COURSE OUTLINE: ED 288 - QUALITY ASSURANCE

Prepared: Colleen Brady
Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	ED 288: QUAL ASSURANCE IN EARLY CHILD. SETTINGS
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semesters/Terms:	19W
Course Description:	An examination of current issues, social and governmental policies, advocacy, professional standards and the administrator`s role will provide students with an understanding of the importance of quality in Early Childhood settings. Throughout this exploration, students will be challenged to develop their own philosophy of early childhood education by gaining an insight into the relationship between quality and the evolution of early childhood education.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Substitutes:	ED 275
Vocational Learning Outcomes (VLO's) addressed in this course: Please refer to program web page for a complete listing of program outcomes where applicable.	**1030 - EARLY CHILDHOOD ED** VLO 6 Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners. VLO 7 Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments. VLO 8 Apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice. VLO 9 Advocate for quality early learning environments and collaborate with members of the early learning team, families and community partners to establish and promote such settings. VLO 10 Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields
Essential Employability Skills (EES) addressed in this course:	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. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems.

SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

	EES 6	Locate, select, organize, and document information using appropriate technology and information systems.
	EES 7	Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8	Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9	Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10	Manage the use of time and other resources to complete projects.
	EES 11	Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:	Passing Grade: 50%, D
Books and Required Resources:	Administering for Quality: Leadership and Collaboration in Canadian Early Childhood Education Publisher: Pearson Edition: 6th Code of Ethics and Standards of Practice (2017) by College of Early Childhood Educators Publisher: College of Early Childhood Educators download this document for free @ : https://www.college-ece.ca/en/documents/code_and_stand How does learning happen? Ontario`s pedagogy for the early years. by Ontario Ministry of Educ Publisher: Queen`s Printer of Ontario download the document for free @ http://www.edu.gov.on.ca/childcare/HowLearningHappens.p Ontario Regulation 137/15 Child Care and Early Years Act, 2014 by Government of Ontario Publisher: Queen`s Printer of Ontario download the portion of the document identified as General from : https://www.ontario.ca/laws/re Occupational Standards for Child Care Administrators by Child Care Human Resources Sector Publisher: Child Care Human Resources Sector Council download the document for free @ http://www.ccsc-cssge.ca/sites/default/files/uploads/Projects-Pubs-Docs/EN%20Pub%20Chart/(

Course Outcomes and Learning Objectives:		
	Course Outcome 1	**Learning Objectives for Course Outcome 1**
	1. Describe the benefits and indicators of high quality early learning programs.	1.1 Outline the benefits of quality early childhood programs from a variety of perspectives. 1.2 Identify the principles that guide high quality early learning and care. 1.3 Describe early learning using an ecological framework. 1.4 Identify methods of achieving quality. 1.5 Analyze a variety of philosophical theories and historical trends related to the early childhood education practice
	Course Outcome 2	**Learning Objectives for Course Outcome 2**
	2. Summarize current social policy for children and families and identify roles of government related to high quality early learning programs.	2.1 Introduce the functions of the three levels of government. 2.2 Review Canadian early childhood social policy for children and families. 2.3 Introduce comparison to international social policy directions. 2.4 Outline the roles of provinces and territories in licensing and regulation. 2.5 Describe Canadian policy milestones.
	Course Outcome 3	**Learning Objectives for Course Outcome 3**

Course Outcome	Learning Objectives
3.Discuss and demonstrate the role of leadership, advocacy, and professionalism within the field of early childhood best practices.	3.1 Identify a variety of leadership roles within the field of early childhood education and describe the qualities that make a successful leader. 3.2 Outline the roles and responsibilities of the administrative leader and introduce director occupational standards and competencies. 3.3 Develop an understanding of professionalism and recognize the obligations of the early childhood especially in light of the College of ECE. 3.4 Interpret the purpose of a code of ethics and standards of practice as a part of professionalism and consider the implications. 3.5 Examine personal values and beliefs and how they influence a personal philosophy of early childhood education 3.6 Identify and use evidenced-based resources to build one`s own developing philosophy of early childhood learning 3.7 Ensure congruency between one`s personal philosophy of early childhood education and current research and legislation 3.8 Describe the need for public education and communicate to the public the benefits of quality early learning environments. 3.9 Discuss the role of the EC educator in advocating for young children, families, and the profession. 3.10 Define types of advocacy and identify personal and collective approaches to advocating for early childhood services and the EC workforce. 3.11 Identify various organizations advocating on behalf of early childhood development and early childhood educators.
Course Outcome 4	**Learning Objectives for Course Outcome 4**
4. Use a social systems framework to describe the operational components (quality assurance practice, program goals, human resources, finance) of an early childhood program.	4.1 Describe ways in which programs are organized. 4.2 Outline the roles and responsibilities of the governing body. 4.3 Discuss the relationship of the director to the governing body 4.4 Examine the purpose and implications of a philosophy statement 4.5 Identify the steps in developing a program statement and program goals. 4.6 Explain how the policies and procedures reflect the goals and values of program 4.7 Examine the tools available for evaluating program quality. 4.8 Outline steps for the creation of a supportive work environment and an effective team that maximizes staff retention, engagement, and organizational resiliency. 4.9 Discuss the operator`s financial role and the budget process

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight	Course Outcome Assessed
Content Quizzes	10%	7,9,10
Learning Activities & Reflections	40%	6,7,8,9,10
Projects	50%	6,7,8, 9,10

Date: June 22, 2018

SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

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