



Lansing Community College Child Development and Early Education

CHDV Program Conceptual Framework and Core Values



Child Development and Early Education Program Conceptual Framework

Mission: *With a deep commitment to children's development and early education, the Child Development and Early Education Program advances professional growth by connecting classroom learning to practical application and building reciprocal relationships among faculty, students and community.*

Vision: *A community that appreciates children's capacities, respects early education, and values professional growth, all occurring in the context of inclusive and supportive relationships*

The conceptual framework of the Child Development and Early Education program evolved out of a series of meetings held in 2007 and 2008. Full-time and adjunct faculty, field instructors, and community stakeholders engaged in guided discussions to identify the program's core values, to explore our assumptions about adult learners, and then to collaboratively develop mission and vision statements which encapsulate our shared philosophy. The resulting conceptual framework is seen as a dynamic document which continuously guides the development, implementation, evaluation, and revision of courses and curriculum whose content and outcomes are closely aligned with NAEYC standards for Associate Degree programs and the Michigan Core Knowledge and Competencies for early childhood professionals.

The core values identified through the discernment process described above are:

- *Responsive, reciprocal, respectful relationships*

Trusting relationships provide the basis for the social construction of knowledge. Attention is given to: relationships among children and adults, among students and faculty, among faculty members, among faculty and college administrators and between the program and the community.

- *Inclusiveness and respect for diversity*

Respect for individual learning styles, differing abilities, cultural background and diverse experiences provides a foundation for a positive and inclusive learning environment.

- *Growing professionally and reflectively*

Lansing Community College sees itself as a learning institution and as a program we strive to continually learn and improve our practices, using the same practices we use with students: reflection, assessment, analysis and goal-setting. Professional growth applies to both students and faculty.

- *Collaboration among all partners*

Our commitment to the profession extends beyond our students. The Child Development and Early Education program faculty work to improve the quality of early childhood education within our community, both locally and state-wide.

- *Building community*

Reflecting our mission as a community college, the Child Development and Early Education program is committed to working toward the betterment of the entire community we serve.

LCC's mission states that *LCC exists so that the people it serves have learning and enrichment opportunities to improve their quality of life and standard of living.* The program is active in numerous community boards and community events.

- *Practical application*

We use a variety of field placements, including a full-day lab school and work-site placements, to allow students to apply their knowledge in real-life situations with guidance from field instructors.

● *Practicing what we teach*

Constructivist learning theory tells us that learning, for both children and adults, is constructed by doing, by taking what we already know and combining it with new information, by adapting it and incorporating it into our own style. Reflecting on past and present experiences is a vehicle for professional growth and allows for a deeper personal understanding. Active learning experiences and opportunities for reflection are built into the program for faculty as well as students.

Our curriculum is designed to have students develop the knowledge, skills and dispositions to be able to provide high quality early education in a variety of settings and with children from infancy through early school age. We strive to help our students learn to meet the following program outcomes:

- I. Construct environments that are healthy, respectful, supportive and challenging for children based on an understanding of development and theories as well as individual and cultural attributes.*
- II. Use developmentally appropriate strategies for teaching and learning, as well as knowledge of academic disciplines, to design and implement curriculum that promotes positive development and learning for all children in each developmental area.*
- III. Demonstrate a respectful, supportive and positive relationship with young children fostering their individual social and emotional development and learning.*
- IV. Demonstrate effective respectful partnerships with families to enhance children's development.*
- V. Apply the principles and standards of the early childhood education and care profession, and engage in continuous learning and reflection to inform practice.*

We believe that the principles that apply to quality early education and care also apply to the development of early childhood professionals. As a faculty we strive to model for students the type of teaching we expect them to do. Our curriculum draws from the constructivist theories of Dewey, Piaget and Vygotsky, the social-emotional work of Erikson and the educational constructs of Magda Gerber, Emma Pikler, the Program for Infant Toddler Caregivers, and the emergent curriculum models of the Reggio Emilia and Project Approaches. Our program outcomes reflect our core values and principles.