



## COURSE OUTLINE: ECE121 - CURRIC. & PEDAGOGYII

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Approved: Karen Hudson - Dean

<b>Course Code: Title</b>	ECE121: CURRICULUM AND PEDAGOGY II
<b>Program Number: Name</b>	1030: EARLY CHILDHOOD ED
<b>Department:</b>	EARLY CHILDHOOD EDUCATION
<b>Academic Year:</b>	2025-2026
<b>Course Description:</b>	Students will be exposed to a variety of observational, pedagogical documentation & reflective techniques designed to incorporate learning goals that support child-led, high-quality, developmentally appropriate play. Skills gained from observing young children will help students identify and communicate how learning develops, along with creating opportunities for assessment, future curriculum planning, and making learning visible.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	ECE111
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Substitutes:</b>	ED 131
<b>This course is a pre-requisite for:</b>	ECE231
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<p><b>1030 - EARLY CHILDHOOD ED</b></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 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.</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 4 Apply a systematic approach to solve problems.</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>



- 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.

**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:**

All textbooks and documents are online and the links will be posted on the course LMS site

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Discuss how observation, pedagogical documentation, and critical reflection support children`s development, align with early learning pedagogy, and uphold professional standards in early childhood education.	1.1 Accurately define observation, pedagogical documentation, and critical reflection and the terms associated with these practices, within the context of early learning. 1.2 Describe the purpose and value of each practice in supporting children`s learning, development, and well-being. 1.3 Discuss how observation, pedagogical documentation and critical reflection are integral to current early learning pedagogy and inherent to the professional standards and best practices of early childhood education.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Apply the observation cycle approach to determine children`s abilities, needs, and interests to create responsive curriculum opportunities that support meaningful learning experiences.	2.1 Outline the ethical guidelines required for observing children. 2.2 Distinguish the stages of the inquiry process elements within the observation cycle. 2.3 Identify the characteristics of a skilled observer and the guidelines to ensure observations are ethical, respectful, and protect the rights of the children and families. 2.4 Examine the factors and guidelines educators must consider when engaging in observing and documenting children 2.5 Compare methods of observing and documenting spontaneous events. 2.6 Determine methods of observing and documenting targeted behaviours. 2.7 Apply the observation cycle process to identify children`s abilities, interests and ideas. 2.8 Engage in critical reflection and collaborative inquiry to interpret observations through a variety of early learning frameworks.
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Create pedagogical documentation that effectively communicates children`s learning,	3.1 Explain the process of creating pedagogical documentation. 3.2 Compare different types of pedagogical documentation. 3.3 Analyze pedagogical documentation to determine its effectiveness in capturing, interpreting, and communicating



	development, and engagement in early learning environments.	children`s learning experiences. 3.4 Discuss ways to engage families in the documentation process and to share children`s learning. 3.5 Apply the pedagogical documentation process to create an effective method to make children`s thinking and learning visible.
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<b>Evaluation Process and Grading System:</b>	<b>Evaluation Type</b>	<b>Evaluation Weight</b>
	Assignments	75%
	Quizzes	25%

**Date:** October 20, 2025

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