

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Infant Toddler Care and Education

CODE NO. : ED 213 **SEMESTER:** 4

PROGRAM: Early Childhood Education

AUTHOR: Lorna Connolly Beattie
705-759-2554 ext. 2438; Office E3207
lorna.connolly@saultcollege.ca

DATE:	Jan. 2016	PREVIOUS OUTLINE DATED:	Jan. 2015
		'Angelique Lemay'	June/15
		_____	_____
		DEAN	DATE

TOTAL CREDITS: 3

PREREQUISITE(S): HSC 104

HOURS/WEEK: 3

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*For additional information, please contact Angelique Lemay, Dean
School of Community Services, Interdisciplinary Studies, Curriculum & Faculty Enrichment
(705) 759-2554, Ext. 2737*

I. 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.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. plan and implement curriculum activities for an infant/toddler based on observations and collaborations with parent(s)/educators; analyse its relevance and its success, and formulate new experiences for the child

(Reflection of ECE Program Standard Vocational Learning Outcomes #1, #2, #3, #4, #6)

Potential Elements of the Performance:

- choose an infant/toddler and interact regularly with him/her.
- complete a child history, developmental screening assessments and other observations that demonstrate the child's developmental skills, interests and learning approaches.
- analyze the child's developmental progress.
- create developmental objectives to provide the child with experiences that are developmentally appropriate and match the child's interests
- provide concrete documentation that demonstrates the child's developmental skills, interests and learning approaches.
- evaluate the success of the activities and formulate further suggestions for appropriate developmental experiences
- establish respectful partnerships with families which promote involvement in their child's learning
- identify the valuable input that families contribute as experts in their child's abilities, interests and ideas
- share observations of the child's abilities, interests and ideas with families and other professionals

2. determine the child's cognitive, physical and emotional needs during the infancy and toddler period; examine the role of a responsive educator.

(Reflection of ECE Program Standard Vocational Learning Outcome #1 and #8)

Potential Elements of the Performance:

- determine the essential components of quality infant and toddler care
- describe the relationship between one's beliefs, knowledge & values, to philosophy & goals for infant/toddler programming
- examine the qualities of, and roles of the competent educator
- determine appropriate ways of promoting physical, cognitive and emotional well-being
- propose ways of fostering positive social interaction

3. assess the features of a positive infant/toddler environment

(Reflection of ECE Program Standard Vocational Learning Outcome #1, #2, #5, and #7)

Potential Elements of the Performance:

- outline the characteristics of a supportive/responsive environment that promote a high quality infant/toddler environment
- outline the factors which provide an appropriate balance between over- & under-stimulation
- complete an Infant Toddler Environmental Rating Scale (ITERS)
- Demonstrate a working knowledge of the requirements related to infants and toddler programs as set out by the *Child Care and Early Years Act*
- arrange and equip the environment for active learning for infants and toddlers

4. determine appropriate curriculum for individual infants/toddlers in group care settings.

(Reflection of ECE Program Standard Vocational Outcome # 1 and #2, #4)

Potential Elements of the Performance:

- recognize that relationships with children and families are the foundation of infant-toddler curriculum
- establish schedules and routines which support the developmental needs of infants and toddlers
- evaluate curriculum activities/experiences
- create infant/toddler play materials

5. act in a professional manner

(Reflection of ECE Program Standard Vocational Learning Outcome #6 and #10 and Essential Employability Skills Learning Outcomes #1,#5, #6, #8, #9 & #11)

Potential Elements of the Performance:

- use self-reflection and self-evaluation skills in an ongoing manner
- contribute one's own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others.
- communicate clearly, concisely, and effectively in written, spoken, and visual form
- work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals
- take responsibility for one's own actions, decisions, and consequences
- apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
- 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

III. TOPICS:

These topics may overlap and will not necessarily be presented in this order:

1. Infants and Toddlers in groups – the philosophy and goals of quality care.
2. Features of a Quality Environment for Infants and Toddlers
3. Components involved in developing rapport with parents and educators
4. Conducting developmental assessments, observations, gathering materials and documenting the process as part of a Child Study
5. Building Supportive Relationships with Infants and Toddlers
6. Establishing Schedules and Routines for Infants and Toddlers
7. Creating Active Experiences for Infants and Toddlers as a key component of effective Infant/Toddler Curriculum

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Jamieson, J., Bertrand, J., Elfenbaum, M., & Koshyk, J. (Eds.). (2012). *The science of early child development* (3rd ed.). [Online resource]. Winnipeg, MB: Red River College
- Squires, J., Twonbly, E., Brickers, L., (2009) **ASQ-3 Quick Start Guide**. Brookes Publishing Company.
- Squires, J., Twonbly, D., Brickers, L., (2004) **Ages and Stages Learning Activities**. Brookes Publishing Company.

On-line Publications:

- Best Start Expert Panel. (2007). *Early Learning for Every Child Today: A Framework for Ontario early childhood settings*. Available online: <http://www.edu.gov.on.ca/childcare/oelf/>
- Best Start Expert Panel. (2014). *Excerpts from ELECT - Early Learning for Every Child Today: A Framework for Ontario early childhood settings*. Available online: <http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>
- Ontario Ministry of Education. (2015, June 8). *Ontario Regulation 137/15 Child Care and Early Years Act, 2014*. Retrieved 2015, from e-Laws: <http://www.ontario.ca/laws/regulation/r15137#top>

Also, we will use resources from textbooks used in other classes and materials provided by professor

V. EVALUATION PROCESS/GRADING SYSTEM:

Tests/Quizzes **10%**

As per the testing policy, Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor prior to the start of the test. An alternative date must be arranged before the next class.

Supporting a Child – A Case Study **40%**

You will be completing an in-depth study of an infant/toddler. Complete criteria for this major assignment will be reviewed in class. This is a process assignment and components will be submitted over the course of the semester. Requirements will be communicated in class and posted on LMS.

Infant/Toddler “Play Kit” **25%**

You will be creating a very simple “play kit” for an infant or toddler. It will involve using recycled or hand-made materials that are safe, yet encourage active, curious exploration that develops the joy of wonder with new possibilities for learning for an infant/toddler. You will critique your kit by having an infant/toddler explore your kit. Complete criteria for this project, including due date will be explained in class and posted on LMS.

Active Experiential Learning / Collaborative Teams / Reflective Practice/ Class Preparation Notes **25%**

You will be assigned a collaborative team that you will work with for the entire semester. This will involve working within a collaborative team to complete Active Experiential Learning (AEL) activities related to the course content. You will be expected to actively engage in discussion within your collaborative team.

As part of this evaluation factor, you will also be submitting “Class Preparation Notes”. The process for submission will be discussed in class and posted on LMS.

If you are not present or you do not bring all the necessary materials (i.e. textbook) you are not fully participating for any of the Active Experiential Learning (AEL) activities, this will impact your grade in this evaluation factor. Reflective Practice activities will also be part of the process for this evaluation factor.

- *Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. Late assignments will be deducted 5% per day, including weekends. Assignments will not be evaluated if they are received more than 1 week after the due date.*
- *All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Academic Dishonesty posted on the Student Portal.*
- *In-class or weekly assignments (class preparation notes) are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work, discussions and course expectations.*
- *Students are responsible for retaining a file of all assignments. Students should keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.*
- *Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date*

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

Your professor reserves the right to modify the course, as he/she deems necessary to meet the needs of students.

Dates for projects or tests may be revised depending upon course content/flow.

Students will be informed of any changes in class and through LMS.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.