

To broaden concepts of child development and the learning process;
 To acquaint aides with the pre-school curriculum and their role within it;
 To define the duties which the aides will undertake and to help them acquire the requisite skills.

The modification of self-concepts was given special emphasis because the O.E.O. Center realizes the importance of positive self-concepts in auxiliaries. A program that is academically sound and helps the auxiliaries learn specific skills will be a failure unless it also affects the self-concepts, attitudes, and feelings of the participants so that their behavior will be modified.

Conference with Bank Street College

On June 3 and 4, 1966, representatives from the O.E.O. Center and 14 other federally funded projects were called to New York City by the Director of the Study of Auxiliary Personnel in Education, conducted by Bank Street College of Education. The purpose of the conference was to design and plan a study for evaluating the roles and functions of auxiliary personnel participating in educational programs. At the time of this conference, the O.E.O. Center was planning an orientation-training program for 120 teachers and teacher aides for the 1966 summer Head Start project.

This population of 120 trainees represented a small percentage of the ongoing programs, but since the cooperative evaluation required pre-testing and post-testing, this relatively small group was the only one on which data could be collected.

SPONSORSHIP

The Economic and Youth Opportunity Agency (E.Y.O.A.) of Los Angeles County subcontracted to the O.E.O. Training and Development Center the training of the professional and paraprofessional personnel for the 1966 summer Head Start program.

One-week of orientation, to be followed by inservice training, was requested by E.Y.O.A. Concern was expressed by the O.E.O. Center over the effectiveness of a one-week program because previous programs for Head Start held by the Center were two-week sessions; however, the funding agency had no alternative because of the limitations of time and budget.

With such a time limit (30 hours), choices had to be made as to prime objectives for the training session and careful planning had to be made for the inservice programs.

PURPOSE

The purpose of the June 20 to 24 Orientation-Training program was to prepare the 120 teachers and teacher aides to work cooperatively with each other and with all auxiliary personnel in the Head Start Child Development Centers.

The program was designed to familiarize the teacher and teacher aides with the objectives and expectations of the Head Start program: to acquaint the participants with the resources, agencies, and services of the community involved in the Head Start program; to provide a study of the growth, development and special problems which participants might encounter in their work with Head Start children, and to initiate the learning of requisite skills needed in working with four-year-olds.

The objectives of the program are to help each participant to:

- Develop an understanding of the rationale of Head Start and its implementation in the Child Development Centers;

- Gain some insights relative to the Head Start Child—his growth and development, how he learns, his special needs and problems;

- Develop a positive self-concept and help him to gain an understanding of the relationship of a positive self-concept to learning in the Head Start Child;

- Develop the overall curriculum and plan specific programs for Head Start children;

- Learn how volunteers may be used to implement the program in the Child Development Centers and in the community;

- Develop some initial skills and competencies in working with varied media appropriate for the four-year-old with special emphasis on the art media;

- Become aware of the importance of working as a team in the Child Development Center to guide the development of the Head Start Child.