



## I. COURSE DESCRIPTION:

This course builds on concepts learned in Teaching Methods III. It will involve examining various aspects of curriculum planning and evaluation, both for groups and individuals, which will lead into actual practical application,

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. ***design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual and groups of children's observed abilities, interests and ideas.***

*(Reflection of \*VLO #1)*

### Potential Elements of the Performance:

- observe and identify the learning of individual children and groups along a continuum of development and in relation to learning expectations and holistic development
- apply principles of early learning pedagogy to curriculum and program development
- identify and apply best practices based on current and relevant research findings, literature, and other resources to develop quality programs and curriculum
- identify and select a variety of curriculum models and approaches and determine the appropriateness for application to curriculum and program development
- interact with children to observe their emerging abilities, interests and ideas
- design inclusive curriculum that incorporates learning throughout all activities of the day and reflects children's daily lived experiences
- use a variety of strategies to support learning through inquiry and play-based experiences
- design, implement and evaluate early learning opportunities to foster the development and appreciation of the creative arts
- facilitate inclusive learning experiences based on accurate ongoing and systematic observation of children
- revise and adapt curriculum and programs when necessary, in accordance with individual abilities and approaches to learning, in order to optimize children's development and learning
- evaluate early learning curriculum and programs to determine if children's needs are met and their abilities, interests and ideas are acknowledged

2. **select and use a variety of screening tools, observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development.** *Reflection of MTCU VLO #3*

Potential Elements of the Performance:

- gather relevant information and observations about children from families, colleagues and other professionals
- use a variety of observation techniques to enhance work with children, families, and colleagues
- share observations of children's abilities, interests and ideas with family, colleagues and other professionals
- monitor children's development and assess on an ongoing and systematic basis
- use a variety of methods to document children's development and learning such as, portfolios, checklists, anecdotal records and diary recordings.

3. **establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.**

*Reflection of MTCU VLO # 2*

Potential Elements of the Performance:

- promote a sense of belonging and acceptance in all children within a variety of learning environments
- apply responsive and inclusive practices in all aspects of early learning environments
- foster inclusive learning environments that allow all children to participate in ways that are meaningful and recognize individual abilities and approaches to learning
- provide learning materials and opportunities that are culturally inclusive, diverse and reflect an anti-bias philosophy
- provide flexibility and choice in learning materials and opportunities in order to optimize development and learning for all children and their families

\* VLO - Ministry of Training, Colleges and Universities, ECE Program Standards Vocational Learning Outcomes

4. **demonstrate an understanding of the Day Nurseries Act and other documents used to plan curriculum as it pertains to indoor and outdoor curriculum planning.** *Reflection of VLO# 7*

Potential Elements of the Performance:

- identify the relevant sections of the Day Nurseries Act related to curriculum planning
- examine provincial documents pertaining to curriculum planning and use these to evaluate curriculum approaches

5. **act in a professional manner** *Reflection of VLO #6 and Essential Employability Skills #1, 5 and 6*

Potential Elements of the Performance:

- use self-reflection and self-evaluation skills in an ongoing manner
- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- communicate clearly, concisely, tactfully, and effectively in written, spoken, and visual form
- apply an accepted standard of writing, grammar, spelling and format to all submitted documents
- work collaboratively with others
- take responsibility for one's own actions, decisions, and consequences
- comply with ECE Confidentiality Policy, The ECE Program Manual, the Sault College Student Code of Conduct, and CECE Code of Ethics and Standards of Practice

### III. TOPICS:

These topics are provided as a guideline and not as an exhaustive list. Some topics will overlap and may not be presented in the order that they are listed. Students are expected to do the required readings prior to class, bring materials with them and be prepared to discuss the identified topic/issue.

- Defining curriculum and the standards used in planning curriculum.
- Curriculum and how children learn
- Observing children to identify emerging skills and interests
- Integrating an anti-bias philosophy
- Curriculum planning basics

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

#### ***Materials***

1. Card-stock paper folder
2. Use of a camera. Some placements require you to use their cameras. Cameras can be signed out at the Sault College library.

#### ***Texts*** *Previously purchased in other courses:*

1. Bisback, K. and Kopf-Johnson, L., (2010). *An Introduction to School-Age Care in Canada*. Toronto: Pearson Education Canada.
2. Wolpert, E. (2005). *Start Seeing Diversity: The Basic Guide to an Anti-Bias Classroom*. MN: Redleaf Press.(will be used in other semesters)

**On-Line Documents** Only portions will be used

1. College of Early Childhood Educators, Ontario. (2011) *Code of Ethics and Standards of Practice*. Only portions will be used. Available online: <http://www.college-ece.ca/Pages/default.aspx>
2. Government of Ontario Publications. (1990) *Revised Statutes of Ontario*. Available online: [http://www.e-laws.gov.on.ca/html/regs/english/elaws\\_regs\\_900262\\_e.htm](http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_900262_e.htm)
3. Ontario Ministry of Child and Youth Services. (2007). *Early Learning for Every Child Today: A framework for Ontario early childhood settings, January 2007*. Available online: <http://www.gov.on.ca>.
4. Ontario Ministry of Education. (2014). *How Does Learning Happen? Ontario's Pedagogy for the Early Years*. Available online: <http://www.ontario.ca/edu>
5. Ontario Ministry of Education. (2013). *Think, Feel, Act*. Available online: <http://www.ontario.ca/edu>

**Membership in the ECE Resource Room is strongly recommended**

**V. EVALUATION PROCESS/GRADING SYSTEM:****EXPERIENTIAL LEARNING OPPORTUNITIES (IN-CLASS) 15%**

*A number of in-class learning experiences will be offered. These experiences are designed to engage you in your learning. You will be expected to come to class prepared to discuss readings, present ideas and, at times, activities. These learning opportunities will also help you to develop professional skills required for the ECE field.*

**READING REFLECTIONS 10%**

*You will provide reflection about your reading reflections using the LMS dropbox system*

**ASSIGNMENTS 75%**

1. **Portfolios: Documenting A Journey** 40 %  
You will create a purposeful collection of information that will identify a child's interests, development and growth.
2. **Creating Curriculum** 35 %  
You will submit your completed field journals, along with answers to a variety of questions about curriculum development.

*Notes about Assignments*

- You are more than welcome to hand in assignments before the due date. Assignments are to be submitted at the beginning of class. Please check with professor regarding the steps that should be taken if assignment submissions are late. There are deductions and final submissions dates which will be discussed in class and posted on LMS.
- All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Academic Dishonesty posted on the Student Portal.
- You are responsible for retaining a file of all drafts and returned assignments. You should keep your computer file of assignments until the end of semester.

**PLEASE NOTE:**

Regarding Student Progression through the three  
Co-Requisite Core ECE courses:  
***Teaching Methods IV, Seminar IV, Field Practice IV***

- Students must receive a minimum of a **“C” (2.0 G.P.A.)** in each semester’s ***Teaching Methods, and Seminar***, courses ***and receive an “S” Satisfactory in their Field Practice, within the same semester,*** in order to successfully complete the requirements of these three co-requisite courses.
- In addition, **a minimum of an overall 2.0 Grade Point Average** must be maintained to graduate from the program.

The following semester grades will be assigned to students

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	

NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

A **minimum of an overall 2.0 Grade Point Average** must be maintained to receive a diploma from Sault College.

#### VI. SPECIAL NOTES:

##### ECE Program Guide

Students are expected to be familiar with and adhere to the policies and practices outlined in the *Early Childhood Education: A Guide to your Program* booklet. This information will be reviewed at the beginning of the semester and will be posted on LMS.

#### VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline. Students are expected to adhere to these expectations; therefore they must review the addendum and be familiar with these expectations.