



## COURSE OUTLINE: ED 288 - QUALITY ASSURANCE

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<b>Course Code: Title</b>	ED 288: QUAL ASSURANCE IN EARLY CHILD. SETTINGS
<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>	An examination of current issues, social and governmental policies, advocacy, professional standards and the administrator's role will provide students with an understanding of the importance of quality in Early Childhood settings. Throughout this exploration, students will be challenged to develop their own philosophy of early childhood education by gaining an insight into the relationship between quality and the evolution of early childhood education.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Substitutes:</b>	OEL1346
<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 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 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.
	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 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>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>
<p><b>Essential Employability Skills (EES) addressed in this course:</b></p>	<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 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> <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>
<p><b>Course Evaluation:</b></p>	<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>
<p><b>Books and Required Resources:</b></p>	<p>Code of Ethics and Standards of Practice (2017) by College of Early Childhood Educators  Publisher: College of Early Childhood Educators  The link to this online textbook will posted on the course LMS site.</p> <p>How does learning happen? Ontario`s pedagogy for the early years. by Ontario Ministry of Education  Publisher: Queen`s Printer of Ontario  The link to this online textbook will posted on the course LMS site.</p> <p>Child Care Licensing Manual by Government of Ontario  Publisher: Queen`s Printer of Ontario  The link to this online textbook will posted on the course LMS site.</p> <p>Truth and Reconciliation Commission of Canada: Calls to Action (2015) by Government of Canada  The link to this online textbook will posted on the course LMS site.</p> <p>Indigenous Early Learning and Child Care Framework (2018) by Government of Canada and Indigenous People`s  Publisher: Government of Canada  The link to this online textbook will posted on the course LMS site.</p> <p>Metis Nation Early Learning and Child Care Accord (2019) by Government of Canada  The link to this online textbook will posted on the course LMS site.</p>

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Analyze various frameworks in place related early childhood education in Canada and internationally, and discuss the factors that contribute to quality and the tools used to measure quality in the early learning sector.	1.1. Outline and describe multiple rationales for early childhood programs. 1.2. Identify the principles that guide a quality framework for early childhood education and care, as well as explain the potential barriers. 1.3. Distinguish the contextual factors within the ecological framework theory for early childhood environments. 1.4. Identify the factors contributing to effective early childhood programs and explain the methods of achieving quality.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Compare the role of each level of government within the early learning sector and analyze various social policies that influence the quality of early childhood programs.	2.1. Summarize the functions of the three levels of government related to the early years and child care setting. 2.2. Review Canadian early childhood social policy for children and families and compare with international social policy directions. 2.3. Summarize the government's approach to Indigenous early childhood development and care and explain the impact of the 2018 Indigenous Early Learning and Child Care Framework. 2.4. Outline the roles of provinces and territories in licensing and regulation.
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Apply a social systems model to illustrate the organization of early childhood programs and explain the characteristics of a managing a dynamic workforce.	3.1. Identify the components of the social systems model. 3.2. Discuss the role of a learning community in achieving motivation and commitment within the early childhood workforce. 3.4. Describe the elements necessary to facilitate teamwork and collaborative work environments. 3.5. Describe ways in which early childhood programs are organized and outline the roles and responsibilities of the governing body and committees.
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Explain the rationale for cultivating leadership within the early childhood profession, and describe the leadership essentials and attributes that are necessary for a competent leader to fulfill the scope of a leader's roles and responsibilities.	4.1. Identify a variety of leadership roles in the early learning sector. 4.2. Explain the scope of the program leader's roles and responsibilities. 4.3. Describe the attributes that make a successful leader and impact on the early childhood programs and educators. 4.4. Discuss the features of leadership competencies, knowledge, and practices in settings with children. 4.5. Engage in self-reflective practice to examine personal attributes and potential leadership development.
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Discuss and illustrate the components of early childhood professionalism and the role of continuous	5.1. Outline the characteristics that contribute to a competent early childhood professional. 5.2. Discuss and illustrate the early childhood educator cornerstones of professional practice: self-awareness,



	<p>learning and development to sustaining standards of quality care in the early learning sector.</p>	<p>reflective practice, and continuous learning.  5.3. Explain the elements of professionalism and describe the obligations of an early childhood professional to interpret the Code of ECE Code of Ethics and Standards of Practice within the early childhood professional practice.  5.4. Summarize the developmental stages of an early childhood professional.  5.5. Defend the importance of a continuous learning to creating safe, competent and professional practice in the early learning field.  5.6. Discuss the value of participating in a professional network within the early years sector.</p>
	<p><b>Course Outcome 6</b></p>	<p><b>Learning Objectives for Course Outcome 6</b></p>
	<p>6. Discuss the professional responsibility to engage in various forms of advocacy in the early learning sector, as well as, research, plan, and implement in partnership with others an advocacy agenda related to the early years child care sector</p>	<p>6.1. Outline why advocacy in the early learning sector is important and define types of advocacy, as well as, discuss the social justice approach to advocacy.  6.2. Explain the need for public education and convey the value of increased awareness of media portrayals of early childhood.  6.3. Identify personal and collective approaches to advocating for early childhood services and the early childhood workforce, as well as, discuss the benefits of collaborating with organizations in addressing issues of quality, compensation, and accessibility.  6.4. In partnership with others, demonstrate the ability to be an advocate by researching, planning and implementing an advocacy agenda on a topic that is related to the early learning sector.</p>
	<p><b>Course Outcome 7</b></p>	<p><b>Learning Objectives for Course Outcome 7</b></p>
	<p>7. Explain the role and responsibility of the program leader to hold themselves and the performance of their programs accountable and discuss the organizational methods that this is accomplished including program policies, procedures and manuals.</p>	<p>7.1. Describe how the program vision informs practice and discuss the purpose and implications of a program statement  7.2. Identify the steps in developing a program statement and goals.  7.3. Discuss how policies and procedures reflect the goals and values of the program.  7.4 Explain how to interpret regulations, quality standards, and principles when developing policies and practices.  7.5 Discuss the purpose, content, and effectiveness of various policies, procedures and manuals  7.6. Identify tools for evaluating program quality and summarize the local program quality assurance approach.  7.7. Summarize the program leader’s financial role.  7.8. Explain the elements of the iron triangle and describe the budget process.  7.9. Explain the relationship between parent fees, staff compensation, and the quality of the program.</p>
	<p><b>Course Outcome 8</b></p>	<p><b>Learning Objectives for Course Outcome 8</b></p>
	<p>8. Describe characteristics of effective policies and, analyze program policy and</p>	<p>8.1. Outline the considerations of high-quality, safe, and healthy early childhood environments.  8.2. Interpret regulations, quality standards, and principles</p>

	procedure manuals based on best practices,	when developing policies and practices. 8.3. Discuss the purpose and identify the contents of the family handbook and the staff manual. 8.4. Evaluate program policies and manuals using appropriate criteria and make recommendations.
	<b>Course Outcome 9</b>	<b>Learning Objectives for Course Outcome 9</b>
	9. Communicate professionally in all written work and verbal interactions with others and engage in reflective practice while demonstrating critical thinking skills.	9.1 Communicate clearly, concisely and correctly in all written work that reflects a professional standard in vocabulary, grammar, spelling and format appropriate to the early learning sector. 9.2 Correctly cite the sources of information within written submissions following APA format. 9.3 Be respectful, positive and open in all communication recognizing ones own personal bias and demonstrate respect for the diverse opinions, values, belief systems and contributions of others 9.4 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. 9.5. Research, select and integrate information from various sources to develop a meaningful and relevant response to assigned questions. 9.6. Analyze, evaluate, and apply relevant information from a variety of sources. 9.7. Manage the use of time and resources to complete projects in a timely manner.

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Content Quizzes	20%
Projects	25%
Reflections on Learning	55%

**Date:** June 17, 2025

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