



## 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>	21F
<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 2021-2022 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>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://www.ontario.ca/document/kindergarten-program-2016">https://www.ontario.ca/document/kindergarten-program-2016</a></p> <p>How Does Learning Happen? Ontarios Pedagogy for Early Learning in Ontario. (2014) by Ministry of Education download the document for free @ <a href="https://www.ontario.ca/page/how-does-learning-happen-ontarios-pedagogy-early-years">https://www.ontario.ca/page/how-does-learning-happen-ontarios-pedagogy-early-years</a></p> <p>Education Act (1990) by Ontario Ministry of Education download the document for free @ <a href="https://www.ontario.ca/laws/statute/90e02#top">https://www.ontario.ca/laws/statute/90e02#top</a></p>

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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)

Code of Ethics and Standards of Practice 2017 by College of Early Childhood Educators  
 Publisher: College of Early Childhood Educators.

the document can be downloaded for free from:

[https://www.college-ece.ca/en/documents/code\\_and\\_standards\\_2017.pdf](https://www.college-ece.ca/en/documents/code_and_standards_2017.pdf)

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Explain the current roles and responsibilities of all levels of government related to the structure and quality of early years and childcare programs.	<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 childcare 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>

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	<p>2. Discuss current learning theories and pedagogical approaches that are reflected within early years and childcare settings.</p>	<p>2.1. Explain the research into early brain development that has shaped current early learning pedagogy.</p> <p>2.2. Discuss the theories of child holistic development and the multiple factors that influence development as reflected within current early learning pedagogical approach.</p> <p>2.3. Recognize and explain the six guiding principles from ELECT that are integral to early learning program pedagogy.</p> <p>2.4. Define pedagogy and discuss the overall practices of the current pedagogical approach that nurtures learning and development in the early years.</p> <p>2.5. 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 optimal learning and healthy development.</p>
	<p><b>Course Outcome 3</b></p>	<p><b>Learning Objectives for Course Outcome 3</b></p>
	<p>3. Describe how early childhood educators demonstrate professionalism in their practice.</p>	<p>3.1. Discuss the meaning of professionalism in early childhood education.</p> <p>3.1 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>3.2. Explain each of the interrelated aspects of professionalism in early childhood education.</p> <p>3.3 Identify and interpret 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>3.4 List ways that early childhood professionals the practice of continuous professional learning through post diploma learning opportunities.</p> <p>3.5. List career opportunities where professional early childhood educators practice their profession.</p>
	<p><b>Course Outcome 4</b></p>	<p><b>Learning Objectives for Course Outcome 4</b></p>
	<p>4. Write an anecdotal observation and reflective interpretation that is aligned with current pedagogical documents and practice.</p>	<p>4.1 Explain the purpose of observing, reflecting, children`s learning in early learning programs.</p> <p>4.2 Review the regulations, guidelines, and best practices related to conducting observations within an early learning program.</p> <p>4.3 Outline types of observations methods practiced in an early learning program.</p> <p>4.4. Explain each component within an anecdotal observation and reflective interpretation.</p>

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	<p>4.7. Observe and record an observation of a child actively engaged with their environment.</p> <p>4.5. Write a factual descriptive account of what was observed.</p> <p>4.8. Write a reflective interpretation that is aligned with current pedagogical documents.</p>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Relate Sault College and ECE Program field placement policies and practices to the role and responsibilities of the ECE student field placement.	<p>5.1 State the Sault College Field Placement Requirement policy.</p> <p>5.2. Discuss the roles and responsibilities of the ECE student, field placement mentor, and the College Supervising Faculty.</p> <p>5.3. Outline the policies within the current ECE Program Field Practice Policies Manual.</p> <p>5.6. Identify the mandatory field practice documents and training that is required prior to entering a field placement.</p> <p>5.7. Develop a portfolio that contains verification of all required training and documentation that is currently mandatory for Sault College ECE students to enter field placement.</p>

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Mandatory Field Practice Requirements Portfolio	25%
Projects and Quizzes	75%

**Date:**

July 26, 2021

**Addendum:**

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

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