Course Code: Title	ECE111: CURRICULUM AND PEDAGOGY 1
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Academic Year:	2025-2026
Course Description:	This course introduces the concepts of relationship-building and play as the cornerstones of curriculum and pedagogy. Students will discuss the importance of relationships and play to children`s learning and development, and identify the role of the educator and early learning environments in supporting learning.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Substitutes:	ED 130
This course is a pre-requisite for:	ECE121
Vocational Learning Outcomes (VLO's) addressed in this course: Please refer to program web page for a complete listing of program outcomes where applicable.	**1030 - EARLY CHILDHOOD ED** 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.
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 4 Apply a systematic approach to solve problems. 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.
Course Evaluation:	Passing Grade: 50%, D A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.
Books and Required Resources:	Excerpts from ELECT by Ontario Ministry of Education Edition: 2014 Link provided on course learning management system. How Does Learning Happen: Ontario`s Pedagogy for the Early Years by Ontario Ministry of Education Edition: 2014 Link provided on course learning management system. The Kindergarten Program by Ontario Ministry of Education Edition: 2016 Link provided on course learning management system. Code of Ethics and Standards of Practice by College of Early Childhood Educators Link provided on course learning management system.

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Summarize current early learning pedagogical frameworks that inform curriculum development and guide ECE practices.	1.1 Research and identify key professional documents that inform early childhood education (ECE) pedagogical frameworks. 1.2 Discuss the current pedagogical framework guiding early years and kindergarten programs in Ontario. 1.3 Interpret principles of early learning and pedagogical approaches that nurture learning and development in the early years. 1.4 Explain the professional role and responsibility of early childhood educators related to implementing standards of best pedagogical practices.
Course Outcome 2	**Learning Objectives for Course Outcome 2**
2. Explain the importance of cultivating responsive and respectful relationships as a foundational pedagogy that supports healthy development and learning in early childhood.	2.1 Describe the qualities of caring, responsive, and respectful relationships as outlined in early learning pedagogical frameworks. 2.2 Explain how positive responsive relationships in early childhood are foundational to healthy development and well-being. 2.3 Interpret the professional responsibility for Early Childhood Educators to cultivate responsive relationships within the early learning program.

	Course Outcome 3	Learning Objectives for Course Outcome 3
		2.4 Outline the pedagogical practices that early childhood educators implement to create inclusive environments and foster culturally responsive relationships. 2.5 Identify strategies that early childhood educators practice to cultivate respectful, inclusive relationships with children and families.
	3. Discuss the role of play as a key pedagogical approach in early childhood education that supports learning and development.	3.1 Define terms related to play-based learning and culture of inquiry. 3.2 Summarize contemporary pedagogical frameworks that explain how children learn through play. 3.3 Explain the fundamental principles of play-based learning. 3.4 Identify and explain developmental theories that inform early childhood educator`s understanding of children`s play.
	Course Outcome 4	Learning Objectives for Course Outcome 4
	4. Describe how the physical space and daily schedule acts as a third teacher to support children`s learning and development.	4.1 Explain the concept of the environment as the `third teacher` and its role in supporting children`s learning and development. 4.2 Discuss the core principles of play-based learning environments and how they support children`s development. 4.3 Describe how learning centres in a preschool classroom are intentionally organized to support specific types of play and learning 4.4 Identify key design considerations for creating indoor and outdoor environments that reflect a child-centered approach across various age groups. 4.5 Outline how daily routines and transitions reflect the environment as a Third Teacher to support children`s learning and development.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	75%
Quizzes	25%

Date: June 23, 2025

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