**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

|  |  |
| --- | --- |
| **SEMESTER** | SPRING |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | 171918007 | **COURSE NAME** | Early Childhood Education Policies |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| 8 | 3 | | 0 | 0 | | | 3 | 4 | | COMPULSORY ( X)  ELECTIVE ( ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
| %50 | | %50 | | | | %0 | | | General Knowledge( )  Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | During the course is Turkey and the world to recognize the early childhood policy and review the application of these policies; establishing professional perceptions and perceptions of prospective teachers in the context of early childhood politics; developing an understanding of the issues covered by early childhood politics; explaining the scope and importance of early childhood services; making comparisons regarding the development, goals and scope of different early childhood programs; examination of national and international examples in the context of early childhood education policy will be covered. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of the course is to make teachers knowledgable about the applying policies of preschool education, evaluate the policies both children and society sides, and produce alternative solutions to problems through these evaluations. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | The fundamental aim of the course is to provide deep professional understanding to teacher candidates in the context of early childhood policies. | | | | | | | |
| **COURSE OUTCOMES** | | | | | By the end of course,  1. successful students will be able to; develop general understanding to the topics that are in the context of early childhood policy, explain the context and the importance of early childhood services,  2.Make comparisons among different early childhood programs, their aims and their contexts, examine national and international examples of the topics in the context of early childhood policy.  3. Discuss how early childhood education programs can affect children, families, and society by examining national and international examples in the context of early childhood education policy | | | | | | | |
| **TEXTBOOK** | | | | | Tümkaya, S., Gülaçtı, F. (2014). *Erken çocukluk eğitimi*. (3. Baskı.)Ankara: Pegem Akademi Yayınları. | | | | | | | |
| **OTHER REFERENCES** | | | | | TEDMEM. (2018). 2017 Eğitim Değerlendirme Raporu (TEDMEM Değerlendirme Dizisi 4). Ankara: Türk Eğitim Derneği Yayınları.  TEDMEM. (2017). *Türkiye’de Erken Çocukluk Eğitimi ve Bakımı: Mevcut Durum ve Öneriler.* https://tedmem.org/yuvarlak-masa/turkiyede-erken-cocukluk-egitimi-ve-bakimi-mevcut-durum-ve-oneriler  Her çocuğa eşit fırsat: Türkiye’de erken çocukluk eğitiminin durumu ve öneriler. https://www.acev.org/wp-content/uploads/2017/11/ACEV\_-HER\_%C3%87OCUGA\_ESIT\_FIRSAT\_T%C3%BCrkiyede\_Erken\_Cocukluk\_Egitiminin\_Durumu\_ve\_Oneriler\_ERG\_Raporu\_21.03.16.pdf  KEİG (2015). *Erken çocukluk bakım ve eğitim hizmetleri Paneli.* 20 Nisan 2015, İSTANBUL: KEİG Yayınları Dizisi: Derleme  KEİG (2013). Türkiye’de Kadın Emeği ve İstihdamı Sorun Alanları ve Politika Önerileri II. İstanbul: KEIG Platformu.  AÇEV. (2011). Okul Öncesi Eğitimini Güçlendirme Projesi kapsamında  Program İşbirliği Anlaşması: Bölgesel Çalıştaylar Analiz Raporu. İstanbul: Anne Çocuk Eğitimi Vakfı.  AÇEV. (2011). Türkiye’de Okul Öncesi Eğitimde Kalite Standartları Durum Analizi Raporu. İstanbul. Anne Çocuk Eğitim Vakfı.  Dünya Bankası. (2011). *Türkiye’de Temel Eğitimde Kalite ve Eşitliğin*  *Geliştirilmesi.* Washington, DC: World Bank.  Dünya Bankası (2013). *Türkiye’de erken çocukluk eğitiminin yaygınlaştırılması ve geliştirilmesi.* Washington, DC: World Bank.  Dünya Bankası (2015). *Türkiye’de çocuk bakım hizmetlerinde arz ve*  *talep durumu.* Washington, DC: World Bank.  ERG (Eğitim Reformu Girişimi). (2014). *Eğitim izleme raporu 2013.*  İstanbul: Eğitim Reformu Girişimi.  ERG. (2015). *Eğitim İzleme Raporu 2014.* İstanbul: Eğitim Reformu Girişimi.  ERG. (2012). *10 yıldır herkes için kaliteli eğitim*.İstanbul: Eğitim Reformu Girişimi.  ERG ve AÇEV. (2013). *Erken Çocukluk Eğitimi ve “4+4+4” Düzenlemesi. Erişim tarihi: 21 Mart 2015, http://erg.sabanciuniv.edu/*  *sites/erg.sabanciuniv.edu/files/ACEV.ERG\_ECE\_PolitikaRaporu.pdf*  Kartal, H. (2011). *Geçmişten günümüze erken çocukluk eğitimi uygulamaları.*  İstanbul: Ezgi Kitabevi Yayınları  Uysal, H., Akman, B. (2015). Erken Müdahale Programlarının Erken Çocukluk Eğitimindeki Rolü: Erken Çocukluk Eğitimine Yapılan Yatırım Geleceğe Yapılan Yatırım mıdır?, *Turkish Studies – International Periodical for the Languages, Literature and History of Turkish or Turkic Volume 10/3 Winter, p. 1053-1068, ISSN: 1308-2140,* [www.turkishstudies.net](http://www.turkishstudies.net), <http://dx.doi.org/10.7827/TurkishStudies.7692>,  MEB Strateji Geliştirme Başkanlığı. (2014). MEB 2013 Yılı İdari Faaliyet Raporu. Erişim tarihi: 21 Mart 2015, http://sgb.meb.gov.tr/meb\_iys\_dosyalar/2014\_04/30032306\_meb\_2013\_idare\_faaliyet\_raporu.pdf  OECD. (2012). Starting Strong III: A Quality Toolbox for Early Childhood Education and Care. Paris: OECD Publishing.  OECD. (2014). Enrolment in childcare and pre-schools. OECD - Social Policy Division -Directorate of Employment, Labour and Social Affairs. <http://www.oecd.org/els/soc/>  OECD. (2015). Starting Strong IV: Monitoring Quality in Early Childhood Education and Care. Paris: OECD Publishing.  OECD (2016). Education at a Glance: OECD Indicators. <http://www.oecd-ilibrary.org/education/>  UNICEF. (2012). Türkiye’de Çocuk ve Genç Nüfusun Durumunun Analizi.  UNICEF. (2014). Hidden in Plain Sight: A statistical analysis of violence against children. New York: UNICEF.  Dünya Bankası. (2010). Türkiye’de Gelecek Nesiller İçin Fırsatların Çoğaltılması: “Yaşam Fırsatları” Konulu Rapor. Washington, DC:  World Bank.  Dünya Bankası. (2010). *Türkiye’de Temel Eğitimde Kalite ve Eşitliğin Geliştirilmesi: Zorluklar ve Seçenekler*. The World Bank: Washington  D.C.  Günsoy, Y. (2015). Beşeri sermaye ve insani gelişme için erken çocukluk eğitiminin önemi. *Bilgi Ekonomisi ve Yönetimi Dergisi, 4 (2), 23-43.* Retrieved from http://dergipark.gov.tr/beyder/issue/3479/47333  UNICEF Regional Office for CEECIS (forthcoming 2012). The Quest for  Quality and Fairness in Early Childhood Education (UNICEF)  Polat, S. (2008); *Türkiye’de eğitim politikalarının fırsat eşitsizliği üzerindeki etkileri.* Ankara: Devlet Planlama Teşkilatı.  Kağıtçıbaşı Ç., Sunar, D., Bekman, S., & Cemaliler, Z. (2005). *Erken müdahalenin erişkinlikte süren etkileri.* İstanbul: Anne-Çocuk Eğitim Vakfı Yayınları.  Kaytaz, M. (2005). *Türkiye’de Okul Öncesi Eğitimin Fayda-Maliyet Analizi*. İstanbul: Anne Çocuk Eğitim Vakfı  Bekman, S. ve Gürlesel, C. F. (2005). *Doğru Başlangıç: Türkiye’de Okul Öncesi Eğitim*. İstanbul: TÜSİAD (Türk Sanayicileri ve İşadamları Derneği). | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | - | | | | | | | |

|  |  |
| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Turkey and the World Recognition for Early Childhood Policy and Review of the Implementation of this Policy; |
| 2 | Professional Perception and Understanding in the Context of Early Childhood Politics |
| 3 | Topics Covered by Early Childhood Policies |
| 4 | Explanation of the Scope and Importance of Early Childhood Services |
| 5 | Comparing the Development, Objectives and Scope of Different Early Childhood Programs; |
| 6 | Comparing the Development, Objectives and Scope of Different Early Childhood Programs; |
| 7-8 | MID-TERM EXAM |
| 9 | Different Program Examples in Early Childhood Services |
| 10 | Different Program Examples in Early Childhood Services |
| 11 | Examination of National and International Cases in the Context of Early Childhood Education Policy |
| 12 | Examination of National and International Cases in the Context of Early Childhood Education Policy |
| 13 | Examination of National and International Cases in the Context of Early Childhood Education Policy |
| 14 | Examination of National and International Cases in the Context of Early Childhood Education Policy |
| 15-16 | FINAL EXAM |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| N**O** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  |  | X |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  | X |  |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education. |  | X |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. | X |  |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  |  | X |
|  | Be able to have knowledge and information about the management in preschool education institutions |  | X |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  | X |  |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  |  | X |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  | X |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. |  | X |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. | X |  |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. |  | X |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  |  | X |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | x |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. |  | X |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. | X |  |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  |  | X |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):**

**Signature**:

**Date:**