# COURSE OUTLINE: ED 213 - INFANT TODDLER CARE

Prepared: Dominique Lachapelle, B.A. RECE.
Approved: Karen Hudson, Dean, Community Services and Interdisciplinary Studies

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| **Course Code: Title** | ED 213: INFANT TODDLER CARE |
| **Program Number: Name** | 1030: EARLY CHILDHOOD ED |
| **Department:** | EARLY CHILDHOOD EDUCATION |
| **Academic Year:** | 2024-2025 |
| **Course Description:** | 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. |
| **Total Credits:** | 3 |
| **Hours/Week:** | 3 |
| **Total Hours:** | 42 |
| **Prerequisites:** | HSC104 |
| **Corequisites:** | There are no co-requisites for this course. |
| **Vocational Learning Outcomes (VLO's) addressed in this course:**<br><br>**Please refer to program web page for a complete listing of program outcomes where applicable.** | **1030 - EARLY CHILDHOOD ED**<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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. |

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| | 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. |
| **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 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. |
| **Course Evaluation:** | Passing Grade: 50%, D<br><br>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation. | |
| **Books and Required Resources:** | Being with Infants and Toddlers: A Curriculum that Works for Caregivers by Kovach, B.A., Patrick, S. (2012)<br>Publisher: LBK Publishing<br>ISBN: 978-0-615635-16-3<br><br>Excerpts from ELECT by Ontario Ministry of Education (2014)<br>Link provided on course learning management system.<br><br>Ontario Regulation 137/15 Child Care and Early Years Act 2014 by Ontario Ministry of Education (2015)<br>Link provided on course learning management system.<br><br>How Does Learning Happen? Ontario`s Pedagogy for the Early Years by Ontario Ministry of Education (2014)<br>Link provided on course learning management system. | |

| **Course Outcomes and Learning Objectives:** | **Course Outcome 1** | **Learning Objectives for Course Outcome 1** |
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| | 1. Use current pedagogical approaches to plan and co-create curriculum that supports the interests and developmental needs of the infant and toddler age group. | 1.1. Use observation strategies, in compliance with legislation and professional standards of practice, to identify children`s development and interests.<br><br>1.2. Collaborate with others to critically reflect on the underlying meaning of the child experience through the lens of current child development theories and pedagogical approach that would identify the value and variation of the child`s development, abilities, and interests.<br><br>1.3. Gather relevant information, observations, and critical reflections about the child using the pedagogical documentation process to make the child`s thinking and learning visible to others.<br><br>1.4. Develop a curriculum plan that incorporates a variety of relevant learning experiences to support and extend the child`s development and learning within the program and extended at home |
| | **Course Outcome 2** | **Learning Objectives for Course Outcome 2** |
| | 2. Discuss the current pedagogical approach to providing quality care and programs specifically for infant and toddler age groups. | 2.1 Determine the essential components of quality infant and toddler care.<br><br>2.2. Discuss how pedagogical approaches to support the foundations of learning are integrated within an infant and toddler program.<br><br>2.3 Examine the qualities of, and roles of the competent and responsive educator that builds relationships with children and families.<br><br>2.4 Describe the relationship between one`s beliefs, knowledge & values, to philosophy & goals for infant/toddler programming. |
| | **Course Outcome 3** | **Learning Objectives for Course Outcome 3** |
| | 3. Analyze and discuss the features of a positive and responsive learning environment for the infant and toddler age group. | 3.1 Outline the characteristics of a supportive/responsive environment that promote a high-quality infant/toddler environment and reflects the pedagogical foundations for learning.<br><br>3.2 Demonstrate a working knowledge of the requirements related to infant and toddler programs as set out by the Child Care and Early Years Act<br><br>3.3. Examine developmentally appropriate learning experiences and materials that meet the unique needs of the infant and toddler age group.<br><br>3.3. Discuss schedules and routines which support the developmental needs of infants and toddlers. |

| Course Outcome 4 | Learning Objectives for Course Outcome 4 |
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| 4. Act in a professional manner | 4.1 Contribute one`s own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others. |
| | 4.2 Communicate clearly, concisely, and effectively in written, spoken, and visual form. |
| | 4.3 Apply an accepted standard of writing, grammar, spelling and format to all submitted documents. |
| | 4.4 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:**

| Evaluation Type | Evaluation Weight |
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| Infant/Toddler Projects | 65% |
| Professional Contributions & Reflections | 20% |
| Reading Assignments | 15% |

**Date:** June 21, 2024

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