

News from North

ISSUE FOUR
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Reactions to CCE 125 Program Planning

HELEN LARACH - INTERNATIONAL STUDENT FROM HONDURAS



I have a friend in Miami who graduated with a 4-year degree in teaching. I feel sorry for her; she missed out on a great Early Childhood Education program!

I enjoyed learning about the importance of storytelling, enacting and drawing stories, defining independent and group work, and organizing centers to give children independence. It's BIG!

I want to say to everyone who intends to enter the early childhood world at North, you are going to give 110% of yourself. Take Program Planning and hold onto your seat, because you are in for a joy ride!

MICHELLE HUNTLEY - DENISE LOUIE HEAD START

I am amazed at the amount of information I absorbed. The most valuable information I learned was about small group times. The information about science, math and storytelling has helped me incorporate our "required" curriculums into very cool and involving small groups. The children are very happy, which makes me happy.



Program Planning made me a better teacher. It provided me "ammunition" to tackle difficult times. It has shown me how to set up a playful environment. The assignments made me do what I was learning. I think any teacher should take Program Planning, because it really opens up the mind to think about new ways. For example, I will never buy brightly colored blocks!

CLARIBEL HEREDIA - BELLEVUE KIDS CLUB



The way we learned in this class to talk to children, called Enterprise Talk, took me by surprise. It made me see how we teachers may think we know how to talk to children, but we don't. It is a challenge to do Enterprise Talk, but when you use it with the children the outcome is overwhelmingly positive.

Exploration and Process play activities showed me how to let children be children and me be myself at the same time. In Exploration play you see children make discoveries right before your eyes. I thought Process play would be too hard for a child to follow, but I was wrong. Children can do so much, but we don't often let them.

KRISTIN BROWN - SECRET GARDEN PRESCHOOL



This Program Planning class made me step back and re-think the things that I thought I knew! I had been going along, thinking about how I was going to do things better, how I was going to be a great teacher. This class made me realize that I had missed the mark. This class taught me to begin thinking what is best for the children. I have been released from the idea that I need to plan out everything that the children will do. I hope to be better at allowing them to initiate their own play and learning. I listen more carefully and choose accordingly.

How do these children best learn? What are they interested in? What do they have to say? I now know that there is a lot more to this than just taking a class on how to fill in the boxes on a curriculum plan sheet. I am going to take more ECE classes to continue to stretch my thinking.

AIDA GUMIRAN - NSCC CHILD DEVELOPMENT CENTER



One of the most important things I learned from Program Planning was the importance of storytelling, enacting stories, and drawing stories. Storytelling flies open the imagination and minds of the children, and it is even more powerful when they are enacted and drawn.

I also learned many small group and large group activities, especially Process Activities — the children love them!

JEFF COATS - CHILHAVEN AND HILLTOP CHILD CARE



This class was an eye opener! I began the term with a basic idea of how a childhood program should work, or at least I thought I did. From the very beginning it became apparent that what I already knew was not much. I discovered I needed to clean the slate on my approach to the whole field.

I learned to let the children be children. Let them run, jump, be loud, get dirty, fall down, figure our things on their own, and figure things out with the other children.

Teachers provide the means for children to succeed: a well-organized room, a well-thought-out daily schedule, and a lot of materials for the children to use. A well-run child care facility is enjoyable and fulfilling for both the child and the teacher.



SPRING QUARTER Begins April 1

CCE 160 Connecting to Children (2 cr each)
Modules D1 and D2 Friday Afternoon
Emerald City Child Care, 7004 37th Ave S,
Rainier Valley
Modules D1, D2, D3, D4 Thursday Evening

CCE 102 Issues and Trends in ECE (3 cr)
Tuesday and Thursday Early Evening

CCE 125 Program Planning (5 cr)
Monday and Wednesday Early Evening

CCE 135 Foundations of Early Learning (5 cr)
Tuesday and Thursday Late Evening

CCE 185 Physical Education in ECE (3 cr)
Tuesday and Thursday Morning

CCE 211 Money Matters (Directors Class) (4 cr)
Tuesday Evening

CCE 285 The Project Approach (5 cr)
Monday and Wednesday Late Evening

SUMMER QUARTER June 2002

CCE 160 Connecting to Children (2 cr each)
Modules D1, D2, D3, D4 Monday Evenings

CCE 145 Music and Creative Expression (4 cr)
Wednesday Evenings

CCE 166 Cultivating Conversations (3 cr)
Tuesday Evenings

Except for CCE 160, most classes are offered only once a year.

@ RAINIER VALLEY

Modules begin in April at Emerald City Child Care

@ SHORELINE

United Way supports staff from Shoreline Children's Center, Center for Human Services, and Jewish Community Center to complete all modules.

MARIAN MOHLMAN ~ SHORELINE CHILDREN'S CENTER ~ ON COMPLETION OF MODULE D1, EXPRESSING WARMTH TO CHILDREN

I came to class not knowing what to expect.

What I learned was to express warmth to children

By using words, phrases, sentences, and actions

That reflect my true feelings And show them love and respect.

I learned if I want children to respond positively to what I say,

Then it is up to me as a teacher to model the way That makes them feel valued in the work that they do

Whether it is free play, art, responding to instructions

Or interacting with other children, too.



I have taken the words "good job" out of my vocabulary.

I used them to respond to Alex, Bogui, Marci, Kyle, and Mary.

They conveyed a personal evaluation or judgement of what children do.

These words were a bad habit my speech had slipped into.

I replace them with words that express a more sincere and positive way

To respond to the children I teach every day.

You now hear true statements that give just facts. Such as "I see blue and green in the picture you painted today,"

Or "Ten children are sitting on the carpet,"

Or "Quiet walking feet are coming my way."

You may see a thumbs up, a pat on the back or a smile.

Practicing to make it consistent took me a while.

Positive expressions to each and every child are important.

I will try not to forget that some are quiet and unassuming.

But if I am aware, my expressions of warmth will be more abundant

So every child will feel they are of value to me Because they are noticed and loved.

That is the way it should be.

I learned I can make a difference in the life of a child

By concentrating on their individual problems For just a little while.

I came to this class not knowing what to expect. What I learned was that you can Teach an old teacher new teaching tricks.

CCE 160 CONNECTING TO CHILDREN, MODULE D1

ERIK WALLIN ~ SHORELINE CHILDREN'S CENTER

Hello. This is Erik Wallin with KIDS News. We interrupt this episode of Temptation Island to bring you Breaking News. Apparently teachers and children of all ages across the country are changing their habits. Teachers have been spending more quality time with their students, taking the time to listen to themselves and the children's reactions.

Teachers have been using descriptive language, not praise, in giving feedback. They have also been communicating non-verbally. Witnesses say that the teachers appear to be going crazy, shouting things like, "Whoopee!" "Zowie!" and "Yahoo!" One bystander thought that the teacher was going into convulsions because her eye was twitching and she was making strange hand gestures. The teacher said she was winking and sending non-verbal signals to show approval of her students

Teachers are no longer telling their students to "Sit down NOW!" or "That's not right." They aren't even sighing as much.

Teachers say that they are able to be more genuine with their students using the new techniques. They say their efforts are causing children to look inside themselves for satisfaction. Children are becoming more empowered and feel a sense of accomplishment. They are more motivated "to do the right thing" One teacher said, "The children totally blossomed in front of me."

It is believed that teachers are actually enjoying what they do because they are able to see a difference in the way their students respond. "We are having fun for the first time," says another teacher. There seems to be less of a struggle in trying to achieve desired behaviors. Children and teachers are actually showing a sense of mutual respect that has never been seen in classrooms before.

It appears the world is changing in front of our eyes. Today's children will look back on this day as a defining moment. We at KIDS News will stay on top of this changing situation to bring you late breaking details. Thank you, and we now return you to Temptation Island.



ECE @ NORTH

Each Early Childhood class meets the 10-hour continuing STARS requirement.

You can earn an **Assistant Certificate** by completing all four 2-credit modules of CCE 160 Connecting to Children. Each requires only one hour per week in class and three hours per week on the job.

You can earn a **Certificate in Early Childhood Education** by completing 38 credits of curriculum methods.

You can earn the degree that opens many employment possibilities — the **Associate of Applied Sciences Degree**. You can usually transfer all of your other Early Childhood college credits to North.

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YOUR SEATTLE COMMUNITY COLLEGES North ~ South ~ Central ~ S.V. I.

ARE EED/AAD INSTITUTIONS



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