



PARO COLLEGE OF EDUCATION  
CENTRE FOR CHILDHOOD STUDIES

Protocol for students and lecturers



# Protocol for visiting the Centre

**The following protocol for visiting must be followed or there can be no visit.**

- It is essential that we honour the children's privacy, and the integrity of their program and learning spaces.
- Lecturers and trainees who 'drop in' unannounced disrupt the flow of the children's program and may have a negative effect on the children.
- Large unplanned groups destroy the flow of productive work that is happening and it can take a long time to re-engage the children.

# Planning your visit

## Without a letter of approval no visit can take place.

- **Step 1:** Long before you visit you must make an appointment with the Program Leader, Karma Chimmi Wangchuck., to discuss your intentions [ [karmacwangchuk.pce@rub.edu.bt](mailto:karmacwangchuk.pce@rub.edu.bt)]
- **Step 2:** Prepare a written brief outlining what you plan to do during your visit.
- **Step 3:** Meet with the Program Leader and staff to discuss your purpose, arrange an appropriate time to visit and get a letter of approval. You will be advised if your plan fits with the centre's philosophy, program, schedule and protocols.
- **Step 4:** We take learning seriously and expect you to respect children's and staff working space. You must become familiar with our requirements for being in our working spaces.

# Respect our children's learning space

- Take off your shoes and enter the room quietly without interrupting the teacher and children.
- Switch your mobile off and do not speak on it.
- Observe from a distance. Find a place to sit that is well out of the way of the children working. Be unobtrusive – like a fly on the wall.
- Do NOT talk to the children or engage in their play.
- Do NOT take photographs unless you have permission.
- DO take notes, DO observe reflectively.
- DO observe the code of confidentiality about your observations.
- DO meet with staff after your visit to debrief.

# Our practice

- Our practice may look very different from your experiences of teaching and learning.
- We believe children come to preschool with rich funds of knowledge and capabilities.
- We prepare engaging and challenging environments to extend children's interests and to cater for children's needs..
- Facilitators work beside the children offering advice and providing support. They look for opportunities to extend children's thinking rather than have them memorize facts..
- We extend and enrich children's experiences through field visits to places of interest and in depth projects to follow up the experience.
- Literacy and numeracy are addressed throughout the program in meaningful ways.
- This way of teaching acknowledges and builds on the strengths and capabilities of the children so that they are able to become responsible, caring and self motivated members of society.

# The theories behind our practice

Key contemporary theories that underpin good early childhood practice include – at the forefront - sociocultural theories, then ecological theories, post-structural and critical theories, a few revised developmental theories, as well as recent brain research.

- We chose an eclectic range of contemporary theoretical frameworks as no single theory can meet all needs.
- We consider multiple perspectives and multiple ways of explaining how children learn, develop and play
- We recognise that the usefulness of theories is directly related to the contexts in which they are applied
- We acknowledge that children exist in social contexts and that understanding children involves understanding their contexts
- We realise that theories change, and so do their implications for practice
- We challenge, question and reflect on assumptions underpinning theories

(Arthur, Beecher, Death, Dockett, Farmer, 2012, p 73)

# The role of the centre at PCE

- To serve as the centre for research in ECD studies, disseminating culturally relevant findings.
- To serve as a professional development centre for ECCD.
- To pilot alternative models of programming and practice.
- To establish a multi service hub for children and their families.
- To serve as a hub for linkages to similar centres in other countries and become an active participant in international discussion and innovation.