Helen Langford	Faculty of Education, Nipissing College
Sue Lloyd	Faculty of Education, Queen's University
Joan McCullaugh	Early Childhood Education Program, Algonquin College

Jan Pelletier	JK/SK French Immersion teacher Peel Board of Education
Marielle Poirier	Directeure, Sciences humaines et services juridiques, La Cité Collegiale
Toni Pucci	JK/SK Teacher, St. Roch School Metropolitan Separate School Board
Pam Rao	Primary Teacher, Niagara South Board of Education
Arthur Rathgeber	Dean, Faculty of Education, Nipissing College
Gabrielle O'Reilley	Faculty of Education, York University
Sharon Rich	Faculty of Education, University of Western Ontario
Monique Richard	School of Early Childhood Education, Ryerson Polytechnical Institute
Betty Richards	Vice-President Association of Early Childhood Education, Ontario.
Nilofar Sleem	Early Childhood Educator, Earl Haig Childcare Centre, Toronto
Carol Smith	Principal, Tam-O-Shanter Junior Public School Scarborough Board
Alison Soave	Coordinator, Early Childhood Education Program, Niagara College
Shirley Suraj	Principal, Our Lady of Victory Metropolitan Separate School Board
Elizabeth Thorn	Faculty of Education, Nipissing College
Hugette van Bergen	Education des Petits, La Cite Collegiale
Marian Warwick	Early Childhood Education Program, Fanshawe College
Joan Westcott	Executive Director, Federation of Women Teachers' Associations of Ontario
Margaret Wilson	Secretary-Treasurer, Ontario Teachers' Federation
Mary Wybrow	Primary Teacher, Dundas Public School Toronto Board of Education
Kathy Yach	Trustee, Ottawa Board of Education

Appendix Three

Work Team Activities

3.1	Work Team Meetings	44
3.2	TECO Steering Committee Meetings	5
3.3	TECO Council Meeting	1
3.4	Work Team Visits	5
	- Welland - Niagara College, Brock University, Niagara South Bd. of Ed.	
	- London - University of Western Ontario, Fanshawe College	
	- Kingston - Queen's University	
	- Ottawa - La Cité', Algonquin, Ottawa Bd of Ed, Carleton University	
	- North Bay - Nipissing University College, Canadore College	
3.5	Conference Participation (see below)	$\frac{6}{61}$

Conference Participation

West CAST '92 Student Teaching Edmonton, Alberta February, 1992	Isabel Doxey paper presentation
Connestoga College Waterloo, Ontario March 7, 1992	Michael Pimento panel presentation
CAATS ECE Conference Geneva Park, Ontario May, 1992	Michael Pimento panel presentation
First Annual Conference of the National Institute for Early Childhood Profesional Development Los Angeles, California June 3-6, 1992	Isabel Doxey Michael Pimento
2nd Annual Conference on Quality for Early Childhood Education Worcester, UK August, 1992	Isabel Doxey paper presentation
CAATS ECE Coordinator's Meeting October, 1992	Michael Pimento report on articulation

Appendix Four

Focus Groups

Focus Group Discussions
Thursday, February 6, 1992
TECO Offices

AM SESSION - representatives of Ministry of Education, faculties of education, universities, school boards, Institute of Child Study, teachers' federations, the research constituency, practising principals

Sylvia Arnold	School Board Consultant,
Margaret Deeth	Retired School Board Coordinator,
Linda Cameron	Professor, Faculty of Education
Diva Anderson	Practice Teaching Coordinator
Carol Smith	Elementary Public School Principal
Shirley Suraj	Elementary Separate School Principal
Lucie Piche-Cantin	Early Years Work Team
Monique Richard	Professor, degree granting institution
Joan Westcott	Executive Director, professional organization
Andrew Biemiller	Professor and Researcher

PM SESSION - representatives of practising teachers and early childhood educators, parents, Colleges of Applied Arts and Technology, students, childcare administration.

Michael Goodmurphy	ECE Coordinators Group, Colleges of Applied Arts and Technology
Judi Depatie	College of Applied Arts and Technology (francophone program)
Nilofar Sleem	Early childhood educator
Mara Holdenreid	Early childhood educator
Lynn Haines	Supervisor, Child Care
Mary Wybrow	Primary Teacher
Jan Pelletier	JK/SK French Immersion teacher
Toni Pucci	JK/SK teacher
Patsy Cook	Primary teacher
Dennis Campbell	Degree program student
Peter Bishoff	Faculty of Education student,
Jenifer Brown	College of Applied Arts and Technology student
Beryl Espley	Parent representative
Ruth Allen	Parent representative

**SUMMARY OF THE FOCUS GROUP DISCUSSIONS
THURSDAY, FEBRUARY 6, 1992**

QUESTION 1: WHAT ARE THE PURPOSES OF KINDERGARTENS?

1. To provide an optimal learning environment for:
 - socialization
 - development of self-confidence, self-esteem
 - expanding experiences, language functions
 - the "whole" child

2. To offer a program
 - which emphasizes learning through play
 - is child-centred
 - which offers positive school experiences (i.e. home/care/school transitions)
 - which is based on an understanding of child development
 - which gives attention to communication

QUESTION 2: WHAT SHOULD CHILDREN BE DOING DURING THEIR
KINDERGARTEN DAY?

1. learning - through exploring, constructing, expressing, communicating, cooperating, socializing, playing, resolving conflicts.

2. developing autonomy - (in their transition from "private to public life"), making choices, gaining independence.

QUESTION 3 A: HOW SHOULD TEACHERS BE PREPARED? WHAT
SHOULD THEY KNOW? KNOW ABOUT?

1. professionally related knowledge
 - child development
 - about play
 - strategies to facilitate learning
 - all developmental aspects - birth through adulthood
 - behaviour guidance
 - about curriculum

2. general knowledge
 - about the arts, appreciation of the arts, etc.
 - an appreciation of cultural diversity, exceptionalities etc.

3. self-knowledge

QUESTION 3B: WHAT EXPERIENCES SHOULD TEACHERS HAVE DURING THEIR PREPARATION?

1. combining theory and practice
 - planning and implementing appropriate programs
 - long term associations i.e. mentorship with exemplary practitioners
 - extensive in scope (pre-JK through the Early Primary years) with some continuity and multicultural focus)
 - with opportunity for reflection

QUESTION 4: WHAT WOULD YOU LIKE THE WORK GROUP TO KNOW AND REMEMBER? WHAT DIRECTIONS WOULD YOU LIKE THE WORK TEAM TO TAKE?

a.m. Session comments:

- don't lose beliefs about young children
- avoid the political arena BUT are we really a caring society
- continue liaison with schools
- emphasize link and co-ordination between education and childcare
- a team approach to prevention
- consider various entry points and the experience of incoming students
- consider a JK to Grade 3 mandate rather than Kg only - to avoid "second class" teachers
- emphasize an "active" teacher role re language, social and early academic growth and in small group work
- individual differences in development
- how to practise a developmental program
- cultural diversity and the recognition of the range of experiences each child brings to school
- technological learning
- teach critical thinking skills and the making of interesting and useful connections
- time to pursue investigations
- the teacher as researcher
- ongoing teacher-child interactions
- changing social partnerships with changing roles for teachers
- program graduates should accept every child "as is"
- teachers must express their views publicly and have practice doing this and be given support - teachers are people
- a thoughtful approach to childcare i.e. child not adult focused
- stress the equality of the early years, why 1/2 funds for a whole child
- partnerships between teachers and Faculties
- more (or some) preparation for associate (field) teachers
- integration of services
- daily challenges facing teachers - critical issues in the Early Years
- recruitment and entry level of applicants

p.m. Session comments

- JK should be placed in a broader context - a continuum
- is an opportunity to make an impact on the other primary years
- pay attention to the positive knowledge and experience of people within the present system
- use exemplary teachers in the system as resources
- value/recognition (?) for graduates of the new program
- don't assume ECE = Jk/Kg, perhaps should think in terms of 3.8 to 8 years
- look at existing models (out of province/country)
- note the competency statement (CAATS)
- consider francophone accessibility (for children and the preparation of French immersion teachers)
- base work on what makes a "better" teacher e.g. not just degrees, but also experiences
- see the child in the context of the whole community
- develop reflective practitioners; the teacher as a person needs time to reflect
- remember minority issues and training to deal with these
- provide a solid basis for child development, including observation and experiences with children from 3 years including those with special needs
- consider practicum being competency based
- refer to EPEP and To Herald a Child (don't re-invent the wheel)
- focus on the child's experience, child development and the context of the child's day
- remember teachers work with parents too
- getting to know individual children and how to interact with them is crucial
- politics is part of teacher training
- watch balance i.e. don't become too field based
- U of T's satellite campuses can be studied as a model
- respect the child's first culture
- consider different entry points into the program

Appendix Five

Inter-Institutional Approaches

- 5.1 University recognition of some Colleges of Applied Arts and Technology Early Childhood Education diploma courses for degree credits

Niagara College and Brock University
Mohawk College and McMaster University
La Cite and University of Ottawa (under discussion)
Algonquin College and Carleton University (under discussion)
St. Clair College and Windsor University
Canadore and Nipissing College of Laurentian University
all CAATS and Ryerson Polytechnical Institute

- 5.2 the design of a new program using existing courses from the cooperating institutions

Sheridan College and Erindale (University of Toronto)
(presently in operation) for a 5 year program in Exceptionalities with designated spaces at Faculty of Education, University of Toronto made available to the graduates

Confederation College and Lakehead University (planned for September 1994) a 5 year program which will lead to an ECE diploma, a university degree and an OTC/B.Ed. with an Early Years and Primary divisions endorsement.

Seneca and Durham Colleges and York University
(planning in progress with MCU transition fund grant of \$95,000 to York) for a B.Ed. with Early Primary/Primary teaching certificate.

- 5.3 the development of an Early Primary/Early Years option within a one-year OTC/B.Ed. program

Brock University, Faculty of Education
Queen's University, Faculty of Education (since 1986)

Appendix Six

The International Context

6.1 United States

The work team was represented at the First Annual Conference on Early Childhood Professional Preparation, in Los Angeles in June, 1992.

One of the central issues was the articulation between junior/community colleges offering either diplomas or associate degrees and the degree granting universities. Many initiatives in collaboration were presented. Some of these were taking place at the level of individual institutions, others at the county or state level. The most common type of articulation was where the university gave some credits for courses at the college similar to the Ontario approach described in 1.1 of Appendix Five. The amount of credit ranged from one course to the total program. Some articulation discussions which focus on the development of new/blended programs are underway in some states such as Maryland. There did not seem to be evidence of any inter-institutional collaboration for the development of a totally new collaborative model as the one outlined in this report.

6.2 United Kingdom and Europe

The Collaborative Teacher Education Project Work Team was represented at the 2nd Annual Conference on Quality in Early Childhood Education held at the Worcester College of Higher Education, Worcester, England in August 1992. Twenty-three countries were represented.

Early childhood teacher preparation was one of the key themes of this conference as a new report (see Pascal, C. et al item in the reference list of Appendix Eight) had just been released detailing the present status of training and education for early childhood personnel in Britain and selected European countries.

Speakers and researchers identified the need for specialized training for teachers of young children, the potential for more inter-institutional collaboration and the nature of research needed.

Appendix Seven

Glossary

8.1 Candidate

A student enrolled in the 4 year program

8.2 Curriculum/Program

Curriculum and program have been used interchangeably throughout this report. The term curriculum has traditionally signified specific subject areas: mathematics, language arts, science, etc. However, in the early childhood literature the term applies to all that happens in the program, whether planned or spontaneous. Consequently, the label program suggests the curriculum totality. For further information see Taba, H (1970) Curriculum Development New York: Teachers College Press, Columbia University.

8.3 Early Childhood/Early Years

In the general early childhood literature, this term signifies an age group 0 through 8 years. In this report EC/EY's refers to 2.5 through 6 years. For further perspectives on current vs traditional uses of these terms, see the introduction in Doxey, Isabel (1990) Childcare and Education Toronto: Nelson Canada.

8.4 Education and Care

Education implies care, but the use of the word care does not necessarily embrace an educative function. The Association for Early Childhood Educators, Ontario, supports the expression "Good care educates, good education cares". Legally the term 'education' is restricted in its use to the provincial school system. For further information see Pascal, C. et al (1991). Comparative Directory of Initial Training for Early Years Teachers. Worcester, UK: Early Years Working Group, Worcester College of Higher Education. This report uses the term education and care to recognize their interdependence.

8.5 School - Based Program

This means that the professional courses are delivered to the students at a school site. Students carry out the requirements of the experiential course components and modules at the same, or neighbouring schools.

Appendix Eight

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Peterborough County Board *Junior Kindergarten Document*

Waterloo Board of Education *Kindergarten Art, Kindergarten Music Curriculum (1985) Physical Education K-3(1989), Gymnastics K-3 (1989), Games K-3 (1989)*

Waterloo Roman Catholic Separate School Board *Junior Kindergarten Guideline - 1990, and Junior Kindergarten Study - 1986*

Wellington Board of Education *Learning and Growing: A guide for Observing Children in Kinderten and Observing and Reporting in the Primary Division.*

Windsor Roman Catholic Separate School Board *Junior Kindergarten Program and Procedure Handbook.- 1988*