

Course: Early Childhood Education	ECTS Points: 4
Course Code: 0800-ERA-7GHO	
Language: <i>English</i>	
Course description: educational content – elective, optional course	
Lecturer: <i>dr Anna Kienig</i>	
Semester: ¹ <i>winter</i>	Number of hours: 30 Lecture: Classes: 30
<u>Courses to be completed before enrollment to the course:</u> ² -	
<u>Substantive content</u>	
Lectures/classes	Number of hours
1. <i>Complexity, Diversity and Multiple Perspectives in Early Childhood</i>	2
2. <i>Developmentally Appropriate Practice in Early Childhood Programs</i>	2
3. <i>Early childhood education programs in various countries – comparative analysis</i>	4
4. <i>Primary education in various countries</i>	4
5. <i>Analysis of different models of early childhood education: Maria Montessori method</i>	4
6. <i>Analysis of different models of early childhood education: Pen Green Centre</i>	2
7. <i>Analysis of different models of early childhood education: Reggio Emilia</i>	2
8. <i>Analysis of different models of early childhood education: Dalton Plan</i>	2
9. <i>Analysis of different models of early childhood education: Kindalin Project Method in early childhood education</i>	2
10. <i>Transition to preschool setting and to primary school</i>	2
11. <i>Parents and preschool/primary teachers cooperation</i>	2
12. <i>New challenges and ideas in Early Childhood Education</i>	2
<u>Aim of the course:</u>	
<i>The aim of a course is providing a student with a knowledge about the specific educational needs of the young child and about importance of understanding children's development and learning in context. The course encompasses child development, the importance of family partnerships, and develops a knowledge of the curriculum learning areas and the system and models of preschool education and primary education in different countries.</i>	

¹ „Winter” or „summer”

² If it is needed, please write the name of the course.

Teaching methods³: lectures, workshops

Literature:

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8 (2009) A position statement of the NAEYC

Key Data on Early Childhood Education and Care in Europe (2014) Eurydice and Eurostat Report, <http://eacea.ec.europa.eu/education/eurydice>

Kienig A. (2002) *The importance of social adjustment for future success.* (w) H. Fabian, A.W. Dunlop (red.) *Transitions in the Early Years. Debating continuity and progression for children in early education.* RoutledgeFalmer Education, London, s. 31-46

Kienig A. (2006) *Edukacja przedszkolna* (w:) Tomasz Szlendak (red.) *Małe dziecko w Polsce. Raport o sytuacji edukacji elementarnej,* Warszawa: Fundacja Rozwoju Dzieci im. J.A.Komeńskiego,

Margetts K., Kienig A. (2013) (eds) *International Perspectives on Transition to School: Reconceptualising beliefs, policy and practice,* Routledge, Taylor&Francis Group, London-New York

Whalley M. (2007) *Involving Parents in their children's learning.* Los Angeles, London, New Delhi, Singapore: Paul Chapman Publishing

Journals: Early Childhood Education Research Journal, Journal of Research in Childhood Education, Early Childhood Education and Care

Forms and conditions of credit⁴: written essay

³ „Lectures”, „workshops”, e.t.c.

⁴ „Test”, “written essay”, e.t.c.