

Early Childhood Development
Midlands Technical College
Skills Necessary to Succeed in the ECD Program

Applicants and students should be able to perform these essential functions or with reasonable accommodations, such as the help of compensatory techniques and/or assistive devices, be able to demonstrate ability to become proficient in these essential functions/skills.

Essential Function/Skill	NAEYC Standards	Some Examples of Necessary Activities (Not all inclusive)
Critical Thinking Skills to Promote Child Development and Learning	<p>1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.</p> <p>1b: Knowing and understanding the multiple influences on early development and learning</p> <p>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</p>	Develop age and individually appropriate activities for children; ability to think quickly to protect children from harm; ability to set up learning stations; ability to recognize signs and cues in children which would hinder their development and learning.
Communication Skills to Build Family and Community Relations	<p>2a: Knowing about and understanding diverse family and community characteristics</p> <p>2b: Supporting and engaging families and communities through respectful, reciprocal relationships</p> <p>2c: Involving families and communities in young children’s development and learning</p>	Communicate effectively and respectfully with families through verbal and written exchanges; provide opportunities for families to become engaged with their child’s learning;
Visual, Hearing, and Motor Skills to Document, Assess, and Support Young Children and Families	<p>3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children</p> <p>3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments</p> <p>3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of <i>technology</i> in documentation, assessment and data collection.</p> <p>3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive <i>technology</i> for children with disabilities.</p>	Observing and recording children’s play and activities through written records, pictures, computer documentation, and other means to assess children’s levels of development and to inform curriculum; ability to communicate assessment findings with families; ability to utilize assistive technology to accommodate the needs of all children.

<p>Interpretive Skills to Use Developmentally Effective Approaches</p>	<p>4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches 4d: Reflecting on own practice to promote positive outcomes for each child</p>	<p>Develop activities to foster oral language and communication in children; draw from a continuum of teaching strategies; make the most of the environment, schedule and routines; set up all aspects of the indoor and outdoor environment; teach through social interactions; create support for play; address children’s challenging behaviors; support learning through <i>technology</i>; use integrative approaches to curriculum.</p>
<p>Creative Skills To Use Content Knowledge to Build Meaningful Curriculum</p>	<p>5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies. 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</p>	<p>Use own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child; develop experiences and assessment in academic disciplines or content areas including:</p> <ul style="list-style-type: none"> • Language and literacy • The arts: Music, creative movement, dance, drama, and visual arts • Mathematics • Science • Physical activity, physical education, health and safety • Social studies
<p>Interpersonal Skills to Become a Professional</p>	<p>6a: Identifying and involving oneself with the early childhood field 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. 6d: Integrating knowledgeable, reflective, and critical perspectives on early education 6e: Engaging in informed advocacy for young children and the early childhood profession</p>	<p>Ability to interact with a variety of adults through classroom and field experiences; ability to understand and use ethical standards and professional guidelines; ability to reflect on lessons conducted in field experiences.</p> <ul style="list-style-type: none"> • Must have a clear SLED Criminal background check • Must pass medical exam and TB test <p>Both of these documents must be on file with the ECD program before entering a lab site.</p>
<p>Application Skills for Early Childhood Field Experiences</p>	<p>7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8) 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)</p>	<p>Ability to apply all learning through a variety of field experiences with infants and toddlers, preschool age children and school-age children in a variety of settings.</p>

The Early Childhood Development program at Midlands Technical College follows the NAEYC Code of Ethical Conduct (NAEYC 2011) and the NAEYC Code of Ethical Conduct: Supplement for Early Childhood Adult Educators (NAEYC 2004). Specific principles that may apply to students and may affect their progression in the ECD program include:

Principle 1.10: When it becomes apparent that an adult learner is not able to benefit from our training, class, or program, we shall help her/him identify and alternative educational path or goal.

Principle 5.3: We shall not allow a student to pass a course or move to the next level of the profession if he/she has not demonstrated expected levels of knowledge and competence in course content or if he/she does not demonstrate the ability to relate positively and effectively with children and families.

Principle 5.5: We shall build into all required training minimum required levels of participation and demonstrations of understanding and competence.

Principle 5.6: When we have made a concerted effort to work with a student, and the student still does not demonstrate the intellectual, physical, or social-emotional capacity to work effectively with children and families, we shall make every effort to counsel the student out of the field.

If a student has any difficulty with a course or instructor, they must first discuss their situation with the instructor. If it is not resolved, they are to contact the Program Director.

NAEYC Code of Ethical Conduct - Statement of Commitment:

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will:

- Never harm children.
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

References:

NAEYC. 2004. Code of Ethical Conduct: Supplement for early childhood program administrators. Washington, DC:

Author. Online: <http://www.naeyc.org/files/naeyc/file/positions/ethics04.pdf>

NAEYC. 2011. Code of Ethical Conduct and statement of commitment. Position Statement. Washington, SC: Author.

Online: <http://www.naeyc.org/files/naeyc/file/positions/Ethics%20Position%20Statement2011.pdf>

I have read all of the above statements and understand what I have read. I also certify that I am able to perform all of the functions/skills that are required as an early childhood professional and I have read and agree to abide by the NAEYC Code of Ethical Conduct.

Signature

Date

Witness

Date