



COURSE OUTLINE: ED 135 - INTRO TO E.C.E.

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Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	ED 135: INTRO TO EARLY CHILDHOOD EDUCATION
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semesters/Terms:	19F
Course Description:	Through experiential learning and discussion, students will gain a general understanding about the Early Childhood Education field. The roles and responsibilities needed to work with young children will be examined. Students will be introduced to the professional standards and practices that are required for working in a variety of early learning settings.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	ED 270
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	ED 131, ED 136, ED 137
Vocational Learning Outcomes (VLO's) addressed in this course:	1030 - EARLY CHILDHOOD ED
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children`s holistic development and are responsive to individual children`s and groups of childrens observed abilities, interests and ideas.
	VLO 2 Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.
	VLO 3 Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children`s learning across the continuum of early childhood development.
	VLO 4 Establish and maintain responsive relationships with individual children, groups of children and families.
	VLO 6 Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.
	VLO 7 Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments.
	VLO 10 Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields
Essential Employability	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form



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Skills (EES) addressed in this course:

- 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.

Course Evaluation:

Passing Grade: 50%, D

Other Course Evaluation & Assessment Requirements:

Although a D grade is considered a passing grade, the student must achieve a minimum of a C grade to be eligible to register for the subsequent semester two co-requisite courses, ED131, ED136 and ED137. Students must have all field practice requirements verified by the Field Placement Officer in order to complete course work.

Books and Required Resources:

Art of Awareness:How Observation Can Transform Your Teaching by Curits and Carter
Publisher: REDLEAF PRESS
ISBN: 9781605540863

Excerpts from ELECT by Ontario Ministry of Education
download the document for free @
<https://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>

Code of Ethics and Standards of Practice by College of Early Childhood Educators
download the document for free @
https://www.college-ece.ca/en/Documents/Code_and_Standards_2017.pdf

Ontario Regulation 137/15 Child Care and Early Years Act by Ontario Ministry of Education.
download the document for free @ <http://www.ontario.ca/laws/regulation/r15137#top>

The Kindergarten Program by Ontario Ministry of Education
download the document for free @
https://files.ontario.ca/books/edu_the_kindergarten_program_english_aoda_web_july21.pdf

How Does Learning Happen? by Ministry of Education
download the document for free @
<http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>

Education Act (1990) by Ontario Ministry of Education
download the document for free @ <https://www.ontario.ca/laws/statute/90e02#top>

Early Childhood Educators Act (2007) Regulations under the Act by Ontario Ministry of Education
download the document for free @ <https://www.ontario.ca/laws/statute/07e07>

Truth and Reconciliation Commission of Canada: Calls to Action (2015) by Government of Canada
download the document for free @ http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf



Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1.Relate how levels of government contribute to the accessibility of quality early learning programs that meet the needs of children and families.	<p>1.1.Summarize the historical trends that have influenced early learning and child care in Canada and describe the benefits of quality early learning programs to society as a whole.</p> <p>1.2 Identify the current range of early learning and child care programs available to families, including child care, kindergarten, before and after school and child and family programs.</p> <p>1.3.Describe the evidence based indicators of quality reflected in early learning programs.</p> <p>1.4.Discuss the initiatives of the Ontario Government to respond to the needs of children and families in Ontario.</p> <p>1.5 Describe the role of the Ontario Ministry of Education related to early learning programs.</p> <p>1.6.Compare and discuss the various Provincial legislations that regulate early learning programs.</p>
Course Outcome 2	Learning Objectives for Course Outcome 2
2.Explain the concept of professionalism as it relates to early childhood educators and interpret the purpose of a code of ethics and standards of practice for an early childhood professional.	<p>2.1 Define professionalism in early childhood education and explain concepts related to being a professional.</p> <p>2.2. Explain how Provincial legislation recognizes Early Childhood Educators as Professionals.</p> <p>2.3. Explain the role and mandate of the College of Early Childhood Educators as regulator of the early childhood education profession in the province of Ontario and discuss how it differs from other early learning organizations.</p> <p>2.4.Discuss the accountability and responsibilities that a registered early childhood educator has towards children, families, community partners, the public, colleagues and to the profession</p> <p>2.5. Indicate a variety of professional settings and positions available to Registered Early Childhood Educators and discuss career ladders, lattices, and career paths.</p> <p>2.6.Identify the challenges and initiatives to develop a sustained early years and child care workforce.</p>
Course Outcome 3	Learning Objectives for Course Outcome 3
3.Discuss how the principles and practices of early learning pedagogy strengthen the quality of early learning programs and services.	<p>3.1 Discuss the accountability and responsibility of early childhood educators to follow regulations and guidelines regarding current pedagogical approaches.</p> <p>3.2 Distinguish and compare the various provincial curriculum guidelines and program / pedagogical documents.</p> <p>3.3 Describe how the early learning framework's six principles provide a shared understanding of how young children experience and interact with the world around them.</p> <p>3.4 Explain how the current pedagogical approaches support pedagogy and program development in early-years settings that is shaped by views about children, the role of educators and families, and the relationships among them</p>
Course Outcome 4	Learning Objectives for Course Outcome 4
4.Discuss and illustrate best practices that early childhood educators reflect	4.1 Identify and summarize the various guidelines and regulations that early childhood educators are accountable to practice in order to develop responsive relationships and

to create responsive relationships and learning contexts that value and reflect diversity, equity, and inclusion.

learning contexts that value and reflect diversity, equity, and inclusion.

4.2 Discuss the areas of human diversity and how early childhood educators create early learning contexts that respect and honour the uniqueness and diversity of children, families and communities including family structure, language, cultural values and practices, ethnicity, socio-economic status, spirituality, gender age and sexual orientation.

4.3 Examine and reflect on the process of fostering an anti-bias approach that places diversity and equity at the centre of all relationships and learning contexts

Course Outcome 5

Learning Objectives for Course Outcome 5

5. Use observation strategies and collaborative reflection to identify and interpret children's strengths, interest, ideas, and challenges in compliance with all privacy legislations and polices regarding confidentiality.

5.1. Identify a variety of reasons to observe young children.
5.2. Explain how the early childhood educator is accountable to all privacy and confidentiality legislations and policies in addition to the overall principles of observation.
5.3. Identify lenses and filters that influence the observer and discuss other issues related to making observations.
5.4. Compare a variety of observation methods and illustrate how narrative observations may be used in an early learning program.
5.5. Discuss the value of collaborative reflection to make meaning of what has been observed.

Course Outcome 6

Learning Objectives for Course Outcome 6

6. Recognize and demonstrate compliance by acting in accordance with early years and child care settings regulations, policies, procedures, and practices, as well as, the policies and practices of Sault College and the ECE Program.

6.1. Explain the key regulations, policies, procedures, and practices that ECE students must adhere to as part of their field placement.
6.2 Demonstrate compliance with all regulations, policies, procedures and practices outlined in the Sault College ECE Program documentation in regards to field practice.
6.3 Clarify and interpret the roles and responsibilities of the ECE Student, Mentor, and College Supervising Faculty

Course Outcome 7

Learning Objectives for Course Outcome 7

7. Apply principles of early learning pedagogy to curriculum within an early learning program.

7.1 select quality literature appropriate for children at varying stages of development.
7.2 Identify several literacy building strategies that can be used in story-sharing experiences.
7.3 Plan and present a story-sharing experience to a small group of children effectively.

Course Outcome 8

Learning Objectives for Course Outcome 8

8. Communicate professionally in all written work and verbal interactions with others and engage in reflective practice and demonstrate critical thinking skills

8.1 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.
8.2 Correctly cite the sources of information within written submissions following APA format.
8.3 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
 8.4 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
 8.5. Research, select and integrate information from various sources to develop a meaningful and relevant response to assigned questions.
 8.6. Analyze, evaluate, and apply relevant information from a variety of sources.
 8.7. Manage the use of time and resources to complete projects in a timely manner.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Field Practice Portfolio	65%
Module Quizzes	20%
Reflection Papers	15%

Date:

June 20, 2019

Addendum:

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

