

Goals and Objectives for Students Preparing to Teach Birth Through Kindergarten Education

With a commitment to the illumination and constitution of human dignity, the Greensboro College undergraduate Birth Through Kindergarten Education Program focuses upon the individual empowerment derived from a grounded liberal arts understanding and a strong pedagogical foundation. Our program courses and instructional styles are organized with these purposes in mind.

It is the goal of the Greensboro College Birth Through Kindergarten Education Program to enable prospective teachers to understand the varied social and educational functions of the institution that we refer to as school and to recognize the complexity of serving the needs of Birth-Kindergarten students and their families within the schooling context. In order to accomplish this, prospective teachers must be able to engage in critical as well as reflective thought.

The Birth Through Kindergarten Education Program at Greensboro College is dedicated to designing programs that enhance the development of prospective educators who function competently in the school and service areas.

The **goal** of this program is to provide the experiences and opportunities to acquire and to demonstrate the attitudes, knowledge, skills and competencies necessary to perform compassionately, critically, and effectively in serving Birth-Kindergarten children and their families.

The **objectives** of the Birth Through Kindergarten licensure program are designed to:

1. Provide an understanding of growth and development of infants and young children through required course work and varied fieldwork settings.
2. Provide in-depth coursework and field experiences which enable prospective teachers of Birth-Kindergarten-aged children to develop strategies which
 - A. effectively use technology and resources for developmentally appropriate instruction,
 - B. utilize opportunities to design healthy and safe developmentally appropriate learning environments and to implement instruction in these environments that foster the acquisition of skills in all domains of development,
 - C. develop Individual Family Service Plans (IFSP's) which require assessment of resources and collaborative family involvement to identify a more reflective, systematic and effective service process for serving young children and their families,
 - D. structure the classroom environment to enhance positive learning activities while understanding negative activities which impede or hinder the growth and development of young children, and
 - E. develop an appreciation for the dimensions of discipline which transcend the narrow boundaries established by punishment and external control.
3. Address the multidimensional nature of professional development for educators which include grounding in the religious, social, psychological, cultural, historical, and political domains.
4. Expose prospective teachers of Birth-Kindergarten-aged children (1) to the wide range of affective methods, assessment strategies, and techniques and (2) to the theoretical structures within which those methods, strategies and techniques rest.
5. Encourage pursuit of continuous professional development through advanced lifelong study, professional organization membership, conference attendance, workshop participation, and community involvement.
6. Provide prospective teachers of Birth-Kindergarten-aged children with a knowledge of human growth and development as seen through the eyes of medical, psychoanalytical, and behavioral professions.
7. Acquire knowledge of the legislative history and current litigation pertaining to the field of Birth-Kindergarten education and specifically to the area of Birth-Kindergarten teaching.
8. Provide students with knowledge regarding the continuum of educational, institutional, and community services.
9. Enable students to recognize the variety of learning environments and teaching strategies applicable to and appropriate for teaching the Birth-Kindergarten-aged child and serving families in an increasingly diverse society.
10. Enable students to assess their own professional practice to ensure appropriate and individualized programming for the birth through kindergarten-aged child.