



## COURSE OUTLINE: ED0135 - INTRO TO ECE

Prepared: Colleen Brady

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

<b>Course Code: Title</b>	ED0135: INTRO TO EARLY CHILDHOOD EDUCATION
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	21F
<b>Course Description:</b>	Through experiential learning and discussion, CICE students, with the assistance of a learning specialist 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>Essential Employability Skills (EES) addressed in this course:</b>	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 5 Use a variety of thinking skills to anticipate and solve problems. 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.
<b>Course Evaluation:</b>	Passing Grade: 50%, D  A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	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 co-requisite courses, ED131, ED136 and ED137.

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.



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

**Books and Required Resources:**

Code of Ethics and Standards of Practice (2017) by College of Early Childhood Educators  
download the document for free @  
[https://www.college-ece.ca/en/Documents/Code\\_and\\_Standards\\_2017.pdf](https://www.college-ece.ca/en/Documents/Code_and_Standards_2017.pdf)

Ontario Regulation 137/15 Child Care and Early Years Act by Ontario Ministry of Education.  
download the document for free @ <http://www.ontario.ca/laws/regulation/r15137#top>

The Kindergarten Program (2016) by Ontario Ministry of Education  
download the document for free @  
<https://www.ontario.ca/document/kindergarten-program-2016>

How Does Learning Happen? Ontarios Pedagogy for Early Learning in Ontario. (2014) by  
Ministry of Education  
download the document for free @  
<https://www.ontario.ca/page/how-does-learning-happen-ontarios-pedagogy-early-years>

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)

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:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Explain the current roles and responsibilities of all levels of government related to the structure and quality of early years and childcare programs.	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.  1.2 Restate the indicators of quality early learning programs and discuss the benefits of affordable, accessible, and quality early learning programs.  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).  1.4 Discuss the importance and impact of the following

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.



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

		<p>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>
	<p><b>Course Outcome 2</b></p> <p>2. Discuss current learning theories and pedagogical approaches that are reflected within early years and childcare settings.</p>	<p><b>Learning Objectives for Course Outcome 2</b></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>3. Describe how early childhood educators demonstrate professionalism in their practice.</p>	<p><b>Learning Objectives for Course Outcome 3</b></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</p>

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.

	<p>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>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Write an anecdotal observation and reflective interpretation that is aligned with current pedagogical documents and practice.	<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> <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:**

Evaluation Type	Evaluation Weight
Mandatory Field Practice Requirments Portfolio	25%
Projects and Quizzes	75%

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.

## **CICE Modifications:**

### **Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

#### **B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

#### **C. Tests will be written in CICE office with assistance from a Learning Specialist.**

##### ***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

#### **D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

##### ***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an

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.



assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

August 29, 2021

**Addendum:**

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

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.



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