



## COURSE OUTLINE: ED 135 - INTRO TO E.C.E.

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Approved: Karen Hudson, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	ED 135: INTRO TO EARLY CHILDHOOD EDUCATION
<b>Program Number: Name</b>	1030: EARLY CHILDHOOD ED
<b>Department:</b>	EARLY CHILDHOOD EDUCATION
<b>Academic Year:</b>	2023-2024
<b>Course Description:</b>	Through experiential learning and discussion, students will gain a general understanding about the Early Childhood Education field. The roles and responsibilities needed to work with young children will be examined. Students will be introduced to the professional standards and practices that are required for working in a variety of early learning settings.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Substitutes:</b>	OEL1434
<b>This course is a pre-requisite for:</b>	ED 136
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1030 - EARLY CHILDHOOD ED</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 1 Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity.
	VLO 2 Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children's learning, holistic development and well-being following children's capabilities, interests, ideas and experiences.
	VLO 3 Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings.
	VLO 5 Use observation strategies to identify children's strengths and challenges and to ascertain when children and families might benefit from additional support or community resources.
	VLO 6 Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector.
	VLO 7 Act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and



	<p>procedures and principles of evidence-informed practice and reflect upon their impact on one's own role in early years and child care settings.</p> <p>VLO 9 Create and engage in partnerships with families, communities, colleagues, interdisciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services.</p> <p>VLO 10 Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years sector and requirements of the College of Early Childhood Educators.</p>
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
<b>Course Evaluation:</b>	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>
<b>Books and Required Resources:</b>	<p>Introduction to Early Childhood Education (ECED105) by Washington State Early Childhood Faculty  Publisher: Open Educational Resource Publication by College of the Canyons Version 1.1.  Edition: (2021)  The link to this online textbook will posted on the course LMS site.</p> <p>Excerpts from ELECT (2014) by Ontario Ministry of Education  Publisher: Queen's Printer for Ontario.  The link to this online textbook will posted on the course LMS site.</p> <p>How Does Learning Happen? Ontario's pedagogy for the early years. (2014) by Ontario Ministry of Education  Publisher: Queen's Printer for Ontario  The link to this online textbook will posted on the course LMS site.</p> <p>The Kindergarten Program 2016 by Ontario Ministry of Education  Publisher: Queen's Printer for Ontario  The link to this online textbook will posted on the course LMS site.</p> <p>Code of Ethics and Standards of Practice. For registered early childhood educators in Ontario. 2nd Ed. (July 2017). by College of Early Childhood Educators</p>



Publisher: College of Early Childhood Educators.  
The link to this online textbook will posted on the course LMS site.

Indigenous Early Learning and Child Care Framework. by Employment and Social Development Canada  
Publisher: Government of Canada  
The link to this online textbook will posted on the course LMS site.

Child Care and Early Years Act, 2014 [O. Reg. 137/15: GENERAL] S.O. 2014, c.11, Sched 1:  
Publisher: Ontario Ministry of Education  
The link to this online textbook will posted on the course LMS site.

Education Act. R.S.O. 1990,c. E.2 [O.Reg.224/10: Full Day Junior Kindergarten and Kindergarten] (June 30, 2017):  
Publisher: Ontario Ministry of Education  
The link to this online textbook will posted on the course LMS site.

Early Childhood Educators Act, 2007, S.O. 2007, c.7, Sched 8. ( January 1, 2022):  
Publisher: Ontario Ministry of Education  
Early Childhood Educators Act, 2007, S.O. 2007, c.7, Sched 8. ( January 1, 2022):

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1.Describe how the various types of of early learning programs are available to meet the needs of families.	<p>1.1 Recognize the social and economic factors that have created the need for families to have access to quality childcare in Canada.</p> <p>1.2 Restate the indicators of quality early learning programs and discuss the benefits of affordable, accessible, and quality early learning programs.</p> <p>1.3 Compare the range of early years and childcare programs, services and resources that are currently available in Ontario to meet the needs of children and families.</p>
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Identify and discuss the relevant regulations, policies, and guidelines that that influence early childhood education.	<p>2.1 Discuss how early childhood education programs are aligned with standards, policies, procedures, and practices the dignity and rights of children and families in compliance with covered by the Canadian Charter of Rights and Freedoms, (1982), the Ontario Human Rights Code,(1990), and the United Nations Convention on the Rights of the Child, (1990).</p> <p>2.2 Explain the importance and impact of the following documents: Truth and Reconciliation Commission of Canada: Call to Action (2015) the Employment and Social Development Canada, Indigenous Early Learning and Child Care Framework (2017) and Metis Nation Early Learning and Child Care Accord (2019) as well as, the Journey Together, Ontario`s Commitment to Reconciliation with Indigenous Peoples (2016) on the early years sector.</p> <p>2.3 Discuss the various governmental legislation that impacts</p>



	the early years sector in the Province of Ontario, including the Early Childhood Educators Act, (2007), the Child Care and Early Years Act, (2014), the Education Act, (1990)
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Describe the current learning theories and evidence based pedagogical approaches that are reflected within early years and childcare settings in Ontario.	<p>3.1 Recognize and explain the Six Guiding Principles outlined in the document Excerpts from ELECT 2014) that outline a shared understanding of child development and learning.</p> <p>3.2. Discuss the pedagogical approach reflected with early learning programs that nurtures learning and development in the early years as outlined in the following documents: How Does Learning Happen? (2014) and The Kindergarten Program 2016 )</p> <p>3.3. Identify and discuss the foundations of learning (well-being, engagement, belonging and expression) that are embedded in all aspects of early years programs to ensure optional learning and healthy development.</p>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Explain the role and responsibilities of a professional early childhood educator.	<p>4.1. Discuss and reflect on the skills, knowledge, and values that professional early childhood educators bring to the early learning program.</p> <p>4.2 Explain the role and mandate of the College of Early Childhood Educators (CECE) as regulator of the early childhood education profession in the province of Ontario.</p> <p>4.3 Recognize each of the six key areas of professional expectations contained within the current College of Early Childhood Educators (CECE) Code of Ethics and Standards of Practice .</p> <p>4.4. Discuss the importance of professional expectations that require early childhood educators to demonstrate respect and honour the uniqueness and diversity of children and families within the program</p> <p>4.5. Define and explain the terms diversity, culture, social identities, culturally responsive relationships, and bias.</p> <p>4.6 Discuss how personal beliefs and biases influence professional practices and engage in critical reflection about personal beliefs and biases in order to be aware of how they frame a personal view of the child and professional practice.</p> <p>4.7 Discuss post diploma opportunities professional early childhood educators consider as part of their continuous learning practice</p>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>

	<p>5. Explain the significance of the practice of observing, documenting, and reflecting as an essential component of quality early learning programs.</p>	<p>4.1 Explain each component of the the observation cycle (observe, document, reflect) and discuss how this practice impacts curriculum.</p> <p>4.2 Outline various types of observations methods typically practiced in early learning programs.</p> <p>4.3 Compare anecdotal and spontaneous observation methods.</p> <p>4.4 Review the regulations, guidelines, and best practices related to conducting observations within an early learning program.</p> <p>4.5. Analyze anecdotal observations to determine the quantity of required information and the quality of the objective and descriptive writing.</p> <p>4.6 Practice the observation cycle using the Four Foundations and the Developmental Domains as a pedagogical lens for reflection.</p>
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**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Projects	80%
Tests / Quizzes	20%

**Date:**

June 22, 2023

**Addendum:**

Please refer to the course outline addendum on the Learning Management System for further information.