



## COURSE OUTLINE: ED 213 - INFANT TODDLER CARE

Prepared: Lorna Connolly

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	ED 213: INFANT TODDLER CARE
<b>Program Number: Name</b>	1030: EARLY CHILDHOOD ED
<b>Department:</b>	EARLY CHILDHOOD EDUCATION
<b>Semesters/Terms:</b>	21W
<b>Course Description:</b>	<p>This course provides an introduction to the area of infant and toddler care. The young child's developmental changes during the infant and the toddler periods are significant. Infants and toddlers are seen as individuals with strengths and needs which are to be interpreted and responded to by the sensitive caregiver. The synchronicity of this relationship is emphasized. Consequently, the student will develop an appreciation of the importance of ensuring quality caregiving and of the need for a good learning environment in both the home and group care settings.</p> <p>Due to COVID-19 restrictions, where students cannot demonstrate or apply learning outcomes, the students will meet the learning outcomes for this course by analyzing, evaluating, and synthesizing concepts through the process of collaborative learning experiences and critical reflections.</p>
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	ED 286, ED 287, HSC104
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<p><b>1030 - EARLY CHILDHOOD ED</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>VLO 4 Collaborate with children, families, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments to support independence, reasonable risk-taking and healthy development and well-being.</p> <p>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</p>

Please refer to program web page for a complete listing of program outcomes where applicable.

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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	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.
	VLO 8 Identify, report and document when a child is in a situation of perceived risk for, or actual neglect or abuse, in accordance with legislation, the College of Early Childhood Educators Code of Ethics and Standards of Practice, policies and procedures.
	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.
<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>Being with Infants and Toddlers: A Curriculum that Works for Caregivers by Kovach, B.A., Patrick, S. (2012)  Publisher: LBK Publishing  ISBN: 978-0-615635-16-3</p> <p>The science of early childhood development (online resource) by Jamieson, J., Bertrand, J., Eifenbaum, M. &amp; Koshyk, J. (Eds). (2012)  Publisher: Winnipeg, MB: Red River Press Edition: 3rd edition</p> <p>ASQ-3 Learning Activities by Twombly, E., Fink, G. (2015)  Publisher: Paul H. Brookes  ISBN: 1-59857-246-9</p>

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Excerpts from ELECT by Ontario Ministry of Education (2014)  
<http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>

Ontario Regulation 137/15 Child Care and Early Years Act 2014 by Ontario Ministry of Education (2015)  
<http://www.ontario.ca/laws/regulation/r1514#top>

How Does Learning Happen? Ontario's Pedagogy for the Early Years by Ontario Ministry of Education (2014)  
<http://www.ontario.ca/edu>

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. plan, implement and document curriculum activities for an infant/toddler based on observations and collaborations with families/educators	1.1 choose an infant/toddler and interact regularly with him/her. 1.2 complete a child history, developmental screening assessments and other observations that demonstrate the child's developmental skills, interests and learning approaches. 1.3 identify and use current developmental screening tools used to identify children requiring further assessment, intervention or referral 1.4 analyze the child's developmental progress. 1.5 suggest experiences that are developmentally appropriate and match the child's interests 1.6 provide concrete documentation that demonstrates the child's developmental skills, interests and learning approaches. 1.7 establish respectful partnerships with families which promote involvement in their child's learning 1.8 identify a range of child and family supports and resources and be aware of how to access them 1.7 identify the valuable input that families contribute as experts in their child's abilities, interests and ideas 1.8 share observations of the child's abilities, interests and ideas with families and other professionals 1.9 share pedagogical documentation with families and colleagues to encourage reflection and co-learning or discovery of meaning underlying children's experiences
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Determine the child's cognitive, physical and emotional needs during the infancy and toddler period and examine the role of a responsive educator	2.1 determine the essential components of quality infant and toddler care 2.2 describe the relationship between one's beliefs, knowledge & values, to philosophy & goals for infant/toddler programming 2.3 examine the qualities of, and roles of the competent and responsive educator that builds relationships with children and families 2.4 determine appropriate ways of promoting physical, cognitive and emotional well-being 2.5 propose ways of fostering positive social interaction
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Assess the features of a positive infant/toddler	3.1 outline the characteristics of a supportive/responsive environment that promote a high quality infant/toddler

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	environment	environment 3.2 complete an Infant Toddler Environmental Rating Scale (ITERS) 3.3 demonstrate a working knowledge of the requirements related to infants and toddler programs as set out by the Child Care and Early Years Act
	<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
	4. Determine appropriate curriculum for individual infants/toddlers in group care settings	4.1 recognize that relationships with children and families are the foundation of infant-toddler curriculum 4.2 establish schedules and routines which support the developmental needs of infants and toddlers 4.3 evaluate curriculum activities/experiences 4.4 create infant/toddler play materials
	<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
	5. Act in a professional manner	5.1 use self-reflection and self-evaluation skills in an ongoing manner 5.2 contribute one`s own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others. 5.3 communicate clearly, concisely, and effectively in written, spoken, and visual form 5.4 work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals 5.5 take responsibility for one`s own actions, decisions, and consequences 5.6 apply an accepted standard of writing, grammar, spelling and format to all submitted documents. 5.7 cooperate fully with policies and procedures outlined in the Student Code of conduct and ECE Confidentiality Policy and CECE Code of Ethics and Standards of Practice

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Content Integration	20%
Infant/Toddler Projects	65%
Reading Assignments	15%

**Date:**

December 23, 2020

**Addendum:**

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

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