



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

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Approved: Martha Irwin, 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>Semesters/Terms:</b>	20F, 21W
<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>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>This course is a pre-requisite for:</b>	ED 131, ED 136, ED 137, ED 270
<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 procedures and principles of evidence-informed practice and reflect upon their impact on one's own role in early years and child care settings.

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



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	<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>Other Course Evaluation &amp; Assessment Requirements:</b>	<p>Although a D grade is considered a passing grade, the student must achieve a minimum of a C grade to be eligible to register for the subsequent semester two co-requisite courses, ED131, ED136 and ED137. Students must have all field practice requirements verified by the Field Placement Officer in order to complete course work.</p>
<b>Books and Required Resources:</b>	<p>Excerpts from ELECT by Ontario Ministry of Education download the document for free @ <a href="https://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf">https://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf</a></p> <p>Code of Ethics and Standards of Practice (2017) by College of Early Childhood Educators download the document for free @ <a href="https://www.college-ece.ca/en/Documents/Code_and_Standards_2017.pdf">https://www.college-ece.ca/en/Documents/Code_and_Standards_2017.pdf</a></p> <p>Ontario Regulation 137/15 Child Care and Early Years Act by Ontario Ministry of Education. download the document for free @ <a href="http://www.ontario.ca/laws/regulation/r15137#top">http://www.ontario.ca/laws/regulation/r15137#top</a></p> <p>The Kindergarten Program (2016) by Ontario Ministry of Education download the document for free @ <a href="https://files.ontario.ca/books/edu_the_kindergarten_program_english_aoda_web_july21.pdf">https://files.ontario.ca/books/edu_the_kindergarten_program_english_aoda_web_july21.pdf</a></p> <p>How Does Learning Happen? Ontarios Pedagogy for Early Learning in Ontario. (2014) by Ministry of Education download the document for free @</p>

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<http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>

Education Act (1990) by Ontario Ministry of Education  
download the document for free @ <https://www.ontario.ca/laws/statute/90e02#top>

Early Childhood Educators Act (2007) Regulations under the Act by Ontario Ministry of Education  
download the document for free @ <https://www.ontario.ca/laws/statute/07e07>

Truth and Reconciliation Commission of Canada: Calls to Action (2015) by Government of Canada  
download the document for free @ [http://trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Identify and explain how different levels of government contribute to the accessibility of quality early learning programs that meet the needs of children and families in Canada and specifically in the Province of Ontario.	<p>1.1 Recognize the social and economic factors that have created the need for families to have access to affordable, accessible and 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 Recall how early childhood educators engage in behaviors that support the dignity and rights of children and families in compliance with standards, policies, procedures, and practices 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>1.4 Discuss 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>1.5 Discuss how the current Provincial government is committed to building a high-quality, inclusive and affordable early years and child care system.</p> <p>1.6 Discuss the key legislation impacting 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)</p> <p>1.7 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. Explain the role and	2.1 Explain the role and mandate of the College of Early

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	<p>mandate of the College of Early Childhood Educators (CECE) as regulator of the early childhood education profession in the province of Ontario and discuss how registered early childhood educators demonstrate professionalism in their practice.</p>	<p>Childhood Educators (CECE) as regulator of the early childhood education profession in the province of Ontario.</p> <p>2.2 Discuss the accountability and responsibilities that a registered early childhood educator has towards children, families, community partners, the public, colleagues and to the profession.</p> <p>2.3 Identify and interpret each of the six key areas of professional expectations contained within the current CECE Standards of Practice document.</p> <p>2.4 List a variety of professional settings and positions available to registered early childhood educators and discuss post diploma pathways, employment opportunities, and career ladders.</p>
	<p><b>Course Outcome 3</b></p>	<p><b>Learning Objectives for Course Outcome 3</b></p>
	<p>3. Discuss and analyze the evidence-based principles and pedagogical approaches that strengthen the quality of early learning programs and services.</p>	<p>3.1 Recognize and explain each of the six guiding principles from the Early Learning Framework that provide a shared understanding of how young children experience and interact with the world around them.</p> <p>3.2 Explain how the current evidence based pedagogical approaches are shaped by views about children, the role of educators and families, and the relationships among them.</p> <p>3.3 Identify, interpret, and compare the pedagogical approach reflected in each of the Four Foundations from the government document How Does Learning Happen? (2014), as well, as the Four Frames from the government document The Kindergarten Program (2016).</p>
	<p><b>Course Outcome 4</b></p>	<p><b>Learning Objectives for Course Outcome 4</b></p>
	<p>4. Explain and illustrate the purpose, and practice required by early childhood educators to engage in the process of observing, reflecting, and documenting children’s learning in compliance with all privacy legislation and policies for information sharing.</p>	<p>4.1 Explain the purpose of observing, reflecting, and documenting children’s learning that supports quality early learning programs.</p> <p>4.2 Identify and discuss the regulations, guidelines, and best practices related to conducting observations and documentations within an early learning program.</p> <p>4.3 Compare types of observations methods practiced in an early learning program.</p> <p>4.4 Analyze anecdotal observations in order to identify the key elements contained in a well written anecdotal observation.</p> <p>4.5 Explain the value of and participate in the process of critical reflection required to write a professional interpretation that reflects the meaning within the anecdotal observation.</p> <p>4.6 Demonstrate the ability to observe a child engaged in play and write a descriptive and factual anecdotal observation and insightful interpretation that reflects standards of best practice and regulations.</p>
	<p><b>Course Outcome 5</b></p>	<p><b>Learning Objectives for Course Outcome 5</b></p>

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	5. Recognize and demonstrate compliance by acting in accordance with early years and childcare settings regulations, policies, procedures, and practices, as well as, the policies and practices of Sault College and the ECE Program.	<p>5.1 Explain the key regulations, policies, procedures, and practices that ECE students must adhere to as part of their field placement.</p> <p>5.2 Create a professional portfolio that contains verification that all mandatory Field Practice requirements have been satisfactorily met.</p> <p>5.3 Identify and interpret the policies outlined in the Sault College ECE Program Field Practice Policy manual.</p> <p>5.3 Clarify and interpret the roles and responsibilities of the ECE Student, Mentor, and College Supervising Faculty</p>
	<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
	6. Communicate professionally in all written work and verbal interactions with others and engage in reflective practice and demonstrate critical thinking skills	<p>6.1 Communicate clearly, concisely and correctly in all written work that reflects a professional standard in vocabulary, grammar, spelling and format appropriate to the early learning sector.</p> <p>6.2 Correctly cite the sources of information within written submissions following APA format.</p> <p>6.3 Be respectful, positive and open in all communication recognizing ones own personal bias and demonstrate respect for the diverse opinions, values, belief systems and contributions of others</p> <p>6.4 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</p> <p>6.5 Research, select and integrate information from various sources to develop a meaningful and relevant response to assigned questions.</p> <p>6.6 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>6.7 Manage the use of time and resources to complete projects in a timely manner.</p>

<b>Evaluation Process and Grading System:</b>	<b>Evaluation Type</b>	<b>Evaluation Weight</b>
	Assignments	25%
	Field Practice Portfolio	50%
	Module Quizzes	25%

**Date:** November 10, 2020

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

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